

BURROWES SCH

1001 E Orange St

Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Burrowes Vision: Our community nurtures positive relationships and celebrates its impact on the motivation, growth and success of our students. Burrowes Mission: Together we create excitement, set high expectations, and take pride in our community in order to promote lifelong learners.

STEERING COMMITTEE

Name	Position	Building/Group
Laura Snyder	Instructional Coach	Burrowes
Yara Graupera	ELD Teacher	Burrowes
Jeanne Oakes	ELD Teacher	Burrowes
Wendy Leister	Kindergarten Teacher	Burrowes
Michelle Cain	Building Assistant	Burrowes
Laura Kanagy	Parent	Parent
Dionna Wright	Community Member	CISPA
Thomas Schwalm	3rd Grade Teacher	Burrowes
Justine Shupp	3rd Grade Teacher	Burrowes
Kathy Fleetman	Counselor	Burrowes

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June of 2021, Burrowes students in grades 1 and 2 will increase reading proficiency by a minimum of 10% using the Independent Reading Level Assessment (IRLA) compared to the prior school year. (Primary IRLA Goal)	Engage Instructional teams in developing standards-aligned units and lessons	PLC's will meet once per cycle, rotating the focus between Math and ELA instruction.	08/31/2020 - 06/10/2021
By the end of the 2021 school year, Burrowes PSSA math scores will increase by a minimum of 5% compared to the previous school year. (Burrowes Math Goal)			
By June 2021, All Burrowes teachers will have participated in PLC's once per 6 day cycle that focus on target to task alignment, best instructional practices, peer learning opportunities, and designing instruction to meet the needs of all learners. (PLC's)			
By June of 2021, all K5-2nd grade teachers will have participated in monthly professional development sessions that focus on the ARC core implementation in order to strengthen instructional practice and support student learning. (ARC Core)			

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Burrowes Elementary exceeded the statewide average for growth in ELA.

Burrowes Elementary exceeded the statewide average for growth in Science.

Independent Reading Level Assessment (IRLA :) 72.3% of Kindergarten students are proficient or above

IRLA: 81% of the students at Burrowes met the criteria for Reader Engagement

N/A

PSSA: 4th Grade students at Burrowes increased proficiency on the Science portion of the PSSA from the 2017-2018 school year to the 2018- 2019 SY .

Future Ready Index: 98.4% of students at Burrowes met the Career Standards Benchmark.

English Learners at Burrowes exceeded the statewide average (Access Growth Target)

Implement an evidence-based system of schoolwide positive behavior interventions and supports

Partner with local businesses, community organizations, and other agencies to meet the needs of the school

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Challenges

Burrowes ELA performance is significantly below the statewide average.

Burrowes Math performance has declined over the past several years and is significantly below the statewide average.

English Learners at Burrowes have lower performance in ELA and Math compared to the All Student Group.

Students receiving special education services demonstrate significantly lower performance compared to the All Student Group

IRLA: 58.3% of ALL Burrowes students are proficient or above

IRLA: 48.9% of 2nd graders are proficient or above

Classroom Diagnostic Tools: Students in grades 3-5 perform poorly and show minimal growth throughout the school year.

Administrative Analysis: Science instruction inconsistent throughout the building

N/A

English Learners at Burrowes have lower performance in ELA and Math compared to the All Student Group

Students receiving special education services demonstrate significantly lower performance compared to the All Student

Challenges

Group

Foster a culture of high expectations for success for all students, educators, families, and community members *

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Most Notable Observations/Patterns

Administrative changes 3 years in a row, inconsistent collaboration among grade level teams, positive outcomes from co-teaching model

Challenges	Discussion Point	Priority for Planning
Burrowes ELA performance is significantly below the statewide average.	ELA instructional delivery has been inconsistent and grade level teams did not all have adequate professional development, administrative feedback, and grade level team time to plan for instruction that met the level of rigor required by the PA state standards.	✓
Burrowes Math performance has declined over the past several years and is significantly below the statewide average.	District-wide math program provided most, but not all, of content necessary for rigorous math instruction. Daily routines for math in grades K-2 were delivered inconsistently and in grades 3-5, rigorous problem solving tasks were implemented inconsistently during the math blocks.	✓
English Learners at Burrowes have lower	Burrowes staff and administration needs to continue engaging in professional	

Challenges	Discussion Point	Priority for Planning
performance in ELA and Math compared to the All Student Group.	development opportunities to strengthen instructional practices specific to students who are learning English.	
Students receiving special education services demonstrate significantly lower performance compared to the All Student Group	Burrowes has had several changes in regards to special education delivery over the past few years. Co-teaching models and professional development opportunities need to be explored to strengthen the practice of ALL teachers who work with students who have special needs.	
IRLA: 58.3% of ALL Burrowes students are proficient or above	The introduction of ARC core K-2 for the 2020-2021 SY will support cohesive delivery of ELA instruction during the ELA block.	
English Learners at Burrowes have lower performance in ELA and Math compared to the All Student Group	ACCESS growth is a relative strength, however, continued professional development for ALL staff to support the EL's at Burrowes is needed.	
Students receiving special education services demonstrate significantly lower performance compared to the All Student Group	Increased opportunities for professional development and continued use of the co-teaching model will better support students at Burrowes who receive special education services.	
Foster a culture of high expectations for success for all students, educators, families, and community members *	Clear and consistent expectations for all staff and students need to be communicated and monitored frequently thorough the use of the OSE process, opportunities for peer observations, PBIS, PLC's, and ongoing feedback from staff and students.	✓
Promote and sustain a positive school environment where all members feel	Burrowes continues to develop more effective ways of sustaining our Tier 1 PBIS status. The team needs to work towards Tier 2 fidelity as well as continuing to	✓

Challenges	Discussion Point	Priority for Planning
welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	engage all staff, students, and parents in the work in order to promote a welcoming and safe school environment.	

