

Pfeiffer-Burleigh School
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

Pfeiffer-Burleigh School

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: Jay Badams

Stakeholder Involvement

Name	Role
Linda Nelson	Academic Recovery Liaison : School Improvement Plan
Bea Habursky	Administrator : School Improvement Plan
Holly Northrup	Building Principal : School Improvement Plan
Karin Ryan	Building Principal : School Improvement Plan
Katy Wolfram	Business Representative
Shane Duck	Community Representative : School Improvement Plan
Mary Kearney	Ed Specialist - Other : School Improvement Plan
Colleen Tetrake	Ed Specialist - Other : School Improvement Plan
Allison Bell	Elementary School Teacher - Regular Education : School Improvement Plan
Jessica Radcliff	Elementary School Teacher - Regular Education : School Improvement Plan
Joanna VanVolkenburg	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
- Town hall meetings
- District report card
- Press releases to local media
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- 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:

Yes

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.
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. Dr. Linda Lorei 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 and was instrumental in crafting the Memorandum of Understanding between Erie's Public School and the Erie Education Association.
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. Ms. Szumigala is currently working with the Erie Education Association to extend the current Memorandum of Understanding through the 2018-2019 school year.

Provider	Meeting Date	Type of Assistance
Mrs. Bea Habursky	7/7/2016 12:00:00 AM	PA-ETEP
Mrs. Bea Habursky	7/19/2016 12:00:00 AM	Goals and Needs
Mrs. Bea Habursky	9/15/2016 12:00:00 AM	Early Warning and Teacher Classroom Intervention Tab on IC

Mrs. Bea Habursky and Mrs. Nora Dolak	4/27/2017 12:00:00 AM	SIP Planning
Mrs. Linda Nelson, Academic Recovery Liaison	9/30/2016 12:00:00 AM	Recruiting Qualified Teachers/Teacher Retention
Mrs. Linda Nelson, Academic Recovery Liaison	12/6/2016 12:00:00 AM	Priority and Focus Conference SIP Presentation
Mrs. Linda Nelson, Academic Recovery Liaison	1/13/2017 12:00:00 AM	ILT Data Protocols
Mrs. Linda Nelson, Academic Recovery Liaison	2/28/2017 12:00:00 AM	School Climate Discussion (103 New Students enrolled in Jan.) and After-School Programs
Mrs. Linda Nelson, Academic Recovery Liaison	3/17/2017 12:00:00 AM	Focus and Priority Meeting
Mrs. Linda Nelson, Academic Recovery Liaison	3/21/2017 12:00:00 AM	SIG/Priority/Title Audit
Mrs. Linda Nelson, Academic Recovery Liaison/Mrs. Bea Habursky, Assistant Superintendent	10/24/2014 12:00:00 AM	PVAAS and Benchmark Assessment Data
Mrs. Linda Nelson, Academic Recovery Liaison/Mrs. Bea Habursky, Assistant Superintendent	8/29/2016 12:00:00 AM	Review of Plan
Mrs. Linda Nelson, Academic Recovery Liaison/Mrs. Bea Habursky, Assistant Superintendent	9/16/2016 12:00:00 AM	SIP Implementation and School Challenges
Mrs. Linda Nelson, Academic Recovery Liaison/Mrs. Bea Habursky, Assistant Superintendent	11/11/2016 12:00:00 AM	Priority School Plan Improvement Report
Mrs. Linda Nelson, Academic Recovery Liaison/Mrs. Bea Habursky, Assistant Superintendent	12/2/2016 12:00:00 AM	DIBELS Progress Monitoring Data, 4Sight Benchmark Assessment (Test 2)
Mrs. Linda Nelson, Academic Recovery Liaison/Mrs. Bea Habursky, Assistant Superintendent	1/24/2017 12:00:00 AM	Increase in Enrollment of ELL, Hiring of Community School Coordinator
Mrs. Nora Dolak	8/9/2016 12:00:00 AM	Curriculum
Mrs. Nora Dolak	8/22/2016 12:00:00 AM	Benchmark Assessments
Mrs. Nora Dolak	1/18/2017 12:00:00 AM	School-Wide Title
Mrs. Teresa Szumigala	3/20/2017 12:00:00 AM	Memorandum of Understanding
Ms. Paulette Zagorski	1/26/2017 12:00:00 AM	Teacher Specific Reporting Training

Northwest Tri-County Intermediate Unit 5	8/19/2016 12:00:00 AM	DIBELS Next Data Analysis Training
Northwest Tri-County Intermediate Unit 5	11/21/2016 12:00:00 AM	SWPBIS
Northwest Tri-County Intermediate Unit 5	2/21/2017 12:00:00 AM	SWPBIS
Northwest Tri-County Intermediate Unit 5/Dr. Linda Lorei, Mrs. Bea Habursky, Mrs. Nora Dolak	1/5/2017 12:00:00 AM	Review of SIP and IU5 Available Support

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.

The School Improvement Planning Team and the Instructional Leadership Teams researched and chose the benchmark assessments in grades 3-8. 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.

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	No
After School	Yes
Lunch/Study Periods	No
Summer School Program	Yes
Reading	Yes
Math	Yes
Science	No
In-class Instructional Support	Yes

Pull Out Instructional Support	Yes
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Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

- *Any federal education program administered by the United States Department of Education, except Reading First.*

o Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.

- *All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)*

Is your school consolidating funds?

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	2016	2015
Mathematics	95.00	79.00
English Language Arts	86.00	80.00
Science	67.00	67.00

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.

Accomplishment #2:

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.

