

Pfiffner-URL High School

235 11th St

Titusville Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

At Pfeiffer-URL Elementary, students, staff, and families will make every day matter and empower ourselves to be active learners within a positive, safe, and engaging culture that affords equitable opportunities for success and high achievement.

Name	Position	Building/Group
Shane Duck	Community Member	Blue Coats - Community Connections
van Torres	Parent	Pfeiffer Urleigh
Felicia Johnson	Paraprofessional	Pfeiffer Urleigh
Dennis Camer	Principal	Pfeiffer Urleigh

TABLE D PRIORITI

Priorit tatement

Outcome Categor

If we provide effective core instruction and interventions and our systems are properly structured to address individual learners' needs, then we should expect a high percentage of students learning and growing.

Essential Practices 1: Focus on Continuous Improvement of Instruction

English Language Growth and Attainment

If we teach our CKLA curriculum and we provide exposure to code through intervention, then students will master code and have the prerequisite knowledge to read and comprehend grade level text.

English Language Arts
English Language Arts
Essential Practices 3: Provide Student-Centered Support Systems

If we teach iRead Classroom for our core instruction and iRead Personalized Pathway is utilized, then students will be exposed to grade level instruction and student learning gaps will be filled so that students will master grade level content and standards.

Mathematics
Mathematics

ACTION PLAN AND T P

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% or higher the end of the 23-24

[Redacted]

[Redacted]

Anticipated Outcome

[Redacted]

Goal Nickname	Measurable Goal Statement (SMART Goal)
English Language Growth and Attainment	100% of teachers that service our L (English Learner) population (general education and L teachers) will collect data on students' benchmark, diagnostic, formative and common assessments throughout the 23-24 school year. Essential Practice 1.3
iRead Assessments	50% of students will pass mid and end of unit assessments with a 70% or higher for the 23-24 school year.
3-5 CKLA Assessments	40% of students in grades 3-5 will pass Core Knowledge Language Arts (CKLA) assessments with a 70% or higher the end of the 23-24 school year.
K-2 CKLA Assessments	75% of students in K-2 will pass CKLA end of unit assessments with a 70% or higher the end of the 23-24 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/ Supports Needed
Professional development on the Co-Teaching Model.	2023-08-21 - 2023-08-25	Jamie Petruso, Principal	Co-Teaching Model Resource sheet Co-Teaching PowerPoint Conversations with L/ special ed supervisors in regard to effective co-teaching/ barriers WIDA Can Do Descriptors LD standards CKLA/Read Curriculum CKLA Routines
Teacher will use collaborative planning to determine how co-teaching will occur in the curriculum and deliver instruction based on the model selected.	2023-09-05 - 2024-01-19	Teachers	Lesson Plans
Administrative classroom walkthroughs	2023-09-11 -	Jamie Petruso,	Low Inference Notes

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/ Supports Needed
looking for co-teach model occurring effective .	2024-01-19	Principal Julianne Lanich, AP Dennis Camer, AP	

Anticipated Outcome

Teachers will co-plan and teach students based on the co-teaching model.

Monitoring/ Evaluation

Administrative monthly walkthroughs-low inference notes

Evidence-based Strategy

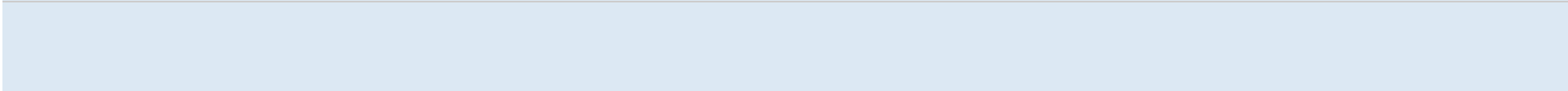
Multi-Tiered System of Support (MTSS)

Measurable Goals

Goal Nickname	Measurable Goal Statement (SMART Goal)
English Language Growth and Attainment	100% of teachers that service our EL (English Learner) population (general education and EL teachers) will collect data on students' benchmark, diagnostic, formative and common assessments throughout the 23-24 school year. Essential Practice 1.3

