

Pfeiffer-Burleigh Sch
School Improvement Plan
07/01/2014 - 06/30/2019

School Profile

Demographics

Pfeiffer-Burleigh Sch

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

Federal Accountability Designation: Priority
Title I Status: Yes
Schoolwide Status: Yes
Principal: Karin Ryan
Superintendent: Brian Polito

Stakeholder Involvement

Name	Role
Bea Habursky	Administrator : School Improvement Plan
Abigail Matz	Building Principal : School Improvement Plan
Karin Ryan	Building Principal : School Improvement Plan
Katy Wolfram	Business Representative
Shane Duck	Community Representative : School Improvement Plan
Meghan Easter	Ed Specialist - Other : School Improvement Plan
Mary Kearney	Ed Specialist - Other : School Improvement Plan
Colleen Testrake	Ed Specialist - Other : School Improvement Plan
Allison Bell	Elementary School Teacher - Regular Education : School Improvement Plan
Jane Deutschlander	Elementary School Teacher - Regular Education : School Improvement Plan
Lisa Sinicki	Instructional Coach
Donna Wall	Instructional Coach/Mentor Librarian : School Improvement Plan
Manuel Rivera	Parent : School Improvement Plan

Federal Programs

School Improvement

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
- School newsletter
- District web page
- Board meeting presentations
- Town hall meetings
- Press releases to local media
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Short Message Systems (email 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-Teacher Conferences
- Home-school visits
- 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:

No

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

1. Technical assistance has been provided through monthly meetings with our Academic Recovery Liaison, Mrs. Linda Nelson. Mrs. Linda Nelson has been providing technical assistance and support to the School Improvement Planning Team since July 2014. Linda Nelson has spent time reviewing the School Improvement Plan, how to navigate the tool, technical support in working within the planning document, and support with the school improvement planning process. Linda Nelson's last visit to Pfeiffer-Burleigh was January 2018. The ARL Program was suspended by the PA State Department of Education.
2. The Northwest Tri-County Intermediate has made themselves available to assist in any way needed. The Northwest Tri-County Intermediate Unit has provided assistance through a variety of trainings: LETRS, DIBELS Next Training Workshop, SWPBIS, Mathematics Standards and Mathematical Practices. In 2017-2018, Dr. Susan Miller has met with Principal Karin Ryan to discuss the School Improvement Plan and school needs.
3. Mrs. Bea Habursky, Assistant Superintendent, has participated in meetings with the Academic Recovery Liaison and the Northwest Tri-County Intermediate Unit. Mrs. Habursky assists Pfeiffer-Burleigh School Administration monitor the effectiveness of the school improvement plan.
4. Mrs. Nora Dolak, Erie's Public Schools Curriculum Coordinator, has supported Pfeiffer-Burleigh's Administration in the development of the school's professional development sessions and assessment calendar. She is available to discuss curriculum revisions that have occurred at Pfeiffer-Burleigh School.
5. Ms. Paulette Zagorski, Erie's Public Schools Assessment Coordinator, provides support of data resources available for school improvement planning and the monitoring of effectiveness of the school improvement plan.
6. Ms. Teresa Szumigala, Human Resource Director, has assisted administration in the hiring and retention of quality teachers.
7. Mrs. Diane Sutton serves as the Central Administrator Representative on the Community School Leadership Team.
8. Mr. Brian Polito, Superintendent, has participated in school-wide data conversations.

Provider	Meeting Date	Type of Assistance
Allegheny I.U. 3	8/9/2017	Growth and Collaboration: Data

		Informed Decision Making for Focus/Priority Schools
Allegheny I.U. 3	10/9/2017	The Western PA I.U.'s and ARL's Focus and Priority Session
Community School Leadership Team (CSLT)	11/3/2017	Community School Initiatives
CSLT	11/17/2017	Community School Initiatives
CSLT	12/1/2017	Community School Initiatives
CSLT	12/15/2017	Community School Initiatives
CSLT	2/9/2018	Community School Initiatives
CSLT	2/23/2018	Community School Initiatives
Dr. Susan Miller-I.U.5	10/12/2017	PSSA Scoring Sampler
Dr. Susan Miller-I.U.5 and Mrs. Linda Nelson-ARL	9/29/2017	School Support
I.U.5-Erin Eighmy	6/2/2017	DIBELS Data
LEA-Central Administration	8/16/2017	Child Accounting, PIMS, Truancy
LEA-Central Administration	11/16/2017	Principal Cohort
LEA-Central Administration	3/1/2018	Community Room Renovations
Mr. Brian Polito	11/1/2017	EPS Budget Update
Mr. Brian Polito and Mrs. Bea Habursky	8/21/2017	Principal Review-Data Conversation
Mr. Brian Polito and Mrs. Bea Habursky	10/11/2017	Data Review
Mr. Brian Polito and Mrs. Bea Habursky	2/5/2018	Mid-Year Review
Mr. Randy Pruchnicki	8/10/2017	SIG-Budget
Mr. Randy Pruchnicki	4/10/2018	SIG-Budget
Mrs. Bea Habursky	7/7/2016	PA-ETEP
Mrs. Bea Habursky	7/19/2016	Goals and Needs
Mrs. Bea Habursky	9/15/2016	Early Warning and Teacher Classroom Intervention Tab on IC
Mrs. Bea Habursky	6/16/2017	Principal Evaluation-End of Year
Mrs. Bea Habursky and Mrs. Diane Sutton	12/11/2017	Literacy Review
Mrs. Bea Habursky and Mrs. Diane Sutton	12/11/2017	Literacy Review
Mrs. Bea Habursky and Mrs. Nora Dolak	4/27/2017	SIP Planning
Mrs. Bea Habursky, Mrs. Diane Sutton, Mrs. Nora Dolak	6/5/2017	Professional Development Planning
Mrs. Bea Habursky, Mrs. Diane Sutton, Mrs. Nora Dolak	3/9/2018	Literacy Review
Mrs. Bea Habursky, Mrs. Diane Sutton, Mrs. Nora Dolak	3/26/2018	Literacy Review
Mrs. Daria Devlin	10/19/2017	Community School Check-in
Mrs. Diane Sutton	10/5/2017	Classroom Visits

Mrs. Diane Sutton	10/11/2017	K-2 Literacy
Mrs. Linda Nelson and Mrs. Bea Habursky	8/28/2017	First Day of School
Mrs. Linda Nelson, Academic Recovery Liaison	9/30/2016	Recruiting Qualified Teachers/Teacher Retention
Mrs. Linda Nelson, Academic Recovery Liaison	12/6/2016	Priority and Focus Conference SIP Presentation
Mrs. Linda Nelson, Academic Recovery Liaison	1/13/2017	ILT Data Protocols
Mrs. Linda Nelson, Academic Recovery Liaison	2/28/2017	School Climate Discussion (103 New Students enrolled in Jan.) and After-School Programs
Mrs. Linda Nelson, Academic Recovery Liaison	3/17/2017	Focus and Priority Meeting
Mrs. Linda Nelson, Academic Recovery Liaison	3/21/2017	SIG/Priority/Title Audit
Mrs. Linda Nelson, Academic Recovery Liaison/Mrs. Bea Habursky, Assistant Superintendent	10/24/2014	PVAAS and Benchmark Assessment Data
Mrs. Linda Nelson, Academic Recovery Liaison/Mrs. Bea Habursky, Assistant Superintendent	8/29/2016	Review of Plan
Mrs. Linda Nelson, Academic Recovery Liaison/Mrs. Bea Habursky, Assistant Superintendent	9/16/2016	SIP Implementation and School Challenges
Mrs. Linda Nelson, Academic Recovery Liaison/Mrs. Bea Habursky, Assistant Superintendent	11/11/2016	Priority School Plan Improvement Report
Mrs. Linda Nelson, Academic Recovery Liaison/Mrs. Bea Habursky, Assistant Superintendent	12/2/2016	DIBELS Progress Monitoring Data, 4Sight Benchmark Assessment (Test 2)
Mrs. Linda Nelson, Academic Recovery Liaison/Mrs. Bea Habursky, Assistant Superintendent	1/24/2017	Increase in Enrollment of ELL, Hiring of Community School Coordinator
Mrs. Linda Nelson-ARL	8/18/2017	Reconfiguration and Curriculum
Mrs. Linda Nelson-ARL	11/21/2017	PA Quarterly Report
Mrs. Linda Nelson-ARL	12/18/2017	School Visit
Mrs. Linda Nelson-ARL, Dr. Glen Zehner, Dr. Dominic Cavallaro	10/26/2017	Priority School Progress
Mrs. Nora Dolak	8/9/2016	Curriculum
Mrs. Nora Dolak	8/22/2016	Benchmark Assessments
Mrs. Nora Dolak	1/18/2017	School-Wide Title
Mrs. Teresa Szumigala	3/20/2017	Memorandum of Understanding
Mrs. Teresa Szumigala	7/26/2017	Assistant Principal Interviews
Ms. Paulette Zagorski	1/26/2017	Teacher Specific Reporting Training
Northwest Tri-County Intermediate Unit 5	8/19/2016	DIBELS Next Data Analysis Training
Northwest Tri-County Intermediate	11/21/2016	SWPBIS

Unit 5		
Northwest Tri-County Intermediate Unit 5	2/21/2017	SWPBIS
Northwest Tri-County Intermediate Unit 5/Dr. Linda Lorei, Mrs. Bea Habursky, Mrs. Nora Dolak	1/5/2017	Review of SIP and IU5 Available Support
PA Department of Education	12/6/2017	SAS Priority and Focus School Session
Randy Pruchnicki	8/18/2017	SIG-Budget

Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Pfeiffer-Burleigh Elementary School's Building-wide Student Learning Objective (SLO) is based on student growth. Teachers and Administrators reviewed our school PVAAS data and DIBELS Zones of Growth data to determine school-wide needs. PVAAS data was discussed at Instructional Leadership Team (ILT) meetings and in individual teacher PVAAS meetings. Teachers PreK-5 set growth goals within their SLOs. All teachers are utilizing data from 4Sight and DIBELS Next to monitor student growth goals. Teachers participate in data meetings after each administration of the 4Sight to determine student progress, interventions, and whole group instruction. Teachers track the students' progress through the use of spread sheets which contain PA Eligible Content. Teacher teams in grades K-2 worked on the data protocols used for examining DIBELS Next data. The teachers utilized the CKLA Intervention and Remediation Guides to research and locate appropriate interventions. Progress monitoring data is collected bi-weekly for all students who fell within the intensive range. K-2 Teachers have begun to utilize the CKLA Skills Strand assessments to drive instruction. A building-wide acceleration schedule has been created to support students in grades K-5.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	Yes
After School	Yes
Lunch/Study Periods	Yes
Summer School Program	Yes

Reading	Yes
Math	Yes
Science	Yes
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

Yes, the school intends to consolidate the funds.

Federal Grant Program	Amount of Grant
School Improvement Grant	\$1999214.00

State/Local Grant Program	Amount of Grant
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Needs Assessment

School Accomplishments

Accomplishment #1:

Indicators of Academic Growth/PVAAS

Meeting Annual Academics Growth Expectations	2017	2016	2015
Mathematics	100.	95.00	79.00
English Language Arts	78.00	86.00	80.00
Science	71.50	67.00	67.00

According to the 2017 School Level Data (<http://www.education.pa.gov/Pages/PSSA-Information.aspx>), students earned the following School Level PVAAS Growth Measures: 100.00 for Mathematics, 78.00 for English Language Arts, and 71.50 for Science.

Accomplishment #2:

During the 2017-2018 school year Benchmark Assessments were utilized in English Language Arts and Mathematics. Students in grades K-5 were assessed utilizing DIBELS Next. Students in grades 3-5 were assessed using the 4Sight Common Core English Language Arts and the 4Sight Common Core Mathematics Benchmark Assessments.

Accomplishment #3:

During 2017-2018, the Instructional Leadership Team (I.L.T.) met bi-weekly to discuss the progress of the School Improvement Plan. The I.L.T. collaborates on how to best move forward the initiatives outlined in the plan and how to best support teachers in implementing the initiatives.

Accomplishment #4:

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 was reauthorized for the 2017-2018 and 2018-2019 school years.

The SIG afforded the school the ability to add additional personnel.

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

The SIG provided instructional materials and standard-aligned curriculum.

The SIG enabled the school to provide specialized professional development offerings.

The SIG enabled the school to offer extended day and extended year learning opportunities.

Accomplishment #5:

During the 2017-2018, Extended School Day opportunities were added for all students PreK through Grade 5. Pfeiffer-Burleigh School currently runs three separate programs. The main goal of the programs is to provide students with a safe place to learn before and after school. All three programs run five days a week, Monday through Friday between 7:40 AM and 6:00 PM. The students are provided a snack during the morning programs, a snack at the beginning of afternoon programs, and receive dinner.

YMCA Panther Pride Program

Sixty students in grades K-2 participate in the Panther Pride Program in a partnership with YMCA of Erie County. 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. The program runs daily from 3:40 PM to 6:00 PM daily.

Gearing Up

Approximately fifty-five students can participate in the grades 3-5, 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. The program runs Monday through Friday from 7:40 AM-9:20 AM and Tuesday, Wednesday, and Thursday from 3:40 PM-5:30 PM.

Before School Care

Approximately 80 students in grades PreK-5 participate in before school care. Students' parents may enroll their child(ren) into this free program by verifying a work or school scheduling need. Students participate in supervised, enrichment activities.

Accomplishment #6:

During the Summer of 2017, summer programming was offered to all students who were enrolled in grades PreK through grade 5. A Kindergarten Readiness Program was offered to all students enrolled to attend Kindergarten during the 2017-18 school year.

