

2021-2022 | 2022-2023

Pfeiffer-Burleigh Elementary

ANNUAL PROGRESS REPORT



Introduction

United Way of Erie County's *community schools* initiative removes non-academic barriers to learning so students succeed in school and one day exceed state averages for academic growth and proficiency. From basic needs to trauma counseling to dental/vision health supports and more, *community schools* are providing students with the support they need to thrive.

This document is a data-driven, annual progress report that includes updates on important *community school* indicators, a description of successes from the past school year and a tentative plan of strategy implementation for the upcoming school year. Annual Progress Reports are a tool derived from a *community school's* individual Action Plan, which guide needs-driven work from the start of the model. Annual Progress Reports also give us a chance to highlight our fantastic, dedicated partners who help United Way make sure the *community school* model is implemented with a collective impact mindset. Annual Progress Reports are intended for *community school* partners that have a deeper understanding of the model. For those outside of the partnership, its recommended that review take place in conversation with an appropriate United Way staff member.

United Way serves as the backbone organization for each *community school* located in Erie County by employing all community school directors, providing technical assistance, maintaining partnership alignment, driving impact, measuring results, ensuring clear communication and assuring the work is implemented with fidelity by all partners. As the backbone organization, United Way also leads the effort to create **systems-level change** in schools, districts, neighborhoods, governing bodies and the county as a whole to remove barriers preventing students from reaching their aspirations.

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Community Schools Pillars and Goals

AUTHENTIC FAMILY ENGAGEMENT



- Improved family partnerships and involvement
- Improved family connections to community resources

EXPANDED LEARNING TIMES & ENRICHMENT OPPORTUNITIES



- Increased access to enrichment opportunities
- Increased access to expanded academic learning
- Improved alignment between core academic curriculum and enrichment

POSITIVE ENVIRONMENT FOR WELLNESS & LEARNING



- Improved school readiness
- Improved school attendance
- Increased access to health and wellness supports
- Improved school safety
- Improved school culture

COMMUNITY & NEIGHBORHOOD PARTNERSHIPS



- Improved neighborhood support of Community Schools
- Improved community partnerships

Community School Definitions

A.N.C.H.O.R. (Academics through Navigating goals with a focus on Cooperation, Hard work and Organization in order to Reach student success): An after-school, extended learning program for Erie's Public Schools, where elementary students are provided direct academic support/acceleration and opportunities for social emotional learning.

Capacity Building Strategy: Action Plan strategies that have a built-out framework but are in need of capacity building work before entering a maintenance phase. Capacity building involves nurturing young partnerships, transferring action steps to team members, securing needed volunteers and funding, etc.

Chronically Absent: Students who have been absent for 10% or more of school days.

Community School Leadership Team (CSLT): A diverse group of members like teachers, parents, partners and other key stakeholders that set the direction for a *community school*. CSLTs are led by the school principal and Community School Director.

Enrichment Program: Any program that gives students an extended opportunity to enhance skills and study concepts in greater depth, and/or encourages students to develop new interests, passions and hobbies. Enrichment programs often include academic components.

Framework Strategy: Action Plan strategies that are in the beginning stages of implementation. In this stage, framework or structure is in the process of being built out for future operation and maintenance.

Illegal Absence: Days missed where an excuse isn't provided and the student is considered truant.

Maintenance Strategy: Action Plan strategies that have a finalized framework that has gone through minimal annual revisions, the capacity for strategy continuation is secure and implementation is routine. Strategies are not expected to reach a maintenance phase until several years into the model.

Multi-Tiered System of Supports (MTSS): A framework that helps educators provide proactive academic behavioral strategies for students with various needs. MTSS provides a method of early identification and intervention that can help struggling students to catch up with their peers. As such, MTSS uses three tiers of support to assist all students at various levels.

Out-of-School-Time (OST): Any time outside of the standard school day and academic year. This includes before-school, after-school, evening, weekends and summers.

S.A.I.L. (Student Acceleration through Instruction and Learning): A summer-time program for Erie's Public Schools, where students grades K-8 are provided direct academic support and acceleration, along with unique opportunities for social-emotional learning.

Student Assistance Program (SAP): The Pennsylvania Student Assistance Program (SAP) is a systematic team process used to mobilize school resources to remove barriers to learning so that students may achieve, advance and remain in school. SAP is designed to assist in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. Anyone can refer a student to SAP when they are concerned about someone's behavior, but parents must permit the school to move forward with services or interventions.