Accomplishment #3:

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.

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 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.

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

Accomplishment #5:

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.

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.

Urban University

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

Accomplishment #6:

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.

Accomplishment #7:

Professional Development

2014-2015	2015-2016	2016-2017
Instructive Guided Practice	Instructive Guided Practice	Second Step SEL Program
Shared Reading	Shared Reading	Standards-Aligned Writing Units (3-5)
LETRS Module 1, 2, 3	Learning Targets	LDC ELA Curriculum Revision (6-8)
Learning Targets	Brain-Based Approach to School Climate/Culture-Horacio Sanchez	Mathematics-Progressions and Major Work of the Grade (K-8)
CKLA Skills Strand, Differentiation	Eureka Math Fluency Training	Mathematics-Model Drawing
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 2014-2016 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.

Accomplishment #9:

Pfeiffer-Burleigh School has established community partnerships with Erie Insurance, Erie City Mission, Mercyhurst University, Gannon University, United Way, and Booker T. Washington Center.

Accomplishment #10:

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.

Accomplishment #11:

Leveled Literacy Intervention (LLI)

School Year	K Participate	K Exit on Level	1 Participate	1 Exit on Level	2 Participate	2 Exit on Level	3 Participate	3 Exit on Level	Total Participation	Total Exited on Level
2014-15			22	12	25	24	2	2	49	38
2015-16 As of: 4-4-16	12	4	45	10	28	13	26	22	111	49
2016-17 As of: 5-8-17	12	A	18	6	30	22	21	8	81	48

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

Accomplishment #12:

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.

Accomplishment #13:

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.

Accomplishment #14:

Behavior Infraction Total By Grade Level

	K	1	2	3	4	5	6	7	8	Total 2016- 2017/Av. Per Mo./Days	Total 2015-2016/Av. Per Mo./Days
Aug/Sep	4	8	12	8	44	27	28	15	48	193/8.7/22	169/8.4/20
Oct	14	22	22	14	23	69	43	29	59	289/13.7/21	279/12.6/22
Nov	11	3	7	16	25	52	23	20	21	174/10.8/16	127/8.4/15
Dec	8	7	12	18	10	63	34	27	24	195/12.1/16	143/8.4/17
Jan	11	7	8	12	9	31	34	35	25	165/8.6/19	194/10.7/18
Feb	8	4	21	17	22	28	44	34	8	172/9.5/18	220/11/20
Mar	21	9	15	21	30	37	55	60	19	262/11.3/23	159/9.3/17
Apr	4	8	7	12	14	13	13	14	4	87/6.2/14	165/8.2/20
May										20	265/12.6/21
Jun										7	39/4.8/8
Total										177	1818/10.2/177

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.

Accomplishment #15:

Disruptive Behavior-8

	K	1	2	3	4	5	6	7	8	Total 2016- 2017/Av. Per Mo./Days	Total 2015- 2016/Av. Per Mo./Days
Aug/Sep	3	8	11	8	33	16	22	1	20	122/5.5/22	76/3.8/20
Oct	14	21	19	9	17	48	29	18	30	201/9.5/21	164/7.4/22
Nov	9	2	6	9	13	32	8	4	9	90/5.6/16	113/7.5/15
Dec	5	5	8	10	5	43	25	10	15	125/7.8/16	93/5.4/17
Jan	11	7	7	6	2	17	15	15	14	90/4.7/19	129/7.1/18
Feb	6	3	15	11	13	14	20	16	5	102/5.6/18	151/7.5/20
Mar	17	8	8	15	11	24	37	26	6	150/6.5/23	105/6.1/17
Apr	4	8	6	10	10	6	7	6	3	60/4.2/14	108/5.4/20
May										/21	184/8.7/21

Jun										/7	28/3.5/8
Total										177	1152/6.5/177

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.

Accomplishment #16:

	K	1	2	3	4	5	6	7	8	Total 2016-2017 Resolutions- Students	Total 2015-2016 Resolutions- Students
Sep	0/0	0/0	0/0	0/0	6/5	2/2	2/2	2/2	3/3	15/14	31/23
Oct	5/2	3/3	2/2	1/1	4/3	11/11	9/8	4/1	15/10	54/41	97/59
Nov	2/2	5/5	1/1	4/4	5/4	10/10	6/5	5/5	4/4	42/40	66/48
Dec	2/2	0/0	2/2	3/3	3/3	8/7	5/5	2/2	4/3	28/26	46/39
Jan	1/1	0/0	2/2	7/6	2/2	7/6	8/7	12/11	4/3	43/38	38/30
Feb	0/0	1/1	3/2	2/2	8/6	9/8	7/6	7/6	3/3	40/34	66/57
Mar	6/4	2/2	3/3	2/1	7/7	10/9	3/2	4/4	4/4	41/36	43/36
Apr	0/0	3/3	2/1	4/4	7/7	6/5	1/1	9/8	0/0	32/29	37/33
May											50/44
Jun											21/18
Total											493/196

Suspension Days By Grade Level

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.

Accomplishment #17:

Monthly Attendance Percentage

August/September	96.09%
October	94.89%
November	93.98%
December	92.54%
January	92.47%
February	92.06%
March	93.88%
April	94.17%
May	

June	
Year	

According to Erie's Public School Data Information System Infinite Campus, Student Monthly Attendance has been 93.78% as of May 2, 2017.

Accomplishment #18:

Indicators of Academic Achievement

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

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.

Accomplishment #19:

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

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.

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

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.

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

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.

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

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.