Accomplishment #7:

Professional Development

2014-2015	2015-2016	2016-2017	2017-2018
Instructive Guided Practice	Instructive Guided Practice	Second Step SEL Program	Mathematics-Engagement Strategies
Shared Reading	Shared Reading	Standards-Aligned Writing Units (3-5)	Mathematics-Workshop Model
LETRS Module 1, 2, 3	Learning Targets	LDC ELA Curriculum Revision (6-8)	Standards-aligned Writing Units (K-2)
Learning Targets	Brain-Based Approach to School Climate/Culture-Horacio Sanchez	Mathematics-Progressions and Major Work of the Grade (K-8)	Small Group Differentiated Reading (Instructive Guided Practice)
CKLA Skills Strand, Differentiation	Eureka Math Fluency Training	Mathematics-Model Drawing	Second Step Bullying Prevention
Mathematics/Science-PA Core, Departmentalized Grades 4-8	Eureka Math Module Training	Leveled Literacy Intervention	
Mathematical Practices and Discourse, Departmentalized Grades 4-8	Eureka Math Grade Level Video Study	CKLA Listening and Learning Strand	
Scaffolding to Meet PA Core Standards	<u>Designing Effective Classroom Management</u> Book Study	DIBELS Data Analysis Training	
	Small Group Differentiated Reading	CCSS ELA and Math Shifts	

The following professional development session occurred throughout the 2014-2017 school years.

Accomplishment #8:

During the 2016-2017 school year, an additional PreK Classroom was added to Pfeiffer-Burleigh School. The school has two full-time PreK Classrooms. 2017-2018: Half of one of the the two classrooms is a PreK Counts grant funded classroom. Both classrooms have been included for funding in the competitive Pre-K Counts Grant re-application for 2018-2019, to ensure sustainability.

Accomplishment #9:

2017-Present: Pfeiffer-Burleigh Elementary School is a Community School. Community Partnerships have been established with Erie Insurance, Mercyhurst University, United Way, Family Services of Northwest Pennsylvania, Booker T. Washington Center, The Episcopal Cathedral of St. Paul, and ServErie.

Accomplishment #10:

During the 2017-2018 school year, Pfeiffer-Burleigh's master schedule enabled common planning and meeting time for grade level and content level teams. The teams met two days in every six day cycle. One meeting was used for content and the second as a team meeting. The master schedule enables Building Educational Support Team (BEST) and Student Assistance Program (SAP) meetings once in a six day rotation.

Accomplishment #11:

Recognition for fidelity of Tier 1 Implementation. The SWPBIS Team meets bi-weekly to review data, problem solve, and encourage implementation of programs within our SWPBIS framework. All faculty members create classroom expectations, matrices and reinforcement systems based on Jason Harlacher's book Designing Effective Classroom Management. BEST/SAP Teams meet once every six days to discuss tier 2/3 students.

Accomplishment #12:

Behavior Infraction Total By Grade Level

	K	1	2	3	4	5	Total 2017- 2018/Av. Per Mo./Days	Total 2016- 2017/Av. Per Mo./Days	Total 2015-2016/Av. Per Mo./Days	Total 2014- 2015/Av. Per Mo./Days
Aug/Sep	26	8	16	64	36	64	213/9.7/22	193/8.7/22	169/8.4/20	150/6.25/24
Oct	30	9	28	50	37	93	247/11.2/22	289/13.7/21	279/12.6/22	249/11.3/22
Nov	16	6	29	46	27	54	175/10.9/16	174/10.8/16	127/8.4/15	258/17.2/15
Dec	9	13	24	14	18	57	135/9/15	195/12.1/16	143/8.4/17	358/22.3/16
Jan	10	11	21	19	26	86	172/9.6/18	165/8.6/19	194/10.7/18	421/23.3/18
Feb	7	14	67	12	37	74	209/11.6/18	172/9.5/18	220/11/20	332/17.4/19

Mar	7	10	27	8	37	62	149/9.3/16	262/11.3/23	159/9.3/17	335/17.6/19
Apr	11	17	49	19	27	45	163/8.2/20	87/6.2/14	165/8.2/20	367/20.3/18
May							//21	168/8.4/20	265/12.6/21	574/30.2/19
Jun							//5	27/3.9/7	39/4.8/8	127/18.1/7
Total								1763/9.9/177	1818/10.2/177	3200/18 /177

According to Erie's Public School Data Information System Infinite Campus, the total number of incidents through the end of April 2018 has been 1488. The daily average of incidents has been 8.9 incidents per day through the end of April 2018. The daily average of incidents was 18 in 2014-15, 10.2 in 2015-16, and 9.9 in 2016-17.

Accomplishment #13:

Suspension Resolutions and Students By Grade Level

	K	1	2	3	4	5	Total 2017-2018 Resolutions- Students	Total 2016-2017 Resolutions- Students	Total 2015-2016 Resolutions- Students	Total 2014- 2015 Resolutions- Students
Sep	2/2	1/1	0	3/3	0	7/7	13/13	15/14	31/23	50/46
Oct	5/2	1/1	6/4	7/4	5/3	16/13	40/27	54/41	97/59	61/43
Nov	4/2	1/1	3/3	7/6	9/8	15/13	39/33	42/40	66/48	51/44
Dec	1/1	2/1	6/4	2/2	2/2	19/14	32/24	28/26	46/39	79/67
Jan	0/0	3/2	1/1	1/1	5/4	17/13	27/21	43/38	38/30	55/45
Feb	1/1	1/1	7/6	3/3	10/6	15/12	37/29	40/34	66/57	39/32
Mar	0/0	0/0	4/4	0/0	2/2	13/11	19/17	41/36	43/36	42/32
Apr	0/0	2/2	2/2	2/1	5/4	7/6	18/15	32/29	37/33	71/61
May								42/35	50/44	180/113
Jun								0/0	21/18	42/40
Total								359/172	493/196	670/246

According to Erie's Public School Data Information System Infinite Campus, there were 225 suspension resolutions for 102 students in through the end of April 2018. There were 670 suspension resolutions for 246 students in 2014-15, 493 suspension resolutions for 196 students in 2015-16, and 359 suspension resolutions for 172 students in 2016-17.

Accomplishment #14:

Monthly Attendance Percentage

Month	Attendance Percentage
August/September	93.39%
October	94.69%
November	93.03%
December	91.60%
January	92.38%
February	92.96%
March	97.04%
April	93.93%
May	
June	
Year	

According to Erie's Public School Data Information System Infinite Campus, Student Monthly Attendance has been 93.07% as of April 30, 2018.

Accomplishment #15:

Indicators of Academic Achievement

	2017	2016	2015
Grade 3 ELA-Percent Proficient or Advanced on PSSA	22.73	22.22	18.6

According to the 2017 School Summary Report, 22.73 of third grade students scored Proficient and/or Advanced on the Pennsylvania System of School Assessment (PSSA). Students meeting or exceeding proficiency increased by .51%. Comparatively, 64.6% of students in Pennsylvania met or exceeded proficiency in 3rd Grade ELA.

Accomplishment #16:

Mathematics Performance Level Results

Percentages at Each Performance Level	Below Basic	Basic	Proficient	Advanced
School 2015	69	23	7	0
School 2016	70	19	10	1
School 2017	67	21	11	2

According to the 2017 School Summary Report in eMetric 12.2% of the students met or exceeded proficiency in Mathematics on the Pennsylvania System of School Assessment (PSSA). In 2016, 10.6% of the students met or exceeded proficiency on the PSSA. In 2015, 7.5% of the students met

or exceeded proficiency on the PSSA. Students meeting or exceeding proficiency increased by 3.1%. Comparatively, 42.5% of students in Pennsylvania met or exceeded proficiency in Mathematics.

School Concerns

Concern #1:

Mathematics Performance Level Results

Percentages at Each Performance Level	Below Basic	Basic	Proficient	Advanced
School 2015	69	23	7	0
School 2016	70	19	10	1
School 2017	67	21	11	2

According to the 2017 School Summary Report in eMetric 12.2% of the students met or exceeded proficiency in Mathematics on the Pennsylvania System of School Assessment (PSSA). In 2016, 10.6% of the students met or exceeded proficiency on the PSSA. In 2015, 7.5% of the students met or exceeded proficiency on the PSSA. Students meeting or exceeding proficiency increased by 1.6%. Comparatively, 42.6% of students in Pennsylvania met or exceeded proficiency in Mathematics.

English Language Arts (ELA) Performance Level Results

Percentages at Each Performance Level	Below Basic	Basic	Proficient	Advanced
School 2015	44	39	16	1
School 2016	42	37	19	2
School 2017	35	46	16	3

According to the 2017 School Summary Report in eMetric 18.3% of the students met or exceeded proficiency in ELA on the Pennsylvania System of School Assessment (PSSA). In 2016, 21.2% of the students met or exceeded proficiency on the PSSA. In 2015, 17.1% of the students met or exceeded proficiency on the PSSA. Students meeting or exceeding proficiency decreased by 2.9%. Comparatively, 61.2% of students in Pennsylvania met or exceeded proficiency in ELA.

Science Performance Level Results

Percentages at Each Performance Level	Below Basic	Basic	Proficient	Advanced
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School 2015	56	28	9	6
School 2016	53	21	18	8
School 2017	38	36	25	1

According to the 2017 School Summary Report in eMetric, 25.7% of the students met or exceeded proficiency in Science on the Pennsylvania System of School Assessment (PSSA). In 2016 26.7% of the students met or exceeded proficiency on the PSSA. In 2015, 15.4% of the students met or exceeded proficiency on the PSSA. Students meeting or exceeding proficiency increased by 11.3%. Comparatively, 67% of students in Pennsylvania met or exceeded proficiency in Science.

Concern #2:

Indicators of Academic Achievement

	2017	2016	2015
Grade 3 ELA-Percent Proficient or Advanced on PSSA	22.73	22.22	18.6

According to the 2017 School Summary Report, 22.73 of third grade students scored Proficient and/or Advanced on the Pennsylvania System of School Assessment (PSSA). Students meeting or exceeding proficiency increased by .51%. Comparatively, 64.6% of students in Pennsylvania met or exceeded proficiency in 3rd Grade ELA.

Concern #3:

According to the 2017, School Performance Profile, Pfeiffer-Burlieigh School's Building Level Academic Score was 54.6.

Concern #4:

2017-2018 Enrollment Data

Month	Entrance		Withdrawal		Total Entries/Withdrawals		Enrollment (Last Day of the Month)	
	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18
Sep	32	42	36	42	68	84	722	709
Oct	48	24	28	16	76	40	740	704
Nov	34	12	37	19	71	31	735	689
Dec	18	15	21	16	39	31	747	673
Jan	80	22	23	34	103	56	775	685
Feb	25	15	19	18	44	33	790	682

Mar	28	16	22	19	50	35	794	677
Apr	9	20 (166)	14	6 (170)	23	26 (336)	782	696
May	1		9		10		767	
June	1		4		5		762	
School Year	276		213		489		979	

According to Erie's Public School Data Information System Infinite Campus, there has been 166 students entrances and 170 student withdrawals through the end of April of 2017-2018 school year. The transiency rate was 38.4% at the end of April 2017-2018. The transiency rate for 2014-15 was 36.4%, the transiency rate for 2015-2016 was 39.1%, and the transiency rate for 2016-2017 was 49.9%.

Concern #5:

Chronic Absenteeism

2015-16	2016-17	2017-18
11.4%	7.1%	12%

According to Erie's Public School Data Information System Infinite Campus, the chronic absenteeism rate is 12% (17 days) as of April 30, 2018, for students who have been enrolled at Pfeiffer-Burleigh School throughout the 2017-2018 school year.

Concern #6:

Mental Health Support

Year	Behavioral BEST	SAP	Partial Hospitalization	School-Based Outpatient	Trauma Focused
2015-2016			22	17	6
2016-2017	37	111	17	17	25
2017-2018	55	66	28	20	15

During the 2017-2018 school year, 28 students have participated in Partial Hospitalization Programs, 20 students have participated in School-Based Outpatient Counseling Programs, and 15 students have participated in Trauma Focused Counseling.

Concern #7:

Behavior Infraction Total By Grade Level

	K	1	2	3	4	5	Total 2017- 2018/Av. Per Mo./Days	Total 2016- 2017/Av. Per Mo./Days	Total 2015-2016/Av. Per Mo./Days	Total 2014- 2015/Av. Per Mo./Days
Aug/Sep	26	8	16	64	36	64	213/9.7/22	193/8.7/22	169/8.4/20	150/6.25/24
Oct	30	9	28	50	37	93	247/11.2/22	289/13.7/21	279/12.6/22	249/11.3/22
Nov	16	6	29	46	27	54	175/10.9/16	174/10.8/16	127/8.4/15	258/17.2/15
Dec	9	13	24	14	18	57	135/9/15	195/12.1/16	143/8.4/17	358/22.3/16
Jan	10	11	21	19	26	86	172/9.6/18	165/8.6/19	194/10.7/18	421/23.3/18
Feb	7	14	67	12	37	74	209/11.6/18	172/9.5/18	220/11/20	332/17.4/19
Mar	7	10	27	8	37	62	149/9.3/16	262/11.3/23	159/9.3/17	335/17.6/19
Apr								87/6.2/14	165/8.2/20	367/20.3/18
May								168/8.4/20	265/12.6/21	574/30.2/19
Jun								27/3.9/7	39/4.8/8	127/18.1/7
Total								1763/9.9/177	1818/10.2/177	3200/18 /177

According to Erie's Public School Data Information System Infinite Campus, the total number of incidents through the end of April 2018 has been 1488. The daily average of incidents has been 8.9 incidents per day through the end of April 2018. The daily average of incidents was 18 in 2014-15, 10.2 in 2015-16, and 9.9 in 2016-17.