SWPBIS (School-wide Positive Behavior Intervention and Supports): Occasionally shortened to just PBIS, SWPBIS is an evidence-based, proactive approach to discipline that promotes appropriate student behavior and increased learning. SWPBIS is a three-tiered model that provides systems of supports to all students in the school based on preventive practices.



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Part A: Community School Goals – Measurement and Progress

Each goal of the *community school* pillars includes measurable indicators of progress and success. Goal progress is evaluated yearly. Measurable goals help us to set high expectations, share accountability and evaluate impact on a consistent basis. The annual and ultimate targets for each goal are uniform initiative-wide, meaning all *community schools* work toward the same metrics. The strategies implemented to reach these goals differ based on each school’s Action Plan.

Community School Goal measurements were established in the Spring of 2022. As many schools have been part of the model before that time, not all indicators have baseline measures from the *community school’s* inception. Baseline measurements that are listed indicate the earliest metrics available, which may be the same as current data. Indicators that represent both baseline and current feature only one metric, not separated by a |. Not all indicators have available data at this time.

Blue: Indicator Increase | **Orange:** Indicator Decrease  **Goal Fulfilled**

Increases and decreases can signal growth or decline, depending on the indicator. Increases/decreases are not inherently positive or negative. Some annual and ultimate goal indicators measure combined stakeholder data – in these cases, an average of all available data is calculated.

| GOAL 1: IMPROVED SCHOOL READINESS | | | |
|--|---------------------------|--|---|
| Indicators of Progress & Success | Baseline Current | Annual Goal | Ultimate Goal |
| % of students participating in school readiness or transition programs. | 18.9% | Increase # of students attending school readiness and transition programs by 5% each year. | 90%+ of students and families participate in at least one school readiness or transition program/service during their time at the <i>community school</i> . |
| % of families reporting understanding of school policies and procedures. | 92% 97.3% | Increase # of families indicating understanding of school policies and procedures by 5% each year. | 90+% of families understand school policies and procedures. |

| GOAL 2: IMPROVED SCHOOL ATTENDANCE | | | |
|---|---------------------------|---|---|
| Indicators of Progress & Success | Baseline Current | Annual Goal | Ultimate Goal |
| % of chronically absent students. | 16.9% 36.8% | Reduce # of chronically absent students by 5% each year. | Chronic absenteeism affects a small amount of students, and 90+% of students attend school regularly. |
| # of total illegal absences | 4218 4976 | Reduce # of total illegal absences school-wide by 5% each year. | Illegal absences are an uncommon occurrence that affect less than 10% of the student population. |

| GOAL 3: INCREASED ACCESS TO HEALTH AND WELLNESS SUPPORTS | | | |
|---|-------------------------------|---|---|
| Indicators of Progress & Success | Baseline Current | Annual Goal | Ultimate Goal |
| % of SAP-referred students who are receiving services, supports, or case management. | October 21-March 22: 28.6% | Increase # of SAP-referred students who are receiving services by 5% each year. | 80%+ of SAP-referred students opt to receive services. |
| % of families reporting an understanding of available mental and physical health resources at the school. | 67.59% 83.6% | Increase # of families indicating understanding of available resources by 5% each year. | 90+% of families understand what mental and physical health resources are available to them and their students. |

| GOAL 4: IMPROVED SCHOOL SAFETY | | | |
|--|---|--|--|
| Indicators of Progress & Success | Baseline Current | Annual Goal | Ultimate Goal |
| % of staff, families and students reporting that they feel safe in school. | Staff: 63.4% Family: 85.1% 86.6% Students: 84.4% | Increase # of staff, family, and students who feel safe by 5% each year. | 90+% of school population report that they feel safe in school. |
| % of staff, families, and students reporting that they feel safe coming and going to school. | Staff: -- Family: 91.0% Students: 86.9% | Increase # of staff, family and students who feel safe coming and going to school by 5% each year. | 90+% of school population report that they feel safe coming and going to school. |

| GOAL 5: IMPROVED SCHOOL CULTURE | | | |
|--|--|--|---|
| Indicators of Progress & Success | Baseline Current | Annual Goal | Ultimate Goal |
| % of staff, families and students reporting school pride and enjoyment/satisfaction. | Staff: 85.3% Family: 89.4% 98.2% Student: 78.8% | Increase # of staff, family, and students who feel school pride by 5% each year. | 90+% of school population report that they feel school pride. |
| % of staff, families and students reporting that they feel welcomed at school. | Staff: 90.0% Family: 94.4% 96.6% Student: 88.3% | Increase # of staff, family and students who welcomed at school by 5% each year. | 90+% of school population report that they feel welcomed at school. |
| % of staff reporting that they feel valued or appreciated. | 85.3% | Increase # of staff who feel valued or appreciated by 5% each year. | 90+% of staff report feeling valued and appreciated. |