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

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

2016-2017	47%	22%	31%	30%	24%	46%			
	n=32	n=15	n=21	n=23	n=18	n=35			
Grade 1									
2016-2017	49%	11%	39%	55%	8%	38%			
	n=43	n=10	n=34	n=48	n=7	n=33			
Grade 2									
2016-2017	60%	9%	32%	65%	12%	23%			
	n=49	n=7	n=26	n=51	n=9	n=18			
Grade 3									
2016-2017	61%	9%	30%	59%	13%	28%			
	n=39	n=6	n=19	n=42	n=9	n=20			

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.

Concern #5:

Month	Entrance		Withdrawal		Total Entries/Withdrawals		Enrollment	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
September	15	32	13	36	28	68	711	722
October	31	48	25	28	56	76	717	740
November	20	34	25	37	45	71	711	735
December	8	18	21	21	29	39	692	747
January	34	80	27	23	61	103	702	775
February	32	25	17	19	49	44	720	790
March	19	28	13	22	32	50	725	794
April	17	19	19	14	36	23	721	782
May	3		11		14		724	
June	1		3		4		714	

School Year	180		174	200	354	474	905	979
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Enrollment Data

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%

Concern #6:

Chronic Absenteeism

2015-16	2016-17
11.4%	9.3%

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.

Concern #7:

2016-2017 ELL Enrollment

Grade	2015-2016	2016-2017
Kindergarten	8	13
Grade 1	13	17
Grade 2	10	20
Grade 3	14	20
Grade 4	19	17
Grade 5	12	28
Grade 6	18	15
Grade 7	22	21
Grade 8	19	19
Total	135	170

As May 8, 2016, Pfeiffer-Burleigh School currently has 170 students who qualify for ELL services, which is 17% of the school population. The proficiency levels are: Level 1-109, Level 2-31, Level 3-20, Level 4-10, Level 5-0, and Level 6-0.

Concern #8:

Mental Health Support

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

										2017/Av. Per Mo./Days	2016/Av. Per Mo./Days
Aug/Sep	3	8	11	8	33	16	22	1	20	122/5.5/22	76/3.8/20
Oct	14	21	19	9	17	48	29	18	30	201/9.5/21	164/7.4/22
Nov	9	2	6	9	13	32	8	4	9	90/5.6/16	113/7.5/15
Dec	5	5	8	10	5	43	25	10	15	125/7.8/16	93/5.4/17
Jan	11	7	7	6	2	17	15	15	14	90/4.7/19	129/7.1/18
Feb	6	3	15	11	13	14	20	16	5	102/5.6/18	151/7.5/20
Mar	17	8	8	15	11	24	37	26	6	150/6.5/23	105/6.1/17
Apr	4	8	6	10	10	6	7	6	3	60/4.2/14	108/5.4/20
May										/21	184/8.7/21
Jun										/7	28/3.5/8
Total										177	1152/6.5/177

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.

Concern #11:

	K	1	2	3	4	5	6	7	8	Total 2016-2017 Resolutions- Students	Total 2015-2016 Resolutions- Students
Sep	0/0	0/0	0/0	0/0	6/5	2/2	2/2	2/2	3/3	15/14	31/23
Oct	5/2	3/3	2/2	1/1	4/3	11/11	9/8	4/1	15/10	54/41	97/59
Nov	2/2	5/5	1/1	4/4	5/4	10/10	6/5	5/5	4/4	42/40	66/48
Dec	2/2	0/0	2/2	3/3	3/3	8/7	5/5	2/2	4/3	28/26	46/39
Jan	1/1	0/0	2/2	7/6	2/2	7/6	8/7	12/11	4/3	43/38	38/30
Feb	0/0	1/1	3/2	2/2	8/6	9/8	7/6	7/6	3/3	40/34	66/57
Mar	6/4	2/2	3/3	2/1	7/7	10/9	3/2	4/4	4/4	41/36	43/36
Apr	0/0	3/3	2/1	4/4	7/7	6/5	1/1	9/8	0/0	32/29	37/33
May											50/44
Jun											21/18
Total											493/196

Suspension Days By Grade Level

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.

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:

Month	Entrance		Withdrawal		Total Entries/Withdrawals	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
September	15	32	13	36	28	
October	31	48	25	28	56	
November	20	34	25	37	45	
December	8	18	21	21	29	
January	34	80	27	23	61	
February	32	25	17	19	49	
March	19	28	13	22	32	
April	17	19	19	14	36	
May	3		11		14	
June	1		3		4	
School Year	180		174	200	354	

Enrollment Data

According to Erie's Public School Data Information System Infinite Campus, there has been 274 student 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%

2016-2017 ELL Enrollment

Grade	2015-2016	2016-2017
Kindergarten	8	13
Grade 1	13	17
Grade 2	10	20
Grade 3	14	20
Grade 4	19	17
Grade 5	12	28
Grade 6	18	15
Grade 7	22	21
Grade 8	19	19
Total	135	170

As May 8, 2016, Pfeiffer-Burleigh School currently has 170 students who qualify for ELL services, which is 17% of the school population. The proficiency levels are: Level 1-109, Level 2-31, Level 3-20, Level 4-10, Level 5-0, and Level 6-0.

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

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.

Chronic Absenteeism

2015-16	2016-17
11.4%	9.3%

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.