Concern #8:

Disruptive Behavior-8

	K	1	2	3	4	5	Total 2017- 2018/Av. Per Mo./Days	Total 2016- 2017/Av. Per Mo./Days	Total 2015- 2016/Av. Per Mo./Days	Total 2014-2015/Av. Per Mo./Days
Aug/Sep	19	7	9	47	28	55	162/7.4/22	122/5.5/22	76/3.8/20	108/4.5/24
Oct	29	9	23	46	35	84	226/10.3/22	201/9.5/21	164/7.4/22	193/8.7/22
Nov	16	6	23	42	23	50	158/9.9/16	90/5.6/16	113/7.5/15	202/13.4/15
Dec	9	12	23	12	18	44	118/7.9/15	125/7.8/16	93/5.4/17	275/17.2/16
Jan	10	9	18	16	23	79	154/8.6/18	90/4.7/19	129/7.1/18	292/16.2/18
Feb	5	13	60	7	28	71	183/10.2/18	102/5.6/18	151/7.5/20	200/10.5/19
Mar	7	10	24	7	35	59	140/8.8/16	150/6.5/23	105/6.1/17	191/10/19
Apr	10	13	42	14	24	44	145//20	60/4.2/14	108/5.4/20	209/11.6/18
May								107/5.1/21	184/8.7/21	347/18.2/19
Jun								18/2.6/7	28/3.5/8	100/14.2/7

Total								1077/6.1/177	1152/6.5/177	2122/11.9/177
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According to Erie's Public School Data Information System Infinite Campus, the total number of Disruptive-8 incidents through the end of April 2018 has been 1347. The daily average of incidents has been 8.8 incidents per day through the end of April 2018. The daily average of Disruptive Behavior-8 infractions was 11.9 in 2014-15, 6.5 in 2015-16, 6.1 in 2016-17.

Concern #9:

Suspension Days by Grade Level

	K	1	2	3	4	5	Total 2017-2018 Resolutions- Students	Total 2016-2017 Resolutions- Students	Total 2015-2016 Resolutions- Students	Total 2014- 2015 Resolutions- Students
Sep	2/2	1/1	0	3/3	0	7/7	13/13	15/14	31/23	50/46
Oct	5/2	1/1	6/4	7/4	5/3	16/13	40/27	54/41	97/59	61/43
Nov	4/2	1/1	3/3	7/6	9/8	15/13	39/33	42/40	66/48	51/44
Dec	1/1	2/1	6/4	2/2	2/2	19/14	32/24	28/26	46/39	79/67
Jan	0/0	3/2	1/1	1/1	5/4	17/13	27/21	43/38	38/30	55/45
Feb	1/1	1/1	7/6	3/3	10/6	15/12	37/29	40/34	66/57	39/32
Mar	0/0	0/0	4/4	0/0	2/2	13/11	19/17	41/36	43/36	42/32
Apr								32/29	37/33	71/61
May								42/35	50/44	180/113
Jun								0/0	21/18	42/40
Total								359/172	493/196	670/246

According to Erie's Public School Data Information System Infinite Campus, there were 225 suspension resolutions for 102 students in through the end of April 2018. There were 670 suspension resolutions for 246 students in 2014-15, 493 suspension resolutions for 196 students in 2015-16, 359 suspension resolutions for 172 students in 2016-17 and 225 suspension resolutions for 102 students as of April 31, 2018.

Concern #10:**DIBELS Next-All Grades Status Report-Former Goals**

Grade	Beginning			Middle			End		
	Intensive	Strategic	Core	Intensive	Strategic	Core	Intensive	Strategic	Core
Kindergarten									
2017-2018	44%	14%	42%	36%	22%	42%			
	n=54	n=17	n=52	n=45	n=28	n=52			
2016-2017	47%	22%	31%	30%	24%	46%	32%	26%	42%
	n=32	n=15	n=21	n=23	n=18	n=35	n=24	n=19	n=31
2015-2016	45%	16%	40%	41%	21%	41%	34%	16%	50%
	n=37	n=13	n=33	n=38	n=19	n=35	n=30	n=14	n=44

According to the 2017-2018, DIBELS Next, All Grades Status Report, Former Goals: **Kindergarten**: 39% Intensive, 21% Strategic, and 40% Core.

Concern #11:**DIBELS Next-All Grades Status Report-Former Goals**

Grade	Beginning			Middle			End		
	Intensive	Strategic	Core	Intensive	Strategic	Core	Intensive	Strategic	Core
Grade 1									
2017-2018	58%	15%	27%	67%	6%	27%			
	n=63	n=17	n=30	n=73	n=7	n=29			
2016-2017	49%	11%	39%	55%	8%	38%	52%	9%	39%
	n=43	n=10	n=34	n=48	n=7	n=33	n=44	n=8	n=33

2015-2016	54%	10%	36%	57%	10%	32%	58%	10%	31%
	n=50	n=9	n=33	n=55	n=10	n=31	n=52	n=10	n=28

According to the 2017-2018, DIBELS Next, All Grades Status Report, Former Goals: **Grade 1:** 68% Intensive, 6% Strategic, and 26% Core.

Concern #12:

DIBELS Next-All Grades Status Report-Former Goals

Grade	Beginning			Middle			End		
	Intensive	Strategic	Core	Intensive	Strategic	Core	Intensive	Strategic	Core
Grade 2									
2017-2018	60%	8%	32%	63%	7%	29%			
	n=65	n=9	n=35	n=69	n=8	n=32			
2016-2017	60%	9%	32%	65%	12%	23%	61%	22%	17%
	n=49	n=7	n=26	n=51	n=9	n=18	n=50	n=18	n=14
2015-2016	58%	6%	36%	53%	16%	31%	53%	15%	32%
	n=39	n=4	n=24	n=37	n=11	n=22	n=36	n=10	n=22

According to the 2017-2018, DIBELS Next, All Grades Status Report, Former Goals: **Grade 2:** 63% Intensive, 8% Strategic, and 30% Core.

Concern #13:

DIBELS Next-All Grades Status Report-Former Goals

Grade	Beginning			Middle			End		
	Intensive	Strategic	Core	Intensive	Strategic	Core	Intensive	Strategic	Core
Grade 3									
2017-2018	72%	16%	12%	76%	12%	11%			
	n=65	n=15	n=11	n=74	n=12	n=11			

2016-2017	61% n=39	9% n=6	30% n=19	59% n=42	13% n=9	28% n=20	59% n=40	16% n=11	25% n=17
2015-2016	64% n=43	7% n=5	28% n=19				51% n=39	14% n=11	35% n=27

According to the 2017-2018, DIBELS Next, All Grades Status Report, Former Goals: **Grade 3:** 76% Intensive, 12% Strategic, 11% Core

Prioritized Systemic Challenges

Systemic Challenge #1 (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:

2017-2018 Enrollment Data

Month	Entrance		Withdrawal		Total Entries/Withdrawals	
	16-17	17-18	16-17	17-18	16-17	17-18
Sep	32	42	36	42	68	84
Oct	48	24	28	16	76	40
Nov	34	12	37	19	71	31
Dec	18	15	21	16	39	31
Jan	80	22	23	34	103	56
Feb	25	15	19	18	44	33
Mar	28	16	22	19	50	35
Apr	9	20 (166)	14	6 (170)	23	26 (336)
May	1		9		10	
June	1		4		5	
School Year	276		213		489	

According to Erie's Public School Data Information System Infinite Campus, there has been 166 students entrances and 170 student withdrawals through the end of April of 2017-2018 school year. The transiency rate was 38.4% at the end of April 2017-2018.

The transiency rate for 2014-15 was 36.4%, the transiency rate for 2015-2016 was 39.1%, and the transiency rate for 2016-2017 was 49.9%.

Mental Health Support

Year	Behavioral BEST	SAP	Partial Hospitalization	School-Based Outpatient	Trauma Focused
2015-2016			22	17	6
2016-2017	37	111	17	17	25
2017-2018	55	66	28	20	15

During the 2017-2018 school year, 28 students have participated in Partial Hospitalization Programs, 20 students have participated in School-Based Outpatient Counseling Programs, and 15 students have participated in Trauma Focused Counseling.

Chronic Absenteeism

2015-16	2016-17	2017-18
11.4%	7.1%	12%

According to Erie's Public School Data Information System Infinite Campus, the chronic absenteeism rate is 12% (17 days) as of April 30, 2018, for students who have been enrolled at Pfeiffer-Burleigh School throughout the 2017-2018 school year.

According to the 2017, School Performance Profile, Pfeiffer-Burleigh School's Building Level Academic Score was 54.6.

Behavior Infraction Total By Grade Level

	K	1	2	3	4	5	Total 2017- 2018 Per Mo./
Aug/Sep	26	8	16	64	36	64	213/
Oct	30	9	28	50	37	93	247/
Nov	16	6	29	46	27	54	175/
Dec	9	13	24	14	18	57	135/
Jan	10	11	21	19	26	86	172/
Feb	7	14	67	12	37	74	209/
Mar	7	10	27	8	37	62	149/
Apr							
May							
Jun							
Total							

According to Erie's Public School Data Information System Infinite Campus, the total number of incidents through the end of April 2018 has been 1488. The daily average of incidents has been 8.9 incidents per day through the end of April 2018. The daily average of incidents was 18 in 2014-15, 10.2 in 2015-16, and 9.9 in 2016-17.

Disruptive Behavior-8

	K	1	2	3	4	5	Total 2017- 2018 Per Mo./
Aug/Sep	19	7	9	47	28	55	162/
Oct	29	9	23	46	35	84	226/
Nov	16	6	23	42	23	50	158/
Dec	9	12	23	12	18	44	118/
Jan	10	9	18	16	23	79	154/
Feb	5	13	60	7	28	71	183/
Mar	7	10	24	7	35	59	140/
Apr	10	13	42	14	24	44	145/
May							
Jun							

Total							
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According to Erie’s Public School Data Information System Infinite Campus, the total number of Disruptive-8 incidents through the end of April 2018 has been 1347. The daily average of incidents has been 8.8 incidents per day through the end of April 2018. The daily average of Disruptive Behavior-8 infractions was 11.9 in 2014-15, 6.5 in 2015-16, 6.1 in 2016-17.

Suspension Days by Grade Level

								Total 2017- 2018 Fees col l u t i c n s - S t u d						Total 2016- 2017 Fees col l u t i c n s - S t u d						Total 2015- 2016 Fees col l u t i c n s - S t u d					Total 2014- 2015 Fees col l u t i c n s - S t u d
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							e n t s	e n t s	e n t s	n t s
							1 3 / 1 3	1 5 / 1 4	3 1 / 2 3	5 0 / 4 6
							4 0 / 2 7	5 4 / 4 1	9 7 / 5 9	6 1 / 4 3
							3 9 / 3 3	4 2 / 4 0	6 6 / 4 8	5 1 / 4 4
							3 2 / 2 4	2 8 / 2 6	4 6 / 3 9	7 9 / 6 7
							2 7 / 2 1	4 3 / 3 8	3 8 / 3 0	5 5 / 4 5
							3 7 / 2 9	4 0 / 3 4	6 6 / 5 7	3 9 / 3 2
							1 9 / 1 7	4 1 / 3 6	4 3 / 3 6	4 2 / 3 2
								3 2 / 2 9	3 7 / 3 3	7 1 / 6 1
								4 /	5	1

								2	0	8
								7	7	0
								3	4	7
								5	4	1
										1
										3
								0	2	4
								7	1	2
								0	1	7
									8	4
										0
								3	4	6
								5	9	7
								9	3	0
								7	7	7
								1	1	2
								7	9	4
								2	6	6

According to Erie's Public School Data Information System Infinite Campus, there were 225 suspension resolutions for 102 students in through the end of April 2018. There were 670 suspension resolutions for 246 students in 2014-15, 493 suspension resolutions for 196 students in 2015-16, 359 suspension resolutions for 172 students in 2016-17 and 225 suspension resolutions for 102 students as of April 31, 2018.

Systemic Challenge #2 (*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

	2017	2016	2015
Grade 3 ELA-Percent Proficient or Advanced on PSSA	22.73	22.22	18.6

According to the 2017 School Summary Report, 22.73 of third grade students scored Proficient and/or Advanced on the Pennsylvania System of School Assessment (PSSA). Students meeting or exceeding proficiency increased by .51%. Comparatively, 64.6% of students in Pennsylvania met or exceeded proficiency in 3rd Grade ELA.

Mathematics Performance Level Results

Percentages at Each Performance Level	Below Basic	Basic	Proficient	Advanced
School 2015	69	23	7	0
School 2016	70	19	10	1
School 2017	67	21	11	2

According to the 2017 School Summary Report in eMetric 12.2% of the students met or exceeded proficiency in Mathematics on the Pennsylvania System of School Assessment (PSSA). In 2016, 10.6% of the students met or exceeded proficiency on the PSSA. In 2015, 7.5% of the students met or exceeded proficiency on the PSSA. Students meeting or exceeding proficiency increased by 1.6%. Comparatively, 42.6% of students in Pennsylvania met or exceeded proficiency in Mathematics.