GOAL 6: INCREASED ACCESS TO ENRICHMENT OPPORTUNITIES

| Indicators of Progress & Success | Baseline Current | Annual Goal | Ultimate Goal |
|---|---------------------------|---|--|
| % of students who participate in OST enrichment programs. | 35.3% | Increase # of unduplicated students who participate in OST enrichment programs by 5% each year. | 70+% of student population participate in at least one OST enrichment program during any given year. |

GOAL 7: INCREASED ACCESS TO EXPANDED ACADEMIC LEARNING

| Indicators of Progress & Success | Baseline Current | Annual Goal | Ultimate Goal |
|--|---------------------------|---|--|
| % of families reporting that their child(ren) is/are able to access academic assistance as needed (extra help sessions, tutoring programs, etc.) | 83.3% 87.2% | Increase # of families who report that their child(ren) are able to access academic assistance as needed by 5% each year. | 80+% of families report satisfaction in access to expanded academic learning for their child(ren)'s needs. |

GOAL 8: IMPROVED ALIGNMENT BETWEEN CORE ACADEMIC CURRICULUM AND ENRICHMENT

| Indicators of Progress & Success | Baseline Current | Annual Goal | Ultimate Goal |
|--|---------------------------|---|--|
| % of offered enrichment programs that include an academic component. | 71% | Increase # of offered enrichment programs that include an academic component by 5% each year. | 80+% of enrichment programs offered to school community include an academic component. |

GOAL 9: IMPROVED FAMILY PARTNERSHIPS AND INVOLVEMENT

| Indicators of Progress & Success | Baseline Current | Annual Goal | Ultimate Goal |
|---|---------------------------|---|---|
| % of students whose guardians attend parent/teacher conferences. | -- | Increase # of students whose guardians attend parent/teacher conferences by 5% each year. | 70+% of the student population has their guardian(s) attend a parent/teacher conference during the academic year. |
| % of family survey respondents who report that they talk to their child about the importance of school. | 100% | Increase # of families who report that they talk to their child about the importance of school by 5% each year. | 70+% of family survey respondents report that they talk to their child about the importance of school. |
| % of family survey respondents who report that they are able to communicate easily with school staff and faculty. | 90.7% 98.2% | Increase # of families who report that they are able to easily communicate with school staff by 5% each year. | 70+% of family survey respondents report that they can communicate easily with school staff and Staff. |
| # of unduplicated guardians or family member volunteers. | -- | Increase # of guardians and family members who volunteer at school by 5% each year. | Parent and family volunteers are an integral part of the school, and there are robust opportunities to volunteer. |