Goal Nickname	Measurable Goal Statement (SMART Goal)
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3-5 CKLA Assessments	40% of students in grades 3-5 will pass Core Knowledge Language Arts (CKLA) assessments with a 70% or higher the end of the 23-24 school year.
Progress Monitoring	Teachers will implement a multi-tiered system of support (MTSS) for academics and utilizing targeted reading intervention, when progress monitored, 100% of students will show growth on Nonsense Word Fluency (NWF) in grades K-3 or Oral Reading Fluency (ORF) in grades 4-5. Essential Practice 3.13
iRead Personalized Pathways	100% of students will complete a minimum of 30 minutes per week on their iRead Pathways with 70% pass rate every quarter for the 23-24 school year.
K-2 CKLA Assessments	75% of students in K-2 will pass CKLA end of unit assessments with a 70% or higher the end of the 23-24 school year.
ELL Progress Monitoring	100% of ELL students will show growth through progress monitoring probes given throughout the 23-24 school year

Action Step Anticiper



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/ Supports Needed
Implement MT providing training on ARG for all staff in PLCs	2023-10-02 - 2023-11-17	Holl Northrup, Supervisor of Elementary Content	CKLA ARG, formative assessment from lessons
Teachers will monitor progress and effectiveness of intervention bi-weekly	2023-10-16 - 2024-06-05	Donna Wall, School Wide Specialist (W) Colleen Testrake, School Wide Specialist (W)	Progress monitoring in mClass or diagnostic assessments in CKLA or progress monitoring in CKLA
Administration will observe and provide feedback on intervention used in the classroom	2023-10-02 - 2024-05-01	Jamie Petruso, Principal Julianne Lanich, AP Dennis Camer, AP	Low inference notes

Anticipated Outcome

A structured system to meet individual student learning needs

Monitoring/ Evaluation

Teacher progress monitoring- bi-weekly (red/ yellow) monthly (green) and twice a quarter (blue) Monthly AP referrals for academics with decrease



PROFESSIONAL DEVELOPMENT PLAN AND TIMELINE :

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>100% of teachers that service our EL (English Learner) population (general education and EL teachers) will collect data on students' benchmark, diagnostic, formative and common assessments throughout the 23-24 school year.</p>			

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<p>75% of students in K-2 will pass CKLA end of unit assessments with a 70% or higher the end of the 23-24 school year. (K-2 CKLA Assessments)</p>			
<p>100% of students will complete a minimum of 30 minutes per week on their iRead Pathways with 70% pass rate every quarter for the 23-24 school year. (iRead</p>			

Measurable Goals

Action Plan
Professional
Name

100% of EL students will show growth through progress monitoring probes given throughout the 23-24 school year (EL Progress Monitoring)

PROFESSIONAL DEVELOPMENT PLAN AND TIMELINE :

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<p>50% of students will pass mid and end of unit assessments with a 70% or higher for the 23-24 school year. (iRead Assessments)</p>			
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APPROVAL & SIGNATURE

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

Signature (entered electronically and must have access to web application).

Chief School Administrator

Dorian Polito

2023-08-25

School Improvement Facilitator Signature

Building Principal Signature

Jamie Grim

2023-08-25

ADD NDUMA: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Meeting Annual Academic Growth expectations - Math

Meeting Annual Academic Growth expectations - LA

Meeting Annual Academic Growth expectations - ci

58% of K-2 students are passing CKLA unit assessments.

Tier III decreased 15% based on the beginning of the year scores

trengths

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: social, emotional, intellectual and physical

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

Most Notable Observations/Patterns

As a school community, we need to commit to a united approach for success of all students at every grade level. In doing so, we will need to shift our mindset that we all are responsible for student achievement and having high expectations for all of our students in our school. We will hold students accountable with grade level expectations, standards, and work.

Challenges	Discussion Point	Priority for Planning
Proficient or Advanced on P A- LA	There was a lack of explicit, systematic teaching, and limited use of formative assessment which produced students with limited basic and advanced code knowledge.	
Proficient or Advanced on P A-Math	There was a lack of new math curriculum implementation, omission of lesson internalizations and use of formative assessment which produced students that do not have the prerequisite skills to complete grade level work.	
English Learner Growth and Attainment	Limited knowledge of the WIDA assessment (measure of developing English Language), WIDA can-do descriptors, and English Language Proficiency standards have hindered students from reaching their interim goals.	