Behavior Infraction Total By Grade Level

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											/1 0. 8 / 1 6	/1 5
											1 9 5 / 1 2. 1 / 1 6	14 3/ 8.4 /1 7
											1 6 5 / 8. 6 / 1 9	19 4/ 10. 7/ 18
											1 7 2 / 9. 5 / 1 8	22 0/ 11 /2 0
											2 6 2 / 1 1. 3 / 2 3	15 9/ 9.3 /1 7

											2 5 / 7 . 8 / 1 6	/5 .4 /1 7
											9 0 / 4 . 7 / 1 9	12 9/ 7. 1/ 18
											1 0 2 / 5 . 6 / 1 8	15 1/ 7. 5/ 20
											1 5 0 / 6 . 5 / 2 3	10 5/ 6. 1/ 17
											6 0 / 4 . 2 / /	10 8/ 5. 4/ 20

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

Suspension Days By Grade Level

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.

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

Aligned Concerns:

Indicators of Academic Achievement

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

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.

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

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.

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

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.

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

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.

2016-17 DIBELS Next-All Grades Status Report-Former Goals

Grade	Beginning			Middle	
	Intensive	Strategic	Core	Intensive	
Kindergarten					
2016-2017	47% n=32	22% n=15	31% n=21	30% n=23	
Grade 1					
2016-2017	49% n=43	11% n=10	39% n=34	55% n=48	
Grade 2					
2016-2017	60% n=49	9% n=7	32% n=26	65% n=51	
Grade 3					
2016-2017	61% n=39	9% n=6	30% n=19	59% n=42	

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.

2016-2017 ELL Enrollment

Grade	2015-2016	2016-2017
Kindergarten	8	13
Grade 1	13	17
Grade 2	10	20
Grade 3	14	20

Grade 4	19	17
Grade 5	12	28
Grade 6	18	15
Grade 7	22	21
Grade 8	19	19
Total	135	170

As May 8, 2016, Pfeiffer-Burleigh School currently has 170 students who qualify for ELL services, which is 17% of the school population. The proficiency levels are: Level 1-109, Level 2-31, Level 3-20, Level 4-10, Level 5-0, and Level 6-0.

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

Aligned Concerns:

Indicators of Academic Achievement

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

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.

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

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.

English Language Arts (ELA) Performance Level Results

Percentages	Below	Basic	Proficient	Advanced
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at Each Performance Level	w Basic	c	t	d
School 2015	44	39	16	1
School 2016	42	37	19	2

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.

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

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.

2016-17 DIBELS Next-All Grades Status Report-Former Goals

Grade	Beginning			Middle	
	Intensive	Strategic	Core	Intensive	
Kindergarten					
2016-2017	47% n=32	22% n=15	31% n=21	30% n=23	
Grade 1					
2016-2017	49% n=43	11% n=10	39% n=34	55% n=48	
Grade 2					
2016-2017	60% n=49	9% n=7	32% n=26	65% n=51	

Grade 3					
2016-2017	61% n=39	9% n=6	30% n=19	59% n=42	

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.

2016-2017 ELL Enrollment

Grade	2015-2016	2016-2017
Kindergarten	8	13
Grade 1	13	17
Grade 2	10	20
Grade 3	14	20
Grade 4	19	17
Grade 5	12	28
Grade 6	18	15
Grade 7	22	21
Grade 8	19	19
Total	135	170

As May 8, 2016, Pfeiffer-Burleigh School currently has 170 students who qualify for ELL services, which is 17% of the school population. The proficiency levels are: Level 1-109, Level 2-31, Level 3-20, Level 4-10, Level 5-0, and Level 6-0.

Systemic Challenge #4 (*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

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

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.

Month	Entrance		Withdrawal		Total Entries/Withdrawals	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
September	15	32	13	36	28	
October	31	48	25	28	56	
November	20	34	25	37	45	
December	8	18	21	21	29	
January	34	80	27	23	61	
February	32	25	17	19	49	
March	19	28	13	22	32	
April	17	19	19	14	36	
May	3		11		14	
June	1		3		4	
School Year	180		174	200	354	

Enrollment Data

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%

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

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.

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

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.

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

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.

2016-17 DIBELS Next-All Grades Status Report-Former Goals

Grade	Beginning			Middle	
	Intensive	Strategic	Core	Intensive	
Kindergarten					
2016-2017	47% n=32	22% n=15	31% n=21	30% n=23	
Grade 1					
2016-2017	49% n=43	11% n=10	39% n=34	55% n=48	
Grade 2					
2016-2017	60%	9%	32%	65%	

	n=49	n=7	n=26	n=51	
Grade 3					
2016-2017	61% n=39	9% n=6	30% n=19	59% n=42	

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.

2016-2017 ELL Enrollment

Grade	2015-2016	2016-2017
Kindergarten	8	13
Grade 1	13	17
Grade 2	10	20
Grade 3	14	20
Grade 4	19	17
Grade 5	12	28
Grade 6	18	15
Grade 7	22	21
Grade 8	19	19
Total	135	170

As May 8, 2016, Pfeiffer-Burleigh School currently has 170 students who qualify for ELL services, which is 17% of the school population. The proficiency levels are: Level 1-109, Level 2-31, Level 3-20, Level 4-10, Level 5-0, and Level 6-0.