GOAL 10: IMPROVED FAMILY CONNECTIONS TO COMMUNITY RESOURCES

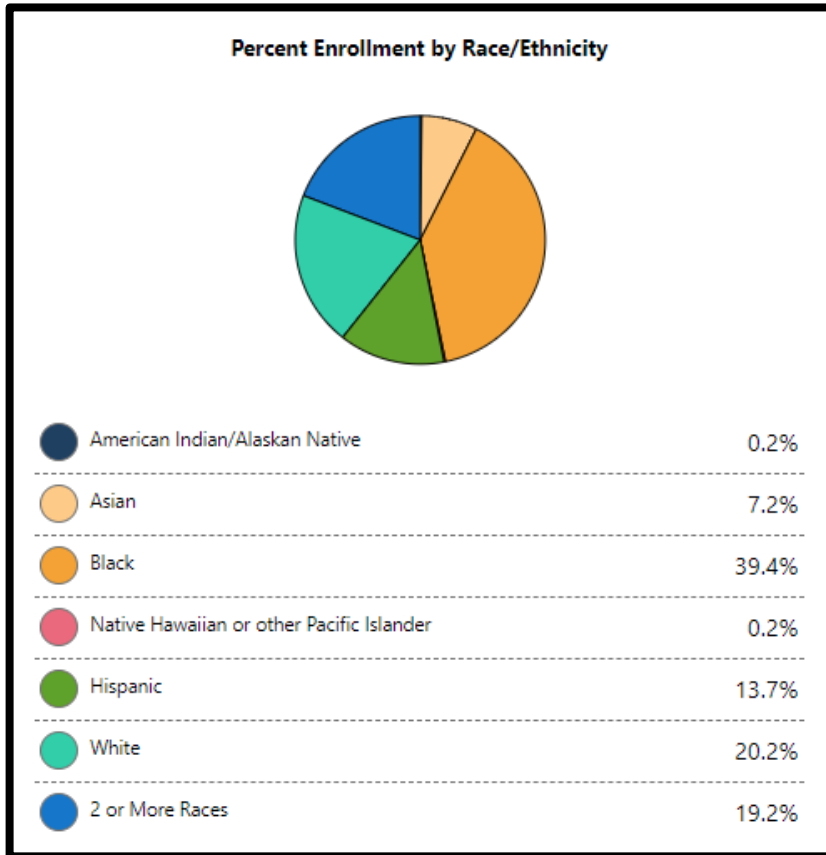
| Indicators of Progress & Success | Baseline Current | Annual Goal | Ultimate Goal |
|---|----------------------|---|--|
| <p>% of family survey respondents who report that they are comfortable reaching out to their Community School Director.</p> | <p>77.5% 96.4%</p> | <p>Increase # of family survey respondents reporting that they are comfortable reaching out to Community School Director by 5% each year.</p> | <p>90+% of family survey respondents report that they are comfortable reaching out to their Community School Director.</p> |
| <p>% of families who report awareness and understanding of mental health, physical health, and community supports available to them via the community school.</p> | <p>81.1%</p> | <p>Increase # of families indicating awareness and understanding by 5% each year.</p> | <p>90+% of families understand and are aware of available resources at their school.</p> |
| <p>Amount of instances (rare, moderate, great) where a family reaches out for a resource connection and the community school cannot provide it.</p> | <p>Rare</p> | <p>Decrease amount of instances where a resource, referral, or service is not available for a request whenever possible.</p> | <p>The community school is a true hub of resources for family stability and student success, and instances of being unable to provide a resource, referral, or a service are rare.</p> |

| GOAL 11: IMPROVED NEIGHBORHOOD SUPPORT OF COMMUNITY SCHOOL | | | |
|--|----------------------------|---|--|
| Indicators of Progress & Success | Baseline Current | Annual Goal | Ultimate Goal |
| Amount of school neighbors (minimal, moderate, great) who are engaged with the school. | Moderate | Progress in building partnerships and awareness of the model in the neighborhood is being made. | The community school neighborhood can be relied on for a great amount of support and engagement. |
| # of family and staff survey respondents who report understanding and appreciation for the community school model. | Staff: -- Family: 96.4% | Increase # of family and staff survey respondents who understand or appreciate the <i>community school</i> model. | 90+% of family and staff survey respondents report an understanding and appreciation for the community school model. |