English Language Arts (ELA) Performance Level Results

Percentages at Each Performance Level	Below Basic	Basic	Proficient	Advanced
School 2015	44	39	16	1
School 2016	42	37	19	2
School 2017	35	46	16	3

According to the 2017 School Summary Report in eMetric 18.3% of the students met or exceeded proficiency in ELA on the Pennsylvania System of School Assessment (PSSA). In In 2016, 21.2% of the students met or exceeded proficiency on the PSSA. In 2015, 17.1% of the students met or exceeded proficiency on the PSSA. Students meeting or exceeding proficiency decreased by 2.9%. Comparatively, 61.2% of students in Pennsylvania met or exceeded proficiency in ELA.

Science Performance Level Results

Percentages at Each Performance Level	Below Basic	Basic	Proficient	Advanced
School 2015	56	28	9	6
School 2016	53	21	18	8

School 2017	38	36	25	1
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According to the 2017 School Summary Report in eMetric, 25.7% of the students met or exceeded proficiency in Science on the Pennsylvania System of School Assessment (PSSA). In 2016 26.7% of the students met or exceeded proficiency on the PSSA. In 2015, 15.4% of the students met or exceeded proficiency on the PSSA. Students meeting or exceeding proficiency increased by 11.3%. Comparatively, 67% of students in Pennsylvania met or exceeded proficiency in Science.

Chronic Absenteeism

2015-16	2016-17	2017-18
11.4%	7.1%	12%

According to Erie's Public School Data Information System Infinite Campus, the chronic absenteeism rate is 12% (17 days) as of April 30, 2018, for students who have been enrolled at Pfeiffer-Burleigh School throughout the 2017-2018 school year.

According to the 2017, School Performance Profile, Pfeiffer-Burleigh School's Building Level Academic Score was 54.6.

DIBELS Next-All Grades Status Report-Former Goals

Grade	Beginning			Middle	
	Intensive	Strategic	Core	Intensive	
Kindergarten					
2017-2018	44% n=54	14% n=17	42% n=52	36% n=45	
2016-2017	47% n=32	22% n=15	31% n=21	30% n=23	
2015-2016	45% n=37	16% n=13	40% n=33	41% n=38	

According to the 2017-2018, DIBELS Next, All Grades Status Report, Former Goals:
Kindergarten: 39% Intensive, 21% Strategic, and 40% Core.

DIBELS Next-All Grades Status Report-Former Goals

Grade	Beginning			Middle	
	Intensive	Strategic	Core	Intensive	Strategic
Grade 1					
2017-2018	58% n=63	15% n=17	27% n=30	67% n=73	6% n=7
2016-2017	49% n=43	11% n=10	39% n=34	55% n=48	8% n=7
2015-2016	54% n=50	10% n=9	36% n=33	57% n=55	10% n=10

According to the 2017-2018, DIBELS Next, All Grades Status Report, Former Goals: **Grade 1**: 68% Intensive, 6% Strategic, and 26% Core.

DIBELS Next-All Grades Status Report-Former Goals

Grade	Beginning			Middle	
	Intensive	Strategic	Core	Intensive	Strategic
Grade 2					
2017-2018	60% n=65	8% n=9	32% n=35	63% n=69	7% n=8
2016-2017	60% n=49	9% n=7	32% n=26	65% n=51	12% n=9
2015-2016	58% n=39	6% n=4	36% n=24	53% n=37	16% n=11

According to the 2017-2018, DIBELS Next, All Grades Status Report, Former Goals: **Grade 2**: 63% Intensive, 8% Strategic, and 30% Core.

DIBELS Next-All Grades Status Report-Former Goals

Grade	Beginning			Middle	
	Intensive	Strategic	Core	Intensive	Strategic
Grade 3					

2017-2018	72% n=65	16% n=15	12% n=11	76% n=74	12% n=12
2016-2017	61% n=39	9% n=6	30% n=19	59% n=42	13% n=9
2015-2016	64% n=43	7% n=5	28% n=19		

According to the 2017-2018, DIBELS Next, All Grades Status Report, Former Goals: **Grade 3:** 76% Intensive, 12% Strategic, 11% Core

Systemic Challenge #3 (*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

	2017	2016	2015
Grade 3 ELA-Percent Proficient or Advanced on PSSA	22.73	22.22	18.6

According to the 2017 School Summary Report, 22.73 of third grade students scored Proficient and/or Advanced on the Pennsylvania System of School Assessment (PSSA). Students meeting or exceeding proficiency increased by .51%. Comparatively, 64.6% of students in Pennsylvania met or exceeded proficiency in 3rd Grade ELA.

Mathematics Performance Level Results

Percentages at Each Performance Level	Below Basic	Basic	Proficient	Advanced
School 2015	69	23	7	0
School 2016	70	19	10	1
School 2017	67	21	11	2

According to the 2017 School Summary Report in eMetric 12.2% of the students met or exceeded proficiency in Mathematics on the Pennsylvania System of School Assessment (PSSA). In 2016, 10.6% of the students met or exceeded proficiency on the PSSA. In 2015, 7.5% of the students met or exceeded proficiency on the PSSA. Students meeting or

exceeding proficiency increased by 1.6%. Comparatively, 42.6% of students in Pennsylvania met or exceeded proficiency in Mathematics.

English Language Arts (ELA) Performance Level Results

Percentages at Each Performance Level	Below Basic	Basic	Proficient	Advanced
School 2015	44	39	16	1
School 2016	42	37	19	2
School 2017	35	46	16	3

According to the 2017 School Summary Report in eMetric 18.3% of the students met or exceeded proficiency in ELA on the Pennsylvania System of School Assessment (PSSA). In 2016, 21.2% of the students met or exceeded proficiency on the PSSA. In 2015, 17.1% of the students met or exceeded proficiency on the PSSA. Students meeting or exceeding proficiency decreased by 2.9%. Comparatively, 61.2% of students in Pennsylvania met or exceeded proficiency in ELA.

Science Performance Level Results

Percentages at Each Performance Level	Below Basic	Basic	Proficient	Advanced
School 2015	56	28	9	6
School 2016	53	21	18	8
School 2017	38	36	25	1

According to the 2017 School Summary Report in eMetric, 25.7% of the students met or exceeded proficiency in Science on the Pennsylvania System of School Assessment (PSSA). In 2016 26.7% of the students met or exceeded proficiency on the PSSA. In 2015, 15.4% of the students met or exceeded proficiency on the PSSA. Students meeting or exceeding proficiency increased by 11.3%. Comparatively, 67% of students in Pennsylvania met or exceeded proficiency in Science.

According to the 2017, School Performance Profile, Pfeiffer-Burleigh School's Building Level Academic Score was 54.6.

DIBELS Next-All Grades Status Report-Former Goals

Grade	Beginning			Middle	
	Intensive	Strategic	Core	Intensive	
Kindergarten					

2017-2018	44% n=54	14% n=17	42% n=52	36% n=45	
2016-2017	47% n=32	22% n=15	31% n=21	30% n=23	
2015-2016	45% n=37	16% n=13	40% n=33	41% n=38	

According to the 2017-2018, DIBELS Next, All Grades Status Report, Former Goals:
Kindergarten: 39% Intensive, 21% Strategic, and 40% Core.

DIBELS Next-All Grades Status Report-Former Goals

Grade	Beginning			Middle	
	Intensive	Strategic	Core	Intensive	Strategic
Grade 1					
2017-2018	58% n=63	15% n=17	27% n=30	67% n=73	6% n=7
2016-2017	49% n=43	11% n=10	39% n=34	55% n=48	8% n=7
2015-2016	54% n=50	10% n=9	36% n=33	57% n=55	10% n=10

According to the 2017-2018, DIBELS Next, All Grades Status Report, Former Goals: **Grade 1:** 68% Intensive, 6% Strategic, and 26% Core.

DIBELS Next-All Grades Status Report-Former Goals

Grade	Beginning			Middle	
	Intensive	Strategic	Core	Intensive	Strategic
Grade 2					
2017-2018	60% n=65	8% n=9	32% n=35	63% n=69	7% n=8
2016-2017	60% n=49	9% n=7	32% n=26	65% n=51	12% n=9

2015-2016	58% n=39	6% n=4	36% n=24	53% n=37	16% n=11
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According to the 2017-2018, DIBELS Next, All Grades Status Report, Former Goals: **Grade 2**: 63% Intensive, 8% Strategic, and 30% Core.

DIBELS Next-All Grades Status Report-Former Goals

Grade	Beginning			Middle	
	Intensive	Strategic	Core	Intensive	Strategic
Grade 3					
2017-2018	72% n=65	16% n=15	12% n=11	76% n=74	12% n=12
2016-2017	61% n=39	9% n=6	30% n=19	59% n=42	13% n=9
2015-2016	64% n=43	7% n=5	28% n=19		

According to the 2017-2018, DIBELS Next, All Grades Status Report, Former Goals: **Grade 3**: 76% Intensive, 12% Strategic, 11% Core

Systemic Challenge #4 (*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

	2017	2016	2015
Grade 3 ELA-Percent Proficient or Advanced on PSSA	22.73	22.22	18.6

According to the 2017 School Summary Report, 22.73 of third grade students scored Proficient and/or Advanced on the Pennsylvania System of School Assessment (PSSA). Students meeting or exceeding proficiency increased by .51%. Comparatively, 64.6% of students in Pennsylvania met or exceeded proficiency in 3rd Grade ELA.

Mathematics Performance Level Results

Percentages at Each Performance Level	Below Basic	Basic	Proficient	Advanced
School 2015	69	23	7	0
School 2016	70	19	10	1
School 2017	67	21	11	2

According to the 2017 School Summary Report in eMetric 12.2% of the students met or exceeded proficiency in Mathematics on the Pennsylvania System of School Assessment (PSSA). In 2016, 10.6% of the students met or exceeded proficiency on the PSSA. In 2015, 7.5% of the students met or exceeded proficiency on the PSSA. Students meeting or exceeding proficiency increased by 1.6%. Comparatively, 42.6% of students in Pennsylvania met or exceeded proficiency in Mathematics.

English Language Arts (ELA) Performance Level Results

Percentages at Each Performance Level	Below Basic	Basic	Proficient	Advanced
School 2015	44	39	16	1
School 2016	42	37	19	2
School 2017	35	46	16	3

According to the 2017 School Summary Report in eMetric 18.3% of the students met or exceeded proficiency in ELA on the Pennsylvania System of School Assessment (PSSA). In In 2016, 21.2% of the students met or exceeded proficiency on the PSSA. In 2015, 17.1% of the students met or exceeded proficiency on the PSSA. Students meeting or exceeding proficiency decreased by 2.9%. Comparatively, 61.2% of students in Pennsylvania met or exceeded proficiency in ELA.

Science Performance Level Results

Percentages at Each Performance Level	Below Basic	Basic	Proficient	Advanced
School 2015	56	28	9	6
School 2016	53	21	18	8
School 2017	38	36	25	1

According to the 2017 School Summary Report in eMetric, 25.7% of the students met or exceeded proficiency in Science on the Pennsylvania System of School Assessment (PSSA). In 2016 26.7% of the students met or exceeded proficiency on the PSSA. In 2015, 15.4% of the students met or exceeded proficiency on the PSSA. Students meeting or exceeding proficiency increased by 11.3%. Comparatively, 67% of students in Pennsylvania met or exceeded proficiency in Science.

According to the 2017, School Performance Profile, Pfeiffer-Burleigh School's Building Level Academic Score was 54.6.

DIBELS Next-All Grades Status Report-Former Goals

Grade	Beginning			Middle	
	Intensive	Strategic	Core	Intensive	Strategic
Kindergarten					
2017-2018	44% n=54	14% n=17	42% n=52	36% n=45	
2016-2017	47% n=32	22% n=15	31% n=21	30% n=23	
2015-2016	45% n=37	16% n=13	40% n=33	41% n=38	

According to the 2017-2018, DIBELS Next, All Grades Status Report, Former Goals: **Kindergarten**: 39% Intensive, 21% Strategic, and 40% Core.

DIBELS Next-All Grades Status Report-Former Goals

Grade	Beginning			Middle	
	Intensive	Strategic	Core	Intensive	Strategic
Grade 1					
2017-2018	58% n=63	15% n=17	27% n=30	67% n=73	6% n=7
2016-2017	49% n=43	11% n=10	39% n=34	55% n=48	8% n=7
2015-2016	54% n=50	10% n=9	36% n=33	57% n=55	10% n=10

According to the 2017-2018, DIBELS Next, All Grades Status Report, Former Goals: **Grade 1**: 68% Intensive, 6% Strategic, and 26% Core.

DIBELS Next-All Grades Status Report-Former Goals

Grade	Beginning			Middle	
	Intensive	Strategic	Core	Intensive	Strategic
Grade 2					
2017-2018	60% n=65	8% n=9	32% n=35	63% n=69	7% n=8
2016-2017	60% n=49	9% n=7	32% n=26	65% n=51	12% n=9
2015-2016	58% n=39	6% n=4	36% n=24	53% n=37	16% n=11

According to the 2017-2018, DIBELS Next, All Grades Status Report, Former Goals: **Grade 2**: 63% Intensive, 8% Strategic, and 30% Core.

DIBELS Next-All Grades Status Report-Former Goals

Grade	Beginning			Middle	
	Intensive	Strategic	Core	Intensive	Strategic
Grade 3					
2017-2018	72% n=65	16% n=15	12% n=11	76% n=74	12% n=12
2016-2017	61% n=39	9% n=6	30% n=19	59% n=42	13% n=9
2015-2016	64% n=43	7% n=5	28% n=19		

According to the 2017-2018, DIBELS Next, All Grades Status Report, Former Goals: **Grade 3**: 76% Intensive, 12% Strategic, 11% Core

Systemic Challenge #5 (*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:

Mathematics Performance Level Results

Percentages at Each Performance Level	Below Basic	Basic	Proficient	Advanced
School 2015	69	23	7	0
School 2016	70	19	10	1
School 2017	67	21	11	2

According to the 2017 School Summary Report in eMetric 12.2% of the students met or exceeded proficiency in Mathematics on the Pennsylvania System of School Assessment (PSSA). In 2016, 10.6% of the students met or exceeded proficiency on the PSSA. In 2015, 7.5% of the students met or exceeded proficiency on the PSSA. Students meeting or exceeding proficiency increased by 1.6%. Comparatively, 42.6% of students in Pennsylvania met or exceeded proficiency in Mathematics.