ADD NDUM : ACTION PLAN

Action Plan: Opportunities to Respond through teacher centered collaborative activities

Action Steps	Anticipated Start/Completion Date
Professional Development with staff using Harlacher Designing Effective Classroom Management (2015) in Professional Learning Communities (PLCs)	08/21/2023 - 08/25/2023
Monitoring/ Evaluation	Anticipated Output
Administrative monthly walkthroughs-low inference notes	Through lesson internalization, teachers will be able to identify where in the curriculum students have opportunities to respond. Students will be responding and engaged in the classroom which will lead to student growth on assessments.
Material/Resources/ Supports Needed	PD Step
Harlacher Designing Effective Classroom Management Chapter 5 and page 82 for recording	no

Action Steps

Anticipated Start/Completion Date

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Anticipated Start/Completion Date

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10/16/2023 - 06/05/2024

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Anticipated Output

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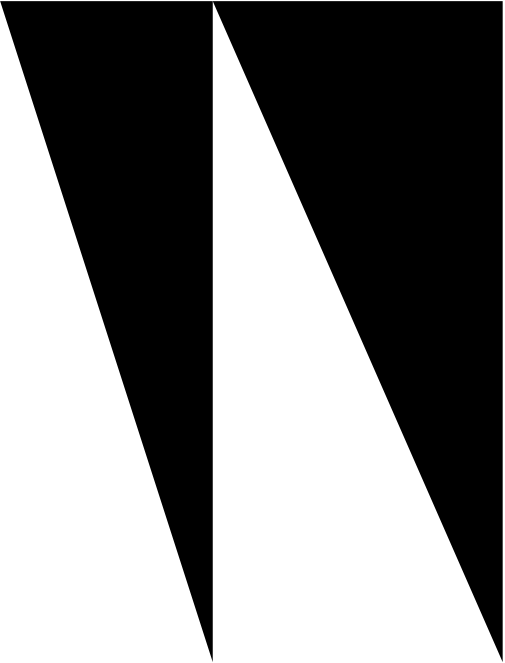
Material/Resources/ Supports Needed

Professional Development

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Resources





Measurable Goals

Action Plan
Name

Professional
Development Step

Anticipated
Timeline

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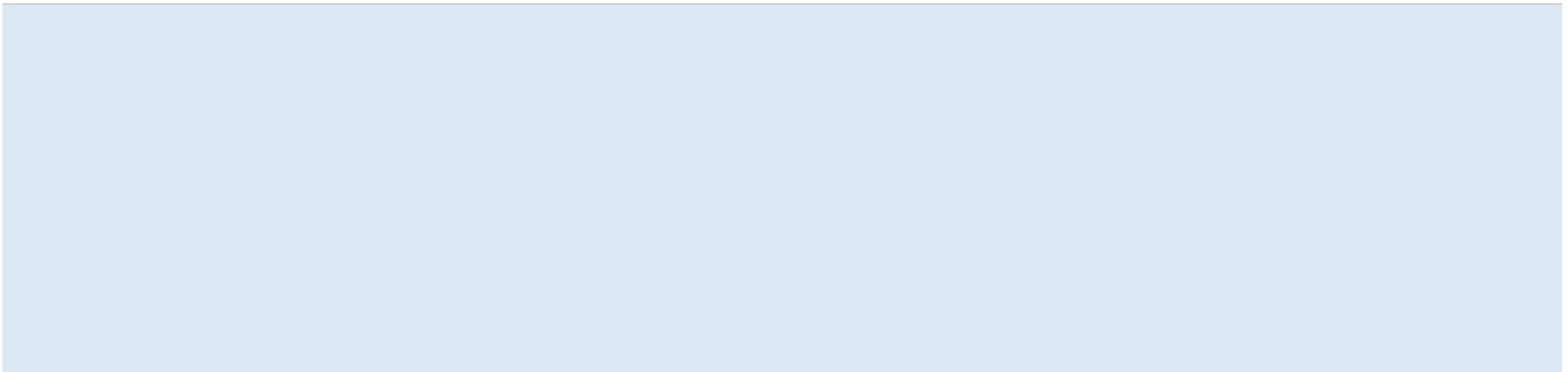
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