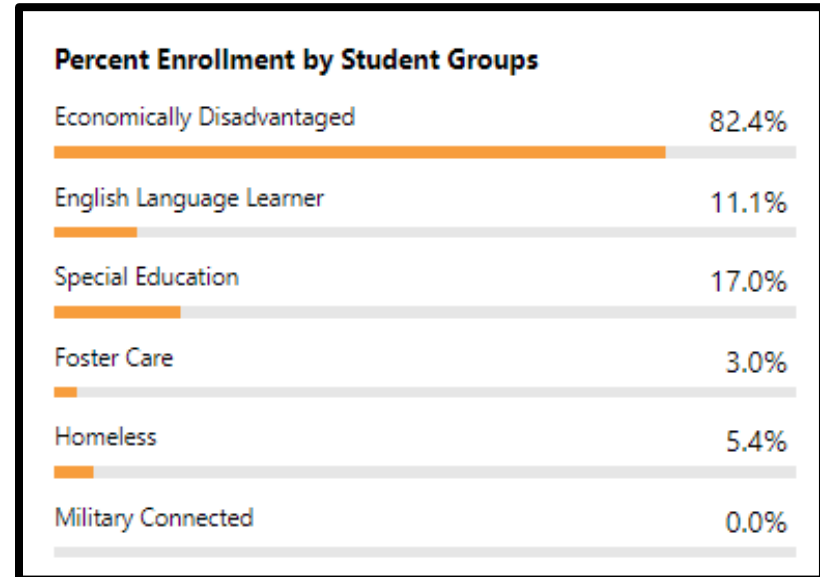
| GOAL 12: IMPROVED COMMUNITY PARTNERSHIPS | | | |
|---|---|--|---|
| Indicators of Progress & Success | Baseline Current | Annual Goal | Ultimate Goal |
| Stakeholder makeup of the Community School Leadership Team. | Staff: 0% Admin: 40.0% Partner: 50.0% Community: 0% Parent/guardian: 0% | Progress in ensuring that all stakeholder groups are being represented is made. | The CSLT has diverse representatives from all stakeholder groups that contribute regularly and bring value to the team. |
| % of currently implemented strategies that include a community partnership component. | 69.2% | Increase # of currently implemented strategies that include a community partnership component by 5% each year. | 70%+ of implemented strategies include a community partnership component. |

Part B: 2021-2022 Year-in-Review

STUDENT DEMOGRAPHICS



**PFEIFFER-BURLEIGH ELEMENTARY,
A COMMUNITY SCHOOL**
Total School Enrollment: 541 students



COMMUNITY SCHOOL LEADERSHIP TEAM *(Active participants for the 21-22 school year)*

- Meghan Easter, Community School Director
- Jason Burgert, Principal
- Julianne Lanich, Assistant Principal
- Abigail Matz, Assistant Principal (Qts. 1 -2)
- Jeremy Misfud, Assistant Principal (Qts. 3-4)
- United Way of Erie County Staff

- Steve Minick, Family Services of NWPA
- Ann Scott, Erie Insurance
- Kristen Brown, Erie Insurance
- Kelly Glas, Erie Insurance
- Erica Erwin, Erie’s Public Schools

Part B: 2021-2022 Year-in-Review

Community Schools are a TEAM effort!

Corporate Partner: Erie Insurance



In addition to financially supporting Pfeiffer-Burleigh (PB) as a *community school*, **Erie Insurance** continuously donated time and resources during the 21-22 year. For the school's Welcome Back in August, Erie Insurance purchased backpacks, Chromebook covers, classroom supplies and Spirit Wear for students and staff. Additional special support included (but isn't limited to!) funding for PB's 4th Annual Holiday Meal Event during winter break and donating SeaWolves vouchers for the entire student body in the spring! Finally, you can learn more about two big milestone projects supported by Erie Insurance on pages 12 and 13.



Lead Partner: Family Services of NWPA



As well as providing support and capacity building as the Lead Partner advisor on PB's CSLT, **Family Services of NWPA** showed continuous commitment to the *community school* model through leveraging grant opportunities and supporting capacity through the placement of a TFCBT Satellite Clinic and an intern at the school building, and a Parent Family Liaison position for the first half of the year.

Special Thanks:

During the winter, **Elevate Church** graciously connected *every single* PB student with a brand-new pair of winter boots! Access to good quality winter boots is vital, especially for students who walk to school. Elevate's donation was an important resource to help students show up to school safe, warm and dry – and ready to learn! Special thanks, also to **YMCA of Greater Erie** for their continued commitment to PB through the implementation of their Discovery Y program through the Investing in Our Future grant, which you can read more about on page 14.

Part B: 2021-2022 Year-in-Review

Reflection: Milestones Achieved

In the 18-19 school year, Pfeiffer-Burleigh data showed an increase in behavioral incidents during lunch and recess periods.

In response, the Community School Director and the Instructional Leadership Team submitted a Highmark Educational Grant which would provide funding to implement an evidence-based program, the *Peaceful Playground*. Peaceful Playgrounds have yielded results in the areas of decreased student confrontation, increased student participation in games, increased positive peer interactions, decreased incidences of bullying and decreased playground injury.

Grant funds were awarded and PB was ready to purchase the materials, training and curriculum to implement the Peaceful Playground; however, it was determined that the existing blacktop at the school was in need of repair to ensure safety and increased durability. The Pfeiffer-Burleigh CSLT and United Way explored multiple avenues of