ADDENDUM B: ACTION PLAN

Action Plan: Align classroom observations with professional development

Action Steps	Anticipated Start/Completion Date
Principal will provide ongoing and timely feedback to teachers indicating effective instructional practices and classroom management through the use of the OSE process.	08/31/2020 - 06/10/2021
Monitoring/Evaluation	Anticipated Output
OSE process	Teachers will improve their practice by responding to feedback from principal's observations, self reflections and feedback from peers.
Material/Resources/Supports Needed	PD Step
Marzano Framework	no

Action Steps**Anticipated Start/Completion Date**

PLC's will develop peer observation schedules and peer observations will be conducted quarterly.

08/31/2020 - 10/01/2020

Monitoring/Evaluation**Anticipated Output**

OSE process

Teachers will improve their practice by responding to feedback from principal's observations, self reflections and feedback from peers.

Material/Resources/Supports Needed**PD Step**

no

Action Steps**Anticipated Start/Completion Date**

Principal will collaborate with District coordinators (ELA, Math, ELD, SPED) quarterly to review data, conduct instructional visits, and provide feedback for PLC's in order to continually improve instruction.

08/31/2020 - 06/10/2021

Monitoring/Evaluation**Anticipated Output**

OSE process

Teachers will improve their practice by responding to feedback from principal's observations, self reflections and feedback from peers.

Material/Resources/Supports Needed**PD Step**

no

Action Plan: Engage Instructional teams in developing standards-aligned units and lessons

Action Steps	Anticipated Start/Completion Date
PLC's will meet once per cycle, rotating the focus between Math and ELA instruction.	08/31/2020 - 06/10/2021
Monitoring/Evaluation	Anticipated Output
Principal attending PLC's, OSE process	Instructional practice will strengthen when units and lesson are standards aligned and student learning will benefit and performance will increase.
Material/Resources/Supports Needed	PD Step
	yes

Action Steps	Anticipated Start/Completion Date
PLC's will review student data (IRLA, CDT, Curriculum Based Assessments) and collaboratively design units and lesson where targets and tasks are aligned and students of varying abilities can access grade level content.	08/31/2020 - 06/10/2021
Monitoring/Evaluation	Anticipated Output
Principal attending PLC's, OSE process	Instructional practice will strengthen when units and lesson are standards aligned and student learning will benefit and performance will increase.
Material/Resources/Supports Needed	PD Step
	no

Action Plan: Provide a tiered system of instructional and behavioral supports and interventions

Action Steps	Anticipated Start/Completion Date
PBIS team will meet a minimum of one time per month	08/31/2020 - 06/10/2021

Monitoring/Evaluation	Anticipated Output
Monthly meetings, TFI administration	By meeting on a consistent basis, team will be able to effectively plan for Tier 2 interventions.

Material/Resources/Supports Needed	PD Step
	no

Action Steps	Anticipated Start/Completion Date
PBIS team will analyze building referral data and student observation data from Synergy to determine trends and needs.	08/31/2020 - 09/25/2020

Monitoring/Evaluation	Anticipated Output
Monthly meetings, TFI administration	By meeting on a consistent basis, team will be able to effectively plan for Tier 2 interventions.

Material/Resources/Supports Needed	PD Step
	no

Action Steps**Anticipated Start/Completion Date**

PBIS team will determine and implement Tier 2 interventions for students who have been identified as needing a higher level of behavioral support.

10/01/2020 - 06/10/2021

Monitoring/Evaluation**Anticipated Output**

Monthly meetings, TFI administration

By meeting on a consistent basis, team will be able to effectively plan for Tier 2 interventions.

Material/Resources/Supports Needed**PD Step**

no

Action Steps**Anticipated Start/Completion Date**

PBIS team will track effectiveness of interventions and share data with staff and continue to develop and implement Tier 2 interventions in order for students to be successful.

01/01/0001 - 01/01/0001

Monitoring/Evaluation**Anticipated Output**

Monthly meetings, TFI administration

By meeting on a consistent basis, team will be able to effectively plan for Tier 2 interventions.

Material/Resources/Supports Needed**PD Step**

no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
District Professional Development	Teachers	Target/Task Alignment, ARC Core Implementation, Standards Aligned ELA and Math Instruction
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increased of student engagement in classrooms, increase in student performance	08/31/2020 - 06/10/2021	District Coordinators,Principal and Coach
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:
		Language and Literacy Acquisition for All Students