English Language Arts (ELA) Performance Level Results

Percentages at Each Performance Level	Below Basic	Basic	Proficient	Advanced
School 2015	44	39	16	1
School 2016	42	37	19	2
School 2017	35	46	16	3

According to the 2017 School Summary Report in eMetric 18.3% of the students met or exceeded proficiency in ELA on the Pennsylvania System of School Assessment (PSSA). In 2016, 21.2% of the students met or exceeded proficiency on the PSSA. In 2015, 17.1% of the students met or exceeded proficiency on the PSSA. Students meeting or exceeding proficiency decreased by 2.9%. Comparatively, 61.2% of students in Pennsylvania met or exceeded proficiency in ELA.

Science Performance Level Results

Percentages at Each Performance Level	Below Basic	Basic	Proficient	Advanced
School 2015	56	28	9	6
School 2016	53	21	18	8
School 2017	38	36	25	1

According to the 2017 School Summary Report in eMetric, 25.7% of the students met or exceeded proficiency in Science on the Pennsylvania System of School Assessment (PSSA). In 2016 26.7% of the students met or exceeded proficiency on the PSSA. In 2015, 15.4% of the students met or exceeded proficiency on the PSSA. Students meeting or exceeding proficiency increased by 11.3%. Comparatively, 67% of students in Pennsylvania met or exceeded proficiency in Science.

According to the 2017, School Performance Profile, Pfeiffer-Burleigh School's Building Level Academic Score was 54.6.

DIBELS Next-All Grades Status Report-Former Goals

Grade	Beginning			Middle	
	Intensive	Strategic	Core	Intensive	Strategic
Kindergarten					
2017-2018	44% n=54	14% n=17	42% n=52	36% n=45	
2016-2017	47% n=32	22% n=15	31% n=21	30% n=23	
2015-2016	45% n=37	16% n=13	40% n=33	41% n=38	

According to the 2017-2018, DIBELS Next, All Grades Status Report, Former Goals:
Kindergarten: 39% Intensive, 21% Strategic, and 40% Core.

DIBELS Next-All Grades Status Report-Former Goals

Grade	Beginning			Middle	
	Intensive	Strategic	Core	Intensive	Strategic
Grade 1					
2017-2018	58% n=63	15% n=17	27% n=30	67% n=73	6% n=7
2016-2017	49% n=43	11% n=10	39% n=34	55% n=48	8% n=7
2015-2016	54% n=50	10% n=9	36% n=33	57% n=55	10% n=10

According to the 2017-2018, DIBELS Next, All Grades Status Report, Former Goals: **Grade 1:** 68% Intensive, 6% Strategic, and 26% Core.

DIBELS Next-All Grades Status Report-Former Goals

Grade	Beginning			Middle	
	Intensive	Strategic	Core	Intensive	Strategic
Grade 2					
2017-2018	60% n=65	8% n=9	32% n=35	63% n=69	7% n=8
2016-2017	60% n=49	9% n=7	32% n=26	65% n=51	12% n=9
2015-2016	58% n=39	6% n=4	36% n=24	53% n=37	16% n=11

According to the 2017-2018, DIBELS Next, All Grades Status Report, Former Goals: **Grade 2**: 63% Intensive, 8% Strategic, and 30% Core.

DIBELS Next-All Grades Status Report-Former Goals

Grade	Beginning			Middle	
	Intensive	Strategic	Core	Intensive	Strategic
Grade 3					
2017-2018	72% n=65	16% n=15	12% n=11	76% n=74	12% n=12
2016-2017	61% n=39	9% n=6	30% n=19	59% n=42	13% n=9
2015-2016	64% n=43	7% n=5	28% n=19		

According to the 2017-2018, DIBELS Next, All Grades Status Report, Former Goals: **Grade 3**: 76% Intensive, 12% Strategic, 11% Core

Systemic Challenge #6 (*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:

According to the 2017, School Performance Profile, Pfeiffer-Burlieigh School's Building Level Academic Score was 54.6.

School Level Plan

Action Plans

Goal #1: 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, Materials & Resources

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, Materials & Resources

Community School

Description:

Community Schools are a strategy for organizing school and community resources around student success. Each Community School is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, services, supports and opportunities leads to improved student learning, stronger families and healthier communities. Schools become centers of the community, open to everyone, all day, every day, evenings and weekends. <https://www.eriesd.org/communityschools>

SAS Alignment: Safe and Supportive Schools, Materials & Resources

Chronic Absenteeism

Description:

A student is considered chronically absent if they miss only **two days of school per month** (18 days in a year), whether the absences are excused or unexcused. This is true for children as early as elementary school, when they are at a higher risk of falling behind in reading. Even one year of chronic absence can cause a child to fall behind academically and decrease a child's chances of graduating from high school, which can have long-term consequences on their financial independence, physical well-being and mental health.

<http://absencesaddup.org/>

SAS Alignment: Safe and Supportive Schools

Restorative Justice

Description:

Schools will develop skills to build social capital and achieve social discipline through participatory learning and decision-making. The program helps adults transform the learning environment by engaging students to be active participants in their school community.

Benefits of the program include:

- Reducing student suspensions, expulsions and absenteeism.
- Narrowing the racial discipline gap.
- Improving school connectedness.
- Fostering relationships between staff, students and parents.
- Enhancing interpersonal and intrapersonal competency skills for staff and students.
- Optimizing instructional time and creating engaged learning environments.

<https://www.iirp.edu/projects/safer-saner-schools>

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

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)

Tier 1

Designing Effective Classroom Management; Jason Harlacher

Brain-Based Approaches to School Climate and Culture; Dr. Horacio Sanchez

Second Step SEL Program

Second Step Bullying Prevention Unit

Transiency Plan

Chronic Absenteeism

Engaging, Culturally Responsive Instruction

Restorative Justice

2018-2019

Revise SWPBIS Faculty Handbook to include: Process to access supports in Tier 1, 2, 3, clarification of operational definitions for problem behaviors, and strategies to manage behavior.

Examine proportional discipline practices

Restorative Justice

ILT and SWPBIS teams will examine resources to support this implementation step

Start Date: 9/22/2014 **End Date:** 1/1/2019

Program Area(s): Professional Education, Student Services

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)

Tier 2

Improve the coordination and implementation of intervention and support.

Designing Effective Classroom Management; Jason E. Harlacher; Chapter 7: Providing Individualized Behavior Support

Building Educational Support Team (BEST)

Student Assistance Program (SAP)

Family Services Behavior Specialist Groups

Safe Harbor School-Based Counseling

Trauma Counseling

Check In, Check Out

Community School Programs

Chronic Absenteeism

Examine proportional discipline practices

Start Date: 1/9/2017 **End Date:** 6/30/2020

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: 1/1/2019 **End Date:** 6/30/2022

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

Supported Strategies:

- School-Wide Positive Behavior Intervention and Support

Implementation of Second Step Social Emotional Learning Program and Bullying Prevention Unit

Description:

The Second Step Program

The *Second Step* program focuses on core social-emotional skills that are particularly important for bullying prevention, including empathy, emotion management, and social problem solving. It also teaches friendship building and how to be assertive; also key skills in bullying prevention.

Empathy is feeling or understanding what someone else is feeling. Greater awareness of others' feelings not only allows students to treat each other with respect and kindness, it may cause them to intervene in bullying situations as well. Empathic concern toward peers makes bystanders more likely to intervene to stop bullying.

Emotion management is the ability to monitor and regulate strong emotions and calm down when upset. Lack of emotion management may make a student more prone to being bullied. In fact, nearly half of children who are bullied tend to escalate and intensify the bullying by responding with highly emotional reactions, such as yelling, screaming, or crying. Good emotion management not only prevents children from becoming victims of bullying, it also helps them respond to it as bystanders.

Additionally, research has shown that students are more likely to bully others if they lack emotion-management skills.

Social problem solving is the ability to successfully navigate through social problems and challenges. Children who are good social problem solvers can recognize a problem, reflect on possible solutions, and understand consequences to a particular action.

Both children who bully and those who are bullied lack social problem-solving skills. Those who bully often misread social cues and situations. This lack of social awareness leads children who bully to act with more hostility and aggression in social situations. Students who are bullied also lack effective social problem-solving skills. They may behave passively in social situations, which can set them up for being bullied.

Effectively managing social situations is also an important skill for those students who are bystanders. By properly assessing a social situation and coming to the appropriate decision to intervene, bystanders can help stop bullying.

Friendship building is an important protective factor against being bullied. Students who have at least one friend are less likely to be bullied by peers, and bullied students with a good friend experience less subsequent bullying and fewer emotional and behavioral problems.

Assertiveness training is another component of building positive relationships. Learning to be assertive is particularly important for children who may be bullied, so they are not targeted more often. In addition, learning assertiveness can help bystanders use specific strategies to stop the bullying or ask adults for help.

Evidence:

- Lesson Plans
- Classroom Walkthroughs
- Behavioral Data-Infinite Campus
- Agendas/Notes/Sign-in Sheets

The Bullying Prevention Unit

Student-Focused Content

Based on the latest research, including a [recent evaluation study](#) of our *Steps to Respect* program, The Bullying Prevention Unit lessons encourage specific helpful bystander behaviors and positive student norms by teaching students to recognize, report and refuse bullying. In learning to recognize bullying, students increase their awareness of the problem, learn to identify when they or others are being bullied, and increase their empathy for bullied students. Giving students a clear message to report bullying sets a positive norm, lets student who might bully know there will be consequences, and supports adults in their efforts to reduce bullying. Lesson content on refusing bullying behavior reinforces the message that bullying does not have to be tolerated and encourages students to both report and use assertiveness skills to stand up to bullying.

The lessons also teach explicit skills for including others and inviting others to join in activities, which can reduce the social isolation that contributes to bullying.

Adult-Focused Content

The schoolwide components of the Bullying Prevention Unit provide staff with training and resources to support program implementation and help foster a positive school climate while dealing appropriately with bullying behavior.

Principal and administrator leadership is important to the success and effectiveness of school-based prevention programs. The Bullying Prevention Unit training helps school leaders understand anti-bullying policies and laws and helps them communicate policies and procedures to staff, making it clear that bullying prevention is a school priority.

School leaders are also responsible for fostering positive relationships and communication with families. The training provides practice in responding to parent concerns about bullying in school.

All-staff training is focused on recognizing bullying, responding effectively to students involved in bullying situations and reporting bullying. The Bullying Prevention Unit provides resources and specific training to help staff work effectively with both students who bully and students who are victimized.

Positive Relationships in the Classroom

The relationships among students and between students and teachers affect the classroom climate and have important impacts on bullying. When healthy, these relationships help reduce bullying and relational aggression and reduce children's involvement in violence. Teachers can support student success both socially and academically by providing emotional support to students, and the effects of that emotional support are greatest for those who are more vulnerable or at higher risk.

The Bullying Prevention Unit encourages the development of healthy relationships and positive classroom climate by providing teachers with materials for positive relationship-building games and classroom meetings and support for both teaching and daily reinforcement of key interpersonal skills.

Evidence:

- Lesson Plans
- Classroom Walkthroughs/Video
- Behavior Data-Infinite Campus
- Agendas/Notes/Sign-In Sheets
- Referrals to Counselor
- Plans for Victim and Offender

Start Date: 8/29/2016 **End Date:** 6/30/2020

Program Area(s): Professional Education, Student Services

Supported Strategies:

- School-Wide Positive Behavior Intervention and Support
- Social Emotional Learning

Circles-Restorative Practice

Description:

Circle Process

A circle is a versatile restorative practice that can be used proactively, to develop relationships and build community, or reactively, to respond to wrongdoing, conflicts, and problems. Circles can be used as a tool to teach social skills such as listening, respect, and problem solving. Circles provide people an opportunity to speak and listen to one another in a safe atmosphere and allow educators and

students to be heard and offer their own perspectives. Circles can also be used to celebrate students, begin and end the day, and discuss difficult issues.

<http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>

Start Date: 6/30/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education, Student Services

Supported Strategies: None selected

Community School

Description:

- Annual Community School Needs Assessment Report
- Align Needs and Services
- Extended School Day and School Year Programming

Evidence:

- Annual Community School Needs Assessment Report
- Quarterly Reports
- Monthly Community School Leadership Agendas/Notes
- Partnership Agreements
- Surveys (School, Family, Community)

Start Date: 1/30/2017 **End Date:** 6/30/2020

Program Area(s): Student Services

Supported Strategies:

- School-Wide Positive Behavior Intervention and Support
- Social Emotional Learning
- Community School

Chronic Absenteeism Plan

Description:

The Instructional Leadership Team (ILT) is creating a Chronic Absenteeism Plan.

Evidence:

- Agendas/Notes
- Written Plan
- Campaign Posters
- Attendance Data from Infinite Campus

Start Date: 8/1/2018 **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

- School-Wide Positive Behavior Intervention and Support
- Chronic Absenteeism

Goal #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

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-PSSA, PVAAS, Future Ready Index

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: 6/30/2016 **End Date:** 6/30/2020

Program Area(s): Student Services

Supported Strategies:

- Data-Informed Decision-Making (DIDM)

Data Driven Instruction

Description:

Driven by Data Framework

Assessment, Analysis, Action, Culture

Utilize the Entry Plan for Data-Driven Instruction New School Start-Up copyright 2010 by Paul Bambrick-Santoyo to draft school plan.