Mental Health Support

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

											M o. / D a y s	
											1 9 3 / 8. 7 / 2 2	16 9/ 8.4 / 2 0
											2 8 9 / 1 3. 7 / 2 1	27 9/ 12. 6/ 22
											1 7 4 / 1 0. 8 / 1 6	12 7/ 8.4 / 1 5
											1 9 5 / 1 2. 1 / 1	14 3/ 8.4 / 1 7

										6	
										1 6 5 / 8. 6 / 1 9	19 4/ 10. 7/ 18
										1 7 2 / 9. 5 / 1 8	22 0/ 11 /2 0
										2 6 2 / 1 1. 3 / 2 3	15 9/ 9.3 /1 7
										8 7 / 6. 2 / 1 4	16 5/ 8.2 /2 0
										2 0	26 5/ 12. 6/ 21
										7	39 /4. 8/

											2 2 / 5 . 5 / 2 2	/3 .8 /2 0
											2 0 1 / 9 . 5 / 2 1	16 4/ 7. 4/ 22
											9 0 / 5 . 6 / 1 6	11 3/ 7. 5/ 15
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											9 0 / 4 . 7 /	12 9/ 7. 1/ 18

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											9
											6

Suspension Days By Grade Level

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.

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:

Indicators of Academic Achievement

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

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.

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

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.

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

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.

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

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.

2016-17 DIBELS Next-All Grades Status Report-Former Goals

Grade	Beginning			Middle	
	Intensive	Strategic	Core	Intensive	
Kindergarten					
2016-2017	47% n=32	22% n=15	31% n=21	30% n=23	
Grade 1					
2016-2017	49% n=43	11% n=10	39% n=34	55% n=48	

Grade 2					
2016-2017	60% n=49	9% n=7	32% n=26	65% n=51	
Grade 3					
2016-2017	61% n=39	9% n=6	30% n=19	59% n=42	

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.

2016-2017 ELL Enrollment

Grade	2015-2016	2016-2017
Kindergarten	8	13
Grade 1	13	17
Grade 2	10	20
Grade 3	14	20
Grade 4	19	17
Grade 5	12	28
Grade 6	18	15
Grade 7	22	21
Grade 8	19	19
Total	135	170

As May 8, 2016, Pfeiffer-Burleigh School currently has 170 students who qualify for ELL services, which is 17% of the school population. The proficiency levels are: Level 1-109, Level 2-31, Level 3-20, Level 4-10, Level 5-0, and Level 6-0.

Mental Health Support

Year	Behavioral BEST	SAP	Partial Hospitalization	School-Based Outpatient	Trauma Focused
20			22	17	6

15 - 20 16					
20 16 - 20 17	37	1 1 1	17	17	25

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.

Chronic Absenteeism

2015-16	2016-17
11.4%	9.3%

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.

Behavior Infraction Total By Grade Level

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Suspension Days By Grade Level

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.

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)

Implementation Steps:

- Define and create a visual of the supports in all three tiers of SWPBIS
- Create a SWPBIS binder that is accessible to all Pfeiffer-Burleigh School faculty
- Formalize and Introduce SWPBIS Team at the beginning of every school year
- Monthly meetings with agendas and notes
- Meeting procedures formalized for data review

SAS Alignment: Safe and Supportive Schools, Materials & Resources

Transiency Plan

Description:

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

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

SAS Alignment: Safe and Supportive Schools

Social Emotional Learning

Description:

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

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

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

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

Implementation Steps:

- Online Training
- Monthly faculty meetings
- Pep Rallies to support Second Step Program

SAS Alignment: Safe and Supportive Schools

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>

Implementation Steps:

- Complete Needs Assessment
- Align Needs and Resources

SAS Alignment: Safe and Supportive Schools

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/>

Implementation Steps:

- Chronic Absenteeism Plan

SAS Alignment: Safe and Supportive Schools

Designing Effective Classroom Management

Description:

Designing Effective Classroom Management explains the components of proactive classroom management. With this practical, step-by-step guide, teachers and school administrators will uncover five components that help improve student achievement and decrease classroom problems. Create clear expectations and rules, establish procedures and structure, reinforce expectations, actively engage students, and manage misbehavior. Learn how to develop individualized behavior plans to help students who continue to struggle.

Benefits

- Examine the five research-based components of effective classroom management.
- Understand the theoretical principles that support why a proactive approach to student misbehavior is more effective than a reactive approach.
- Learn different ways to clearly identify classroom expectations.
- Explore different kinds of student rewards and how to use them.
- Review reproducible checklists and templates that can help teachers analyze classroom layouts, lesson plans, and strategies.

<http://www.marzanoresearch.com/designing-effective-classroom-management-bkl029>

Implementation Steps:

- Book Study
- Creation of expectations and rules
- Establish procedures and structure
- Reinforce expectations
- Actively engage students
- Manage misbehavior
- Develop individualized behavior plans

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

Implementation Steps:

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

Description:

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

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

Evidence: Meeting Agendas, training agendas, Sign-Ins

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

Program Area(s): Professional Education

Supported Strategies:

- School-Wide Positive Behavior Intervention and Support

Implementation of Tier 1 School Wide Positive Behavior Intervention and Support

Description:

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

PBIS.org

Evidence: Matrix, Acknowledgement Systems, Expectation Posters, Lesson Plans, Office Discipline Referral Process (Definition of Major and Minor Behaviors, Office

Referral Flow Chart, Discipline Referral Forms), Agendas, Sign-Ins, Training Implementation Checklist (TIC), Benchmarks of Quality (BOQ)

Tier 1

Book Study: Designing Effective Classroom Management; Jason Harlacher

Second Step SEL Program

Second Step Bullying Prevention Unit

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

Start Date: 9/22/2014 **End Date:** 6/15/2018

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

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

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- School-Wide Positive Behavior Intervention and Support

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

Description:

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

PBIS.org

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

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

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

Supported Strategies:

- School-Wide Positive Behavior Intervention and Support

Second Step Program

Description:

The Second Step Program

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

Start Date: 8/29/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Student Services