Start Date: 6/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Data-Informed Decision-Making (DIDM)

Data Analysis and Instructional Planning: Benchmark Assessments

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.

Grades 3-5 Benchmark Assessments (4Sight or District-Wide Adopted Assessment)

Evidence: Benchmark Assessment Reports, Agendas, Sign-In

K-2 DIBELS Next

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, Progress Monitoring

Start Date: 9/1/2015 **End Date:** 9/30/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data-Informed Decision-Making (DIDM)

Data Analysis-SWPBIS

Description:

Team-Initiated Problem Solving (TIPS) is a conceptual model for problem solving that has been operationalized into a set of practical procedures to be used during meetings of school-based problem solving teams such as Positive Behavior Interventions and Supports (PBIS). Use of TIPS procedures can help team members identify, address, and resolve students' social and academic behavior problems. 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:** 6/30/2020

Program Area(s): Educational Technology

Supported Strategies:

- Data-Informed Decision-Making (DIDM)

Goal #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.

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-ESEP Building Reports will be generated after the first and second semester.

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

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:

Blended Learning

Description:

Blended learning, with its mix of technology and traditional face-to-face instruction, is a great approach. Blended learning combines classroom learning with online learning, in which students can, in part, control the time, pace, and place of their learning.

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

*Aligned PreK-5 Curriculum and Resources***Description:**

Align curriculum, assessments, instructional practices, functional technology and instructional materials across all content and grade levels, and provide appropriate resources for teachers and students in alignment with Pennsylvania Core Standards.

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

*Results-Focused Professional Learning***Description:**

Provide differentiated professional development regarding the effective use of pacing guides, curriculum aides, and instructional materials aligned to the Pennsylvania Core Standards and Eligible Content.

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

Implementation Steps:*Eureka Mathematics: PreK-5***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-5) 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#>

Start Date: 11/30/2016 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Aligned PreK-5 Curriculum and Resources
- Results-Focused Professional Learning

Align Standards Aligned Writing Units with CKLA

Description:

Writing is about constructing and communicating meaning. In order to write effectively to show meaning, students-at any grade level, no matter what they are writing about-need to have four elements in place. They need: Knowledge, and a solid understanding of that knowledge, a focus through which to think and work with that knowledge and understanding, a structure to develop their knowledge and understanding, and grade-level control over writing conventions.

Start Date: 8/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Aligned PreK-5 Curriculum and Resources

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>

Start Date: 9/1/2015 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Aligned PreK-5 Curriculum and Resources

Core Knowledge Language Arts Version II Pilot: PreK-5

Description:

CKLA connects engaging topics within and across grades, building knowledge and connected vocabulary for deep comprehension:

- Knowledge domains build on prior learning.
- Repeated exposure and reinforcement.
- Coherent vertical and horizontal design.

Implementation:

- CKLA materials will be purchased and distributed to teachers (May 2018).
- Professional Development: Core Knowledge Version II
- PLC Agendas/Notes
- Lesson Plans
- Classroom Observation
- Student Work
- Curriculum-Based Assessments
- Teacher Videos

Start Date: 5/15/2018 **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Aligned PreK-5 Curriculum and Resources
- Results-Focused Professional Learning

Blended Learning-Zearn

Description:

Zearn Math is a groundbreaking K-5 curriculum and classroom model that supports differentiation and engagement for all students.

- Coherent and rigorous curricular materials, including Independent Digital Lessons, Materials for Teacher-Led Instruction, Reports, and Assessments
- Personalized rotational classroom model, including recommended weekly schedules and pacing guides for grades K-5
- Supports for English Language Learners, Struggling Students, Students with Learning Differences, and Enrichment opportunities

- Implementation resources, including School Accounts, Professional Development, and Community Resources
- Supporting research that informs our curriculum and classroom model

Start Date: 5/15/2017 **End Date:** 6/30/2019

Program Area(s): Professional Education, Student Services, Educational Technology

Supported Strategies:

- Blended Learning
- Aligned PreK-5 Curriculum and Resources

Goal #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

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA Data

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

Type: Annual

Data Source: PVAAS Data

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

Type: Interim

Data Source: PreK-8 Benchmark Assessments

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

Type: Interim

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

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

Strategies:

Teacher Development and Efficacy

Description:

Facilitate the continuous improvement of all teachers by providing appropriate supports through mentor-teachers, trained content experts, instructional coaches, and teacher-leaders who are knowledgeable about the Pennsylvania Core Standards, adopted program materials, and effective instructional strategies.

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

Intervention, Enrichment, and Successful Transitions

Description:

Implement a coherent system of timely, accelerated intervention for all students, with particular emphasis on strengthening proficiency of English learners, special education pupils, and chronically underperforming students.

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

Implementation Steps:

Collaborative Teaching and Learning Cycles (TLCs)

Description:

The purpose of engaging in a TLC is to facilitate a sustained process of collaborative instructional inquiry designed to collectively enhance teaching practices.

Start Date: 8/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Teacher Development and Efficacy

Professional Learning Communities

Description:

Ensuring that Students Learn

The professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn.

A Culture of Collaboration

Educators who are building a professional learning community recognize that they must work together to achieve their collective purpose of learning for all.

Focus on Results

Professional learning communities judge their effectiveness on the basis of results. Working together to improve student achievement becomes the routine work of everyone in the school. Every teacher team participates in an ongoing process of identifying the current level of student achievement, establishing a goal to improve the current level, working together to achieve that goal, and providing periodic evidence of progress.

<http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx>

Evidence: Meeting Agendas/Notes

Start Date: 6/1/2018 **End Date:** 4/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Teacher Development and Efficacy
- Intervention, Enrichment, and Successful Transitions

*Engaging, Culturally Responsive Instruction***Description:**

Shift mindset to an asset-based, growth orientation through courageous conversations about and reflection on the assumptions that practitioners make about their students, their students' parents, and their own sense of professional efficacy.

Evidence:

- Research and choose materials to facilitate courageous conversations. (UnboundEd's Bias Toolkit, [Courageous Conversations About Race, For White Folks Who Teach in the Hood...and the Rest of Y'all Too](#))
- Develop plan and implementation schedule
- Agendas/notes, Sign-in, Data (Educational and Disciplinary)

Start Date: 6/1/2018 **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies: None selected

*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/>)

Implementation Steps:

- Coaching Schedules
- Coaching Logs
- Teacher Reflections

Start Date: 8/24/2015 **End Date:** 8/31/2021

Program Area(s): Professional Education

Supported Strategies:

- Teacher Development and Efficacy

Tiered Intervention and Enrichment-Math Workshop Model, Literacy Acceleration, Center Activities

Description:

Math Workshop Model (Differentiated Small Groups)

School-Wide Support Schedule

Differentiated Literacy Groups and Center Activities

Start Date: 8/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Teacher Development and Efficacy
- Intervention, Enrichment, and Successful Transitions

Goal #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.

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, Standards, Assessment, Curriculum Framework

Implementation Steps:

Expanded Learning Time

Description:

Expanded or *extended learning time*, the term **expanded learning time** refers to any educational program or strategy intended to increase the amount of time students are learning, especially for the purposes of improving academic achievement.

Extended (or expanded) school days and school weeks are also used as a strategy for increasing the amount of time students receive instruction; engage in learning opportunities in areas such as sports and arts; learn through non-traditional experiences such as apprenticeships or internships; or get academic support as part of their school days or years.

Evidence

YMCA Pnather Pride Program: K-2

Gearing Up: 3-5

Summer Opportunities

YMCA Power Scholars Academy: 120 students will be afforded the opportunity to participate in summer enrichment programming.

Start Date: 2/5/2018 **End Date:** 8/31/2021

Program Area(s): Student Services

Supported Strategies:

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

*School-Wide Master Schedule***Description:**

The master schedule reveals the true beliefs, attitudes, values, and priorities of the school. How the master schedule is constructed may be as important as what the master schedule contains. While the master schedule reveals what is really important to the school, how the master schedule is constructed reveals how professionals interact and how key decisions are made in the school. Finally, the master schedule discloses the true beliefs and attitudes the staff holds about the value of input from other staff members. In student-or learning-focused schools, the master schedule reflects the needs of the students. There are multiple, tiered interventions.

https://www.nassp.org/tabid/3788/default.aspx?topic=The_Master_Schedule_A_Culture_Indicator

Evidence

1. Plan for Co-Teaching (EL and Special Education)
2. Acceleration Schedule
3. PLC Schedule
4. BEST Schedule

Start Date: 7/1/2018 **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

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

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.

Implementation Steps

- Identification and documentation of students not meeting grade level expectations
- Documentation of intervention
- Progress monitoring data
- Identification and documentation of students not meeting school-wide behavioral expectations
- Documentation of intervention
- Progress monitoring data

Evidence

- Benchmark Assessment Data
- Behavioral Data-Infinite Campus
- Attendance Data-Infinite Campus
- BEST Agendas/Notes

Start Date: 6/1/2018 **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

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

Goal #6: 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: ILT, SIP, SWPBIS, CSLT Meeting Agendas and Notes

Parent Advisory Committee-Agendas and Notes

Grade 5 Peer Leaders-agendas and Notes

Specific Targets: ILT, SIP, SWPBIS, CSLT-Distributed Leadership-Faculty leaders accept and follow through with designated responsibilities.

Parent Advisory Committee

Grade 5 Peer Leaders

Strategies:

Shared Leadership for Results

Description:

Shared leadership is the practice of governing a school by expanding the number of people involved in making important decisions related to the school's organization, operation, and academics. In general, shared leadership entails the creation of leadership roles or decision-making opportunities for teachers, staff members, students, parents, and community members. Shared leadership is widely seen as an alternative to more traditional forms of school governance in which the principal or administrative team exercises executive authority and makes most governance decisions without necessarily soliciting advice, feedback, or participation from others in the school or community.

<https://www.edglossary.org/shared-leadership/>

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Student Voice

Description:

Nuture student leadership, voice, and engagement.

Evidence

Circles

Grade 5 Student Leaders

Agendas/Notes

Student Surveys

Start Date: 6/1/2018 **End Date:** 6/30/2021

Program Area(s):

Supported Strategies:

- Shared Leadership for Results

Instructional Leadership Team

Description:

Provide training and ongoing capacity building for the leadership team, with emphasis on effective instruction, using data to improve practice and outcomes, building a culture of collaboration, and strengthening relationships with stakeholders.

Evidence

Team Roster

Agendas/Notes

Start Date: 6/1/2018 **End Date:** 8/1/2021

Program Area(s): Professional Education

Supported Strategies:

- Shared Leadership for Results

Parent Action Teams

Description:

Involve parents in school decisions and continuous improvement.

Evidence

Sign-In Sheets

Agendas/Notes

Start Date: 6/1/2018 **End Date:** 6/30/2021

Program Area(s):

Supported Strategies:

- Shared Leadership for Results

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 Strategy #2: Social Emotional Learning
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Start	End	Title	Description
8/29/2016	6/30/2020	Implementation of Second Step Social Emotional Learning Program and Bullying Prevention Unit	<p><i>The Second Step Program</i></p> <p>The Second Step program focuses on core social-emotional skills that are particularly important for bullying prevention, including empathy, emotion management, and social problem solving. It also teaches friendship building and how to be assertive; also key skills in bullying prevention.</p> <p>Empathy is feeling or understanding what someone else is feeling. Greater awareness of others' feelings not only allows students to treat each other with respect and kindness, it may cause them to intervene in bullying situations as well. Empathic concern toward peers makes bystanders more likely to intervene to stop bullying.</p> <p>Emotion management is the ability to monitor and regulate strong emotions and calm down when upset. Lack of emotion management may make a student more prone to being bullied. In fact, nearly half of children who are bullied tend to escalate and intensify the bullying by responding with highly emotional reactions, such as yelling, screaming, or crying. Good emotion management not only prevents children from becoming victims of bullying, it also helps them respond to it as</p>

bystanders.

Additionally, research has shown that students are more likely to bully others if they lack emotion-management skills.

Social problem solving is the ability to successfully navigate through social problems and challenges. Children who are good social problem solvers can recognize a problem, reflect on possible solutions, and understand consequences to a particular action.

Both children who bully and those who are bullied lack social problem-solving skills. Those who bully often misread social cues and situations. This lack of social awareness leads children who bully to act with more hostility and aggression in social situations. Students who are bullied also lack effective social problem-solving skills. They may behave passively in social situations, which can set them up for being bullied.

Effectively managing social situations is also an important skill for those students who are bystanders. By properly assessing a social situation and coming to the appropriate decision to intervene, bystanders can help stop bullying.

Friendship building is an important protective factor against being bullied. Students who have at least one friend are less likely to be bullied by peers, and bullied students with a good friend experience less subsequent bullying and fewer emotional and behavioral problems.

Assertiveness training is another component of building positive relationships. Learning to be assertive is particularly important for children who may be bullied, so they are not targeted more often. In addition, learning assertiveness can help bystanders use specific strategies to stop the bullying or ask adults for help.

[Evidence:](#)

- Lesson Plans

- Classroom Walkthroughs
- Behavioral Data-Infinite Campus
- Agendas/Notes/Sign-in Sheets

The Bullying Prevention Unit

Student-Focused Content

Based on the latest research, including a [recent evaluation study](#) of our *Steps to Respect* program, The Bullying Prevention Unit lessons encourage specific helpful bystander behaviors and positive student norms by teaching students to recognize, report and refuse bullying. In learning to recognize bullying, students increase their awareness of the problem, learn to identify when they or others are being bullied, and increase their empathy for bullied students. Giving students a clear message to report bullying sets a positive norm, lets student who might bully know there will be consequences, and supports adults in their efforts to reduce bullying. Lesson content on refusing bullying behavior reinforces the message that bullying does not have to be tolerated and encourages students to both report and use assertiveness skills to stand up to bullying.

The lessons also teach explicit skills for including others and inviting others to join in activities, which can reduce the social isolation that contributes to bullying.

Adult-Focused Content

The schoolwide components of the Bullying Prevention Unit provide staff with training and resources to support program implementation and help foster a positive school climate while dealing appropriately with bullying behavior.

Principal and administrator leadership is important to the success and effectiveness of school-based prevention programs. The Bullying Prevention Unit training helps school leaders understand anti-bullying policies and laws and helps them

communicate policies and procedures to staff, making it clear that bullying prevention is a school priority.

School leaders are also responsible for fostering positive relationships and communication with families. The training provides practice in responding to parent concerns about bullying in school.

All-staff training is focused on recognizing bullying, responding effectively to students involved in bullying situations and reporting bullying. The Bullying Prevention Unit provides resources and specific training to help staff work effectively with both students who bully and students who are victimized.

[Positive Relationships in the Classroom](#)

The relationships among students and between students and teachers affect the classroom climate and have important impacts on bullying. When healthy, these relationships help reduce bullying and relational aggression and reduce children's involvement in violence. Teachers can support student success both socially and academically by providing emotional support to students, and the effects of that emotional support are greatest for those who are more vulnerable or at higher risk.

The Bullying Prevention Unit encourages the development of healthy relationships and positive classroom climate by providing teachers with materials for positive relationship-building games and classroom meetings and support for both teaching and daily reinforcement of key interpersonal skills.

[Evidence:](#)

- Lesson Plans
- Classroom Walkthroughs/Video

- Behavior Data-Infinite Campus
- Agendas/Notes/Sign-In Sheets
- Referrals to Counselor
- Plans for Victim and Offender

Person Responsible	SH	S	EP	Provider	Type	App.
Building Administration, Committee for Children, Instructional Coaches, ILT	1.5	1	6	Second Step Online	For Profit Company	Yes

Social-emotional learning is recognizing and managing emotions, having empathy for others, maintaining cooperative relationships, and making responsible decisions. Most schools have been teaching social-emotional learning (SEL) for years. But now the term is working its way into the public consciousness—and even business leaders are acknowledging the importance of social-emotional learning in the workplace. However, there are some broad (and, in some cases, erroneous) definitions out there.

Knowledge

[What SEL Is](#)

- Recognizing emotions in oneself and others
- Managing strong emotions
- Having empathy for others
- Controlling impulses
- Communicating clearly and assertively
- Maintaining cooperative relationships
- Making responsible decisions

Solving problems effectively

Children learn SEL in a variety of ways, including the behavior they see modeled by the adults in their lives. But SEL can also be taught explicitly in the classroom, in much the same way math or reading is taught:

Supportive Research

The teacher explains a concept with words, pictures, video, and/or audio

Students practice the concept with skill practice, group discussion, individual writing, or partner work

The teacher continues reinforcing the concept throughout the week

The teacher sends information home for students to work on with parents

The teacher checks for understanding

The teacher re-teaches where necessary

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Empowers educators to work effectively with parents and community partners.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

Professional Learning Communities	
Training Format	
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Other educational specialists Related Service Personnel
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 Joint planning period activities
Evaluation Methods	Review of participant lesson plans Infinite Campus Behavior Management Reports

Assurance of Quality and Accountability

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 2014-2019 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

2017-2018 Improvement Evaluation

Describe the success from the past year.

- According to the 2017 PA School Performance Profile (<http://www.paschoolperformance.org/Profile/4639>), students earned the following Indicators of Academic Growth/PVAAS: 100 for Mathematics, 78 for ELA, and 71.50 for Science.
- The following professional learning opportunities occurred:
 1. K-2 Standards Based Writing Units, Just in Time Training, Student Work Analysis, and Classroom Feedback
 2. Mathematics Engagement Strategies
 3. Mathematics Workshop
 4. Second Step Bullying Prevention
- SWPBIS Tier 1 Fidelity Recognition
- Six Weeks of Full Day Summer Program
- Extended School Day Opportunities (Before School Care, GEARS 3-5, YMCA Panther Pride Program K-2)
- SWPBIS Team met bi-weekly to implement initiatives outlined in the SIP.
- ILT met monthly to implement initiatives outlined in the SIP.
- SIP Team met weekly to review progress of current SIP and to revise the plan based on school need.
- New Community School Partnerships established (The Cathedral of St. Paul: Volunteers and Uniform Closet, Mercyhurst University-Game Day, Booker T. Washington Center-Home School Visitor, YMCA Power Scholars, Erie Insurance: Grade 2 Tutors, Supply Drive, Hygiene Supply Drive, Holiday Food Bags, Opening Day Welcome, Grade 5 Clean-Up Day, Grade 5 Field Trip, Quarterly Award Ceremonies)
- School-Wide Master Acceleration Schedule

- PLCs/Team Meetings held twice in a six day rotation
- Decrease in total number of infractions and suspensions.

Describe the continuing areas of concern from past the year.

- According to the 2017 School Summary Report in eMetric, 25.7% of the students met or exceeded proficiency in Science on the Pennsylvania System of School Assessment (PSSA).
- According to the 2017 School Summary Report, 22.73 of third grade students scored Proficient and/or Advanced on the Pennsylvania System of School Assessment (PSSA).
- According to the 2017, School Performance Profile, Pfeiffer-Burleigh School's Building Level Academic Score was 54.6
- According to Erie's Public School Data Information System Infinite Campus, the chronic absenteeism rate is 12% (17 days) as of April 30, 2018, for students who have been enrolled at Pfeiffer-Burleigh School throughout the 2017-2018 school year.
- According to Erie's Public School Data Information System Infinite Campus, the total number of incidents has been 1488. The daily average of incidents has been 8.9 incidents per day through the end of April 2018.
- According to Erie's Public School Data Information System Infinite Campus, the total number of Disruptive-8 incidents has been 1347. The daily average of incidents has been 8.8 incidents per day through the end of April 2018.
- According to Erie's Public School Data Information System Infinite Campus, there were 225 suspension resolutions for 102 students in through the end of April 2018.
- According to the 2017-2018, DIBELS Next, All Grades Status Report, Former Goals:
Kindergarten
 : 39% Intensive, 21% Strategic, 40% Core; **Grade 1**
 : 68% Intensive, 6% Strategic, 26% Core; **Grade 2:**
 63% Intensive, 8% Strategic, 30% Core

Describe the initiatives that have been revised.

The number of office discipline referrals needs to be addressed. Pfeiffer-Burleigh's ILT will examine resources available to address culture and bias. The school will begin to implement restorative practices through the use of circles and restorative circles versus punishment.

The entire school will pilot version II of CKLA English Language Arts.

The master schedule will be examined to determine how to more equitably support EL students through co-teaching.

The master schedule will be created and revised through the use of data gathered from curriculum based assessments and benchmark assessments.

Parent and Student Voice Groups

2016-2017 Improvement Evaluation

Describe the success from the past year.

2017-2018

- According to the 2017 PA School Performance Profile (<http://www.paschoolperformance.org/Profile/4639>), students earned the following Indicators of Academic Growth/PVAAS: 100 for Mathematics, 78 for ELA, and 71.50 for Science.
- The following professional learning opportunities occurred:
 1. K-2 Standards Based Writing Units, Just in Time Training, Student Work Analysis, and Classroom Feedback
 2. Mathematics Engagement Strategies
 3. Mathematics Workshop
 4. Second Step Bullying Prevention
- SWPBIS Tier 1 Fidelity Recognition
- Six Weeks of Full Day Summer Program
- Extended School Day Opportunities (Before School Care, GEARS 3-5, YMCA Panther Pride Program K-2)
- SWPBIS Team met bi-weekly to implement initiatives outlined in the SIP.
- ILT met monthly to implement initiatives outlined in the SIP.
- SIP Team met weekly to review progress of current SIP and to revise the plan based on school need.
- New Community School Partnerships established (The Cathedral of St. Paul: Volunteers and Uniform Closet, Mercyhurst University-Game Day, Booker T. Washington Center-Home School Visitor, YMCA Power Scholars, Erie Insurance: Grade 2 Tutors, Supply Drive, Hygiene Supply Drive, Holiday Food Bags, Opening Day Welcome, Grade 5 Clean-Up Day, Grade 5 Field Trip, Quarterly Award Ceremonies)

- School-Wide Master Acceleration Schedule
- PLCs/Team Meetings held twice in a six day rotation
- Decrease in total number of infractions and suspensions.

2016-2017

- According to the 2016 School Level Data (<http://www.education.pa.gov/Pages/PSSA-Information.aspx>), students earned the following School Level PVAAS Growth Measures: 95.00 for Mathematics, 86.00 for English Language Arts, and 67.00 for Science.
- During the 2016-2017 school year Benchmark Assessments were utilized in English Language Arts/Reading and Mathematics. Students in grades K-3 were assessed utilizing DIBELS Next. Students in grades 3-8 were assessed using the 4Sight Common Core English Language Arts and the 4Sight Common Core Mathematics Benchmark Assessments.
- During 2016-2017, the Instructional Leadership Team (I.L.T.) met bi-weekly to discuss the 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 SIG Grant was reauthorized for the 2017-2018 and 2018-2019 school years
- During the 2016-2017, 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.
- During the summer of 2016, summer programming was offered to all students who were enrolled in grades Kindergarten through grade 7. A Kindergarten Readiness Program was offered to all students enrolled to attend Kindergarten during the 2016-17 school year.
- Pfeiffer-Burleigh School has established community partnerships with Erie Insurance, Erie City Mission, Mercyhurst University, Edinboro University, United Way, and Booker T. Washington Center.
- During the 2016-2017 school year, Pfeiffer-Burleigh's Master schedule enabled common planning and meeting time for grade level and content level teams. The teams met two days in every six day cycle. One meeting was used for content and the second as a team meeting.

- During the 2016-17 school year; 81 students in grades K-3 participated in Leveled Literacy Intervention (LLI) Program. Of the 81, 49 or 60% of students exited at grade-level benchmark as of May 8, 2017.
- The SWPBIS Team participates in training through the Northwest Tri-County Intermediate Unit 5. All faculty members create classroom expectations, matrices and reinforcement systems based on Jason Harlacher's book Designing Effective Classroom Management. BEST/SAP Teams meet weekly to discuss tier 2/3 students. The SWPBIS team meets bi-weekly.
- According to the 2016 School Summary Report in eMetric, 10.6% of the students met or exceeded proficiency in Mathematics on the Pennsylvania System of School Assessment (PSSA). In 2015, 7.5% of the students met or exceeded proficiency on the PSSA. Students meeting or exceeding proficiency increased by 3.1%.
- According to the 2016 School Summary Report in eMetric, 21.2% of the students met or exceeded proficiency in ELA on the Pennsylvania System of School Assessment (PSSA). In 2015, 17.1% of the students met or exceeded proficiency on the PSSA. Students meeting or exceeding proficiency increased by 4.1%.
- According to the 2016 School Summary Report in eMetric, 26.7% of the students met or exceeded proficiency in Science on the Pennsylvania System of School Assessment (PSSA). In 2015, 15.4% of the students met or exceeded proficiency on the PSSA. Students meeting or exceeding proficiency increased by 11.3%.
- During 2016- 2017, Pfeiffer-Burleigh formed Academic and Behavioral/Student Assistance Program Teams. During the 2016-2017 school year, the teams met weekly to discuss students who were referred to the teams and to monitor the progress of these students. The team collaborated on intervention support(s) for these students and the effectiveness of the supports. The supports available were: Leveled Literacy Intervention, Individual Student Behavior Plans, Behavior Intervention Groups through Family Services, Referral to building Mental Health Specialist, Trauma Counseling through Family Services, Mental Health Counseling through Safe Harbor Behavioral Health, Too Good for Violence Groups through Preferred Systems, Inc., and Educational Evaluation Referrals.
- According to Erie's Public School Data Information System Infinite Campus, the daily average of incidents was 18 in 2014-15, 10.2 in 2015-16, and 10 in 2016-17 as of May 2, 2017.
- According to Erie's Public School Data Information System Infinite Campus, the daily average of Disruptive Behavior-8 infractions was 11.9 in 2014-15, 6.5 in 2015-16, and 6.3 through May 2, 2017.
- According to Erie's Public School Data Information System Infinite Campus, there were 670 suspension resolutions for 246 students in 2014-15, 493 suspension resolutions for 196 students in 2015-16, and 299 suspension resolutions for 154 students as of May 2, 2017.

- According to Erie's Public School Data Information System Infinite Campus, Student Monthly Attendance has been 93.78% as of May 2, 2017.
- According to the 2016 School Summary Report, 22.22% of third grade students scored Proficient and/or Advanced on the Pennsylvania System of School Assessment (PSSA). Students meeting or exceeding proficiency increased by 3.62%.
- The following professional development session occurred throughout the 2016-2017 school year: Second Step SEL Program, Standards-Aligned Writing Units (3-5), LDC ELA Curriculum Revision (6-8), Mathematics-Progressions and Major Work of the Grade (K-8), Mathematics-Model Drawing, Leveled Literacy Intervention, CKLA Listening and Learning Strand, DIBELS Data Analysis Training, and CCSS ELA and Math Shifts.
- Community School Initiative
- Curriculum Implementation: Eureka Math, CKLA Skills and Listening and Learning Strands, Second Step SEL, STEAM Program, and Standards Aligned Writing Units (3-5)

Describe the continuing areas of concern from the past year.