Supported Strategies:

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

Second Step Bullying Prevention Unit

Description:

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
- Behavior Data-Infinite Campus
- Agendas/Notes/Sign-In Sheets

Start Date: 8/28/2017 **End Date:** 6/15/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

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

Transiency Plan

Description:

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

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

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

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

Program Area(s): Student Services

Supported Strategies:

- School-Wide Positive Behavior Intervention and Support
- Transiency Plan

Community School

Description:

- Community School Needs Assessment Report
- Choose Lead Partner
- Align needs and Services
- Develop Summer Programming
- Develop and Coordinate After-School Programming

Evidence:

- Community School Needs Assessment Report
- Monthly Community School Leadership Agendas/Notes

- Program Descriptions
- 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
- Transiency Plan
- 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: 4/3/2017 **End Date:** 6/30/2020

Program Area(s): Student Services

Supported Strategies:

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

Designing Effective Classroom Management

Description:

Designing Effective Classroom Management explains the components of proactive classroom management. With this practical, step-by-step guide, teachers and school administrators will uncover five components that help improve student

achievement and decrease classroom problems. Create clear expectations and rules, establish procedures and structure, reinforce expectations, actively engage students, and manage misbehavior. Learn how to develop individualized behavior plans to help students who continue to struggle.

<http://www.marzanoresearch.com/designing-effective-classroom-management-bkl029>

Implementation Steps:

- Book Study
- Creation of expectations and rules
- Establish procedures and structure
- Reinforce expectations
- Actively engage students
- Manage misbehavior
- Develop individualized behavior plans

Evidence

- Classroom Matrices
- Classroom Reward Incentives
- Individualize Behavior Plans
- Data fro Infinite Campus-Behavior Management Tab

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- School-Wide Positive Behavior Intervention and Support

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

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA Data

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

Type: Annual

Data Source: PVAAS Growth Data

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

Type: Interim

Data Source: PreK-8 Benchmark Assessments

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

Type: Interim

Data Source: PA-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:

Core Knowledge Language Arts Skills Strand: K-2

Description:

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

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

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

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#>

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

Standards-Aligned Writing Units: K-5

Description:

Writer's Workshop is an interdisciplinary writing technique which can build students' fluency in writing through continuous, repeated exposure to the process of writing. The REACH Associates K-5 units standards-aligned writing units were created to assist teachers in providing writing instruction within a workshop structure.

Implementation Steps:

- Professional Development Sessions on unpacking each unit-REACH Associates
- Units of Study
- Agendas
- Lesson Plans
- Classroom Observations
- Student Work

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

*Core Knowledge Listening and Learning Strand: K-2***Description:**

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

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

*Expeditionary Learning (EL) Grade 3-5 ELA Curriculum***Description:**

EL's Education curriculum is a comprehensive, standards-based core literacy program that engages teachers and students through compelling, real world content. The curriculum honors students' growing capacity to read complex texts, write with depth, and explore pressing issues in the world around them. Students

build literacy skills through complex text analysis and the additional literacy block accelerates the achievement of all students.

Implementation:

- Professional Development: EL Education
- EL Education Modules-Grades 3-5
- PLC Agendas/Notes
- Lesson Plans
- Classroom Observation
- Student Work

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

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.

Implementation Steps:

- Research Programs (Regular Education and ELL Students)
- Purchase
- Implement program in conjunction to core curriculum

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

Implementation Steps:

Eureka Math Video Study: PreK-5

Description:

Teach Eureka Video Series

The Teach Eureka Video Series was designed to provide a deeper understanding of mathematics through a study of the *Eureka Math* curriculum. In this video series,

the curriculum's authors explain the mathematical concepts and instructional strategies necessary to make Eureka your own. Each grade (PK-12) of the video series contains 18 one-hour sessions organized sequentially by module.

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

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

Supported Strategies:

- Eureka Mathematics: PreK-5

School-Wide Planning of Curriculum Resources: PreK-5

Description:

- Grade Level Teams and Content Teams Curriculum Mapping
- Creation of Curriculum Maps by Unit/Module: Standards and Eligible Content

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

Program Area(s):

Supported Strategies:

- Core Knowledge Language Arts Skills Strand: K-2
- Eureka Mathematics: PreK-5

Mathematics-Eureka Math Support: PreK-5

Description:

1. Program Specific Challenges-How to address students with skill deficits, ELL students, and pacing issues.
2. Understanding the major work of the grade and the mathematical models are utilized.
3. Standards of Mathematical Practice
4. Math Workshop

Start Date: 6/1/2016 **End Date:** 6/12/2020

Program Area(s): Professional Education

Supported Strategies:

- Eureka Mathematics: PreK-5

Core Knowledge Professional Development

Description:

-Intergrating the Listening and Learning and Skills Strand

-Domain Specific Writing

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

Program Area(s): Professional Education

Supported Strategies:

- Core Knowledge Listening and Learning Strand: K-2

EL Education Curriculum

Description:

Purchase

Spring/Summer 2017 (EL Curriculum Materials-Grades 3-5)

Professional Development

Summer 2017 (Agenda(s)/Notes)

PLCs

2017-18: Agendas, notes, student work

Start Date: 3/13/2017 **End Date:** 6/12/2020

Program Area(s): Professional Education

Supported Strategies:

- Expeditionary Learning (EL) Grade 3-5 ELA Curriculum

Standard-Aligned Writing Units

Description:

Teachers in grades K-5 will participate in professional development on Reach Associates' Standard-Aligned Writing Curriculum. The components of the Writing Workshop are: Framing, Model, Guided Practice and Ready for Writing, Bridging to Independent Practice, Independent Practice, Teacher Conferencing, Mid-Workshop Reminder, and Sharing.