- According to the 2016 School Summary Report in eMetric, 10.6% of the students met or exceeded proficiency in Mathematics on the Pennsylvania System of School Assessment (PSSA). In 2015, 7.5% of the students met or exceeded proficiency on the PSSA. Students meeting or exceeding proficiency increased by 3.1%. Comparatively, 42.5% of students in Pennsylvania met or exceeded proficiency in Mathematics.
- According to the 2016 School Summary Report in eMetric, 21.2% of the students met or exceeded proficiency in ELA on the Pennsylvania System of School Assessment (PSSA). In 2015, 17.1% of the students met or exceeded proficiency on the PSSA. Students meeting or exceeding proficiency increased by 4.1%. Comparatively, 60.4% of students in Pennsylvania met or exceeded proficiency in ELA.
- According to the 2016 School Summary Report in eMetric, 26.7% of the students met or exceeded proficiency in Science on the Pennsylvania System of School Assessment (PSSA). In 2015, 15.4% of the students met or exceeded proficiency on the PSSA. Students meeting or exceeding proficiency increased by 11.3%. Comparatively, 67% of students in Pennsylvania met or exceeded proficiency in Science.
- According to the 2016 School Summary Report, 22.22% of third grade students scored Proficient and/or Advanced on the Pennsylvania System of School Assessment (PSSA). Students meeting or exceeding proficiency increased by 3.62%. Comparatively, 60.9% of students in Pennsylvania met or exceeded proficiency in 3rd Grade ELA.
- According to the 2015-2016, School Performance Profile, Pfeiffer-Burleigh School's Building Level Academic Score was 57.6.

- According to the University of Oregon DIBELS Data System All Grades Status Report-Former Goals, 30% versus 47% of Kindergarten students, 55% versus 49% of First Grade students, 65% versus 60% of Second Grade students, and 59% versus 61% of Third Grade students scored “Intensive” on the Middle of the Year DIBELS Next Assessment (Dynamic Indicators of Basic Early Literacy Skills) versus the Beginning of the Year Assessment based on DIBELS Composite Score.
- According to Erie’s Public School Data Information System Infinite Campus, there has been 274 students entrances and 200 student withdrawals through the end of April of 2016-2017 school year. The transiency rate is 48% at the end of April 2016-2017. The transiency rate for 2014-15 was 36.4% and the transiency rate for 2015-2016 was 39.1%
- According to Erie’s Public School Data Information System Infinite Campus, the chronic absenteeism rate is 9.3% (16 days) as of May 2, 2017, for students who have been enrolled at Pfeiffer-Burleigh School throughout the 2016-2017 school year.
- As May 8, 2016, Pfeiffer-Burleigh School currently has 146 students who qualify for ELL services, which is 19% of the school population. The proficiency levels are: Level 1-79, Level 2-28, Level 3-18, Level 4-12, Level 5-2, and Level 6-1.
- During the 2016-2017 school year, 37 students were referred to for Behavioral BEST have participated in Partial Hospitalization Programs, 37 students were referred to Behavioral BEST, 111 students referred to SAP, 17 students have participated in Partial Hospitalization Programs, 17 have participated in School-Based Outpatient Counseling Programs, and 25 students have participated in Trauma Focused Counseling.
- According to Erie’s Public School Data Information System Infinite Campus, the daily average of incidents was 18 in 2014-15, 10.2 in 2015-16, and 10 in 2016-17 as of May 2, 2017.
- According to Erie’s Public School Data Information System Infinite Campus, the daily average of Disruptive Behavior-8 infractions was 11.9 in 2014-15, 6.5 in 2015-16, and 6.3 through May 2, 2017.
- According to Erie’s Public School Data Information System Infinite Campus, there were 670 suspension resolutions for 246 students in 2014-15, 493 suspension resolutions for 196 students in 2015-16, and 299 suspension resolutions for 154 students as of May 2, 2017.
- Teachers continue to struggle in grade 3-5 English Language Arts due to a lack of standards aligned curriculum.
- Reconfiguration of Pfeiffer-Burleigh School

Describe the initiatives that have been revised.

2018-2019

The number of office discipline referrals needs to be addressed. Pfeiffer-Burleigh's ILT will examine resources available to address culture and bias. The school will begin to implement restorative practices through the use of circles and restorative circles versus punishment.

The entire school will pilot version II of CKLA English Language Arts.

The master schedule will be examined to determine how to more equitably support EL students through co-teaching.

The master schedule will be created and revised through the use of data gathered from curriculum based assessments and benchmark assessments.

Parent and Student Voice Groups

During the the 2017-18 school year the following curriculum additions will occur: Grades 3-5 will utilize a research-based, standards-aligned curriculum-Expeditionary Learning (EL) Edition 2, Grades K-2 will utilize Standard-Aligned Writing Units, and a Bullying Prevention Unit will be added to the Second Step SEL curriculum.

During the summer of 2017, the SWPBIS and ILT teams will define their work for the upcoming school year. Creating the yearlong plan will focus the work of the leadership teams.

During the summer of 2017-2018, the ILT will plan for Pfeiffer-Burleigh School's reconfiguration. Teachers will need to trained in content, instructional strategies, and school climate new to them. Families and students will need welcomed into their new school. Pfeiffer-Burleigh School's expectations will be shared with all families.

2017-2018 school year will be the first full year of the Community School initiative.

During the 2017-18 school year, the Instructional Practice guide will be introduced. The instructional practice guides will focus conversations on planning lessons, executing lessons, providing explicit feedback and teacher reflection.

During the 2017-18 school year, there will be two instructional coaches, three interventionists, along with our two title 1 school-wide specialists.

2015-2016 Improvement Evaluation

Describe the success from the past year.

- According to the 2015 School Level Data (<http://www.education.pa.gov/Pages/PSSA-Information.aspx>), students earned the following School Level PVAAS Growth Measures: 79.00 for Mathematics, 80.00 for English Language Arts, and 67.00 for Science.
- During the 2015-2016 school year, Benchmark Assessments were utilized in English Language Arts/Reading and Mathematics. Students in grades K-3 were assessed utilizing DIBELS Next. Students in grades 3-8 were assessed using the 4Sight Common Core English Language Arts. Students in grades K-6 were assessed using the easyCBM Mathematics. Students in grades 7-8 were assessed using the 4Sight Common Core Mathematics.
- In 2014-2015 school year, grade level and content area teams chose Instructional Leadership Team (I.L.T.) representatives. During the 2015-2016 school year, the I.L.T continued to meet bi-weekly to discuss progress of the School Improvement Plan. The I.L.T.

collaborates on how to best move forward the initiatives outlined in the plan and how to best support teachers in implementing the initiatives.

- In 2014-2015 school year, Pfeiffer-Burleigh Elementary was awarded a School Improvement Grant (SIG) for school years 2014-15, 2015-16, and 2016-17.
- During the 2015-2016 school year, the SIG afforded the school the ability to add additional personnel (2 Instructional Coaches, 3 Academic Interventionists, 1 Part-time School Psychologist, 1 Family Engagement Specialist, 1 Behavior Specialist-Extended Day, 2.5 Creative Community Connectors). The SIG enabled the school to upgrade technology (security cameras, laptop carts, iPad Carts, Faculty IPADS, and classroom Promethean technology). The SIG provided classroom leveled libraries, mathematics manipulatives, PA Core-Aligned Curriculum Support (CKLA Skills Strand PreK-3 and Eureka Math PreK-8)The SIG enabled the school to provide specialized professional development offerings through Dr. Connie Moss, Dr. Horacio Sanchez, Northwest Tri-County Intermediate Unit, Great Minds Publishing Company, and Reach Associates.
- During the 2015-2016 school year, Extended School Day opportunities were added for all students Kindergarten through Grade 8. Pfeiffer-Burleigh School currently runs three separate programs. The main goal of the programs is to provide students with a safe place to learn after school and to expose them to professionals and pre-professionals. All three programs run four days a week, Monday through Thursday from 2:30-5:30. The students are provided a snack at the beginning of the program and receive dinner. Supervised transportation is offered to each student to ensure they have a safe way home.

Carpe Diem

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

Gearing Up

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

Middle Gears After School Ed-Venture

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

Urban University

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

- During the 2015-2016 school year, a PreK Classroom was added to Pfeiffer-Burleigh School.
- During the 2015-2016 school year, Pfeiffer-Burleigh's Master schedule enabled common planning and meeting time for grade level and content level teams. The teams met two days in every six day cycle. One meeting was a content specific meeting and the second meeting was utilized for team meeting.
- Pfeiffer-Burleigh School has established community partnerships with Erie Insurance, Erie City Mission, Mercyhurst University, Edinboro University, St. James AME Church, and Second Harvest Food Bank of Northwest Pennsylvania.
- During the 2014-2015 school year, 49 students in grades 1-3 participated in the Leveled Literacy Intervention (LLI) Program. Of the 49, 38 or 78% of students exited the program on level. During 2015-16 school year, 111 students have participated in LLI. Of the 111, 49 or 44% of the students have exited the program on level as of April 4, 2016.
- During 2014-2015 school year, Pfeiffer Burleigh's School Wide Positive Behavior Intervention and Support Team (SWPBIS) was formed. During 2015-2016, the SWPBIS Team continued participating in training through the Northwest Tri-County Intermediate Unit 5. All faculty members created classroom expectations, matrices and reinforcement systems based on Jason Harlacher's book Designing Effective Classroom Management. The school began utilizing the SWIS Data system in March of 2016. The team meets bi-weekly.
- During 2014-2015 school year, Pfeiffer-Burleigh formed Academic and Behavioral/Student Assistance Program Teams. During the 2015-2016 school year, the teams met weekly to discuss students who were referred and the progress of these students. The team collaborated on intervention support(s) for these students and the effectiveness of the supports.
- During the 2015-2016 school year, according to Erie's Public School Data Information System Infinite Campus, there has been a 41% decrease in Behavior Infractions through the end of April 2016.
- During the 2015-2016 school year, according to Erie's Public School Data Information System Infinite Campus, there has been a 44% decrease in Classroom Disruptive Behavior through the end of April 2016.
- During the 2015-2016 school year, according to Erie's Public School Data Information System Infinite Campus, there has been a 5% decrease in Suspension Resolutions through the end of April 2016. There has been an 12% decrease in the number of students suspended through the end of April 2016.

- During the 2015-2016 school year, according to Erie's Public School Data Information System Infinite Campus, Student Monthly Attendance has been 94.47% through the end of April 2016.
- During the 2015-16 school year through April 7, 2016, there have been 32 family engagement opportunities.
- During the 2015-2016 school year, Pfeiffer-Burleigh School implemented the Eureka Math Curriculum. Teachers of mathematics collaborated weekly utilizing the web-based professional development tool, Teacher Eureka Video Series.

Describe the continuing areas of concern from the past year.

- Mathematics Performance Level Results: According to the 2015 School Summary Report, 69% of the students performed at Below Basic, 23% of the students performed at Basic, 7% of the students performed at Proficient, and 0% of the students performed at Advanced on the Pennsylvania System of School Assessment (PSSA).
- English Language Arts Performance Level Results: According to the 2015 School Summary Report, 44% of the students performed at Below Basic, 39% of the students performed at Basic, 16% of the students performed at Proficient, and 1% of the students performed at Advanced on the Pennsylvania System of School Assessment (PSSA).
- Science Performance Level Results: According to the 2015 School Summary Report, 56% of the students performed at Below Basic, 28% of the students performed at Basic, 9% of the students performed at Proficient, and 6% of the students performed at Advanced on the Pennsylvania System of School Assessment (PSSA).
- According to the 2015 School Summary Report, 18.6% of third grade students scored Proficient and/or Advanced on the Pennsylvania System of School Assessment (PSSA).

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

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

- During the 2015-2016 school year, according to the 4Sight Proficiency Projections Report for Common Core Reading in grades 3-8, the total percentage of Proficient students increased from the first testing at 14% to 18% on the second testing.
- During the 2015-2016 school year, according to the 4Sight Proficiency Projections Report for Common Core Mathematics in grades 7 and 8, the total percentage of Proficient students increased from the first testing at 0% to 2% on the second testing.
- During the 2015-2016 school year, according to Erie's Public School Data Information System Infinite Campus, there has been a 176 student entrances and 160 student withdrawals through the end of April 2016.
- As April 1, 2016, Pfeiffer-Burleigh School currently has 135 students who qualify for ELL services, which is 19% of the school population. There are 15 languages spoken at Pfeiffer-Burleigh School.
- During the 2015-2016 school year, 22 students have participated in Partial Hospitalization Programs, 17 students have participated in School-Based Outpatient Counseling Programs, and 6 students have participated in Trauma Focused Counseling.

Describe the initiatives that have been revised.

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

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

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

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

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

2014-2015 Improvement Evaluation

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 concern from the first year plan.

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

Describe the initiatives that have been revised.

- PA Core Aligned Benchmark Assessments (3-8 English Language Arts, 1-8 Mathematics, 3-8 Science)
- Transiency Plan
- Classroom Disruptive Behavior (SWPBIS/Horacio Sanchez-Resliency)
- Learning Targets: Engagement Strategies, Formative Assessment, Feedback
- Differentiation Structures

- Poverty
- Parent Involvement Calendar by Quarter
- Continued Work Aligning School Practice to the PA Core Standards
- Inclusion of Metrics to Gauge Implementation Effectiveness