Evidence

- Professional Development: Unpacking Each Unit; REACH Associates, Instructional Coaches, Administration -Agendas, Sign-In Sheets
- Lesson Plans,
- Classroom Observations
- PA-ESEP
- Student Work

Start Date: 6/1/2016 **End Date:** 6/15/2018

Program Area(s): Professional Education

Supported Strategies:

- Standards-Aligned Writing Units: K-5

Blended Learning

Description:

Teacher Leaders will research blended learning programs. Program that meets Pfeiffer-Burleigh School's needs will be purchased and implemented.

Evidence:

- Agendas/Notes
- Student Data
- Benchmark Assessment Data
- PSSA Data
- WIDA Data
- Lesson Plans
- Surveys
- Classroom Observations
- PAETEP

Start Date: 5/15/2017 **End Date:** 6/14/2019

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

Supported Strategies:

- Blended Learning

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

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA Data

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

Type: Annual

Data Source: PVAAS Data

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

Type: Interim

Data Source: PreK-8 Benchmark Assessments

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

Type: Interim

Data Source: PA-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.

Strategies:

Implementation of Learning Targets

Description:

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

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

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

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

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

SAS Alignment: Curriculum Framework, Instruction, Standards, Assessment

Professional Development for Improved Implementation of Curriculum

Description:

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

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

http://learningforward.org/docs/pdf/why_pd_matters_web.pdf?sfvrsn=0

SAS Alignment: Standards, Curriculum Framework, Instruction

Gradual Release of Responsibility-Literacy Strategies

Description:

The gradual release of responsibility model of instruction suggests that cognitive work should shift slowly and intentionally from teacher modeling, to joint responsibility between teachers and students, to independent practice and application by the learner (Pearson & Gallagher, 1983). This model provides a structure for teachers to move from assuming “all the responsibility for performing a task . . . to a situation in which the students assume all of the responsibility” (Duke & Pearson, 2004, p. 211).

- Instructive Guided Practice
- Small Group Differentiated Reading
- Standards-Aligned Writing Units (Writing Workshop)

Implementation Steps:

- Professional Development-REACH Associates
- Classroom Observations and Feedback
- PLC Agendas/Notes
- Lesson Plans

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

Instructional Practice Guides-Student Achievement Partners

Description:

The Instructional Practice Guides help teachers, and those who support teachers, to build understanding and experience with Common Core State Standards (CCSS)-aligned instruction. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration, in addition to coaching.

http://achievethecore.org/content/upload/IPG_Coaching_ELA_K-2.pdf

http://achievethecore.org/content/upload/IPG_Coaching_ELA_3-12.pdf

http://achievethecore.org/content/upload/IPG_Coaching_Math_k-8.pdf

Implementation Steps:

- Professional Development
- PLCs
- Classroom Observations

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

Implementation Steps:

Instructive Guided Practice/Shared Reading

Description:

“Helping students climb the staircase of text complexity is a valued goal worldwide. Reaching that goal starts with text selection and then matching the task and accompanying instruction necessary for students to be successful. Readers need expert instruction in complex texts and opportunities to read widely. Simply assigning students complex texts to read on their own will not work. What does work is careful selection of texts and the associated instruction required of those selected texts.” “Selecting Texts and Tasks for Content Area Reading and Learning,” Fisher and Frey. *The Reading Teacher*, 2015

Start Date: 9/1/2015 **End Date:** 6/12/2020

Program Area(s): Professional Education

Supported Strategies:

- Gradual Release of Responsibility-Literacy Strategies

Instructional Practice Guides-Student Achievement Partners

Description:

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

Evidence:

- Agendas/Notes
- PA-EETEP
- Lesson Plans
- IPGs

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

Program Area(s): Professional Education

Supported Strategies:

- Instructional Practice Guides-Student Achievement Partners

Small Group Differentiated Reading

Description:

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

Start Date: 9/1/2015 **End Date:** 6/12/2020

Program Area(s): Professional Education

Supported Strategies:

- Gradual Release of Responsibility-Literacy Strategies

Mathematics-Eureka Math Support

Description:

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

3. Understanding of the Read, Write, Draw (RDW) Process.
4. Standards of Mathematical Practice
5. Mathematics Workshop
6. Teach Eureka Mathematics Videos

Start Date: 6/1/2016 **End Date:** 6/12/2020

Program Area(s): Professional Education

Supported Strategies:

- Professional Development for Improved Implementation of Curriculum

Professional Development on the Learning Target Theory of Action

Description:

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

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

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

Program Area(s): Professional Education

Supported Strategies:

- Implementation of Learning Targets

Standards-Aligned Writing Units: K-5

Description:

Writing Curriculum and Wrap-Around Professional Development

- 6/7 Standards Based Writing Units for Grades K-5
- Deconstructing unit lessons
- Demonstration lessons
- Classroom Observations/Feedback
- Looking at Student Work

Start Date: 8/1/2016 **End Date:** 6/12/2020

Program Area(s): Professional Education

Supported Strategies:

- Gradual Release of Responsibility-Literacy Strategies

Expeditionary Learning (EL) Grade 3-5 ELA Curriculum

Description:

Introduction to the ELA Curriculum

Evidence:

- Agendas/Notes
- Sign In Sheets
- Lesson Plans
- Classroom Observations
- PAETEP
- Student Work

Start Date: 7/1/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Professional Development for Improved Implementation of Curriculum

Goal #4: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA Data

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

Type: Annual

Data Source: Indicators of Academic Growth/PVAAS

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

Type: Interim

Data Source: PreK-8 Benchmark Assessments

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

Type: Interim

Data Source: Infinite Campus-Student Classroom Disruptive Behavior Data

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

Type: Interim

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

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

Type: Interim

Data Source: Infinite Campus-Student Suspension Data

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

Strategies:

Data-Informed Decision-Making (DIDM)

Description:

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

PVAAS Data Informed Decision Making (DIDM) Blueprint

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

Implementation Steps:

Data Analysis-Pennsylvania State Assessment System

Description:

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

Pennsylvania Department of Education: Programs; State Assessment System

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

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

Program Area(s): Student Services

Supported Strategies:

- Data-Informed Decision-Making (DIDM)

Data Analysis and Instructional Planning-DIBELS Next

Description:

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

Evidence: Data Reports, Agendas, Sign-In

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

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data-Informed Decision-Making (DIDM)

Pennsylvania Standards Aligned System (SAS) Assessment Builder

Description:

Teachers will utilize the PA SAS Assessment Builder to create assessments to familiarize students with the PSSA. Teachers will align assessments to the module/unit based on standards and eligible content.

Start Date: 8/1/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Data-Informed Decision-Making (DIDM)

4Sight 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.

Evidence: Benchmark Assessment Reports, Agendas, Sign-In

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:

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 #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>

Implementation Steps:

- Monthly ARL Reports
- ARL Data Reports
- Dropbox: SIG and SIP Evidence
- SIG Budget/Expenditures
- Professional Development Agenda(s) and Sign-In Sheets

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

Implementation Steps:

- Building Wide-Master Schedule
- PLC and Team Meetings
- Intervention Schedules
- Leveled Literacy Intervention
- Intervention Groups

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

Implementation Steps:

ARL Monthly Meetings

Description:

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

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

Program Area(s):

Supported Strategies:

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

Extended School Year

Description:

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

Extended Day

Carpe Diem: K-2

Gearing Up: 3-5

Middle Level Gears: 6-8

Summer Opportunities

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

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

Program Area(s): Student Services

Supported Strategies:

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

Instructional Coaching

Description:

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

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

Implementation Steps:

- Coaching Schedules
- Coaching Logs
- Teacher Reflections

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

Program Area(s): Professional Education

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.

Evidence:

- Intervention Schedules
- DIBELS Next Data
- LLI Data
- 4Sight Assessment Data
- Behavioral Data-Infinite Campus
- Attendance Data-Infinite Campus
- BEST Agendas/Notes
- SAP Agendas/Notes

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

Program Area(s): Student Services

Supported Strategies:

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

Community School

Description:

The community schools model is a strategy (not a program) for organizing school and community resources around student success. A community school is both a place and set of partnerships that help address health, wellness and the social needs of its students, families and the surrounding neighborhood. Schools become centers of the community, open to everyone, all day, every day, evenings and weekends. **Community Schools represent a strategy, not a program.**

<http://www.unitedwayerie.org/communityschools>

Implementation Steps:

- School Needs Assessment
- Program Descriptions

- Agendas/Notes
- Surveys

Start Date: 1/23/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education, Student Services

Supported Strategies:

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

Appendix: Professional Development Implementation Step Details

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

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

Knowledge

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

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

Supportive Research

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

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

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

Participant Roles

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

Grade Levels

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

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Lesson modeling with mentoring</p> <p>Journaling and reflecting</p>	Evaluation Methods	<p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of Discipline Referrals, PBIS</p> <p>Team Implementation Checklist, PBIS Action Plan</p>
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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

Start	End	Title	Description
8/29/2016	6/30/2019	Second Step Program	<p><i>The Second Step Program</i></p> <p>The <i>Second Step</i> 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>

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

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

Knowledge

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.

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

<p>For classroom teachers, school counselors and education specialists:</p>	<ul style="list-style-type: none"> 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.
<p>For school and district administrators, and other</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and</p>

educators seeking leadership roles:

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

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
8/28/2017	6/15/2018	Second Step Bullying Prevention Unit	<p>The Bullying Prevention Unit</p> <p><i>Student-Focused Content</i></p> <p>Based on the latest research, including a recent evaluation study of our <i>Steps to Respect</i> 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.</p> <p>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.</p> <p><i>Adult-Focused Content</i></p> <p>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.</p> <p>Principal and administrator leadership is important to the success and effectiveness of school-based prevention programs. The Bullying Prevention Unit training helps</p>

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

- Behavior Data-Infinite Campus
- Agendas/Notes/Sign-In Sheets

Person Responsible	SH	S	EP	Provider	Type	App.
Administration, SWPBIS Team, Behavior Specialists, Counselors, Parents	1.0	3	10	Second Step Online	For Profit Company	Yes

http://www.cfchildren.org/Portals/1/SS_BPU/BPU_DOC/SEL_Bullying_Paper.pdf

Knowledge

Supportive Research

http://www.cfchildren.org/Portals/1/SS_BPU/BPU_DOC/Review_of_Research_BPU.pdf

Designed to Accomplish

<p>For classroom teachers, school counselors and education specialists:</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p>For school and district administrators, and other educators seeking leadership roles:</p>	<p>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.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

Training Format	Online-Synchronous		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Other educational specialists Parents	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
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 Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Discipline and Intervention Data from Infinite Campus	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans

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 2014-2018 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

2016-2017 Improvement Evaluation

Describe the success from the past year.

- 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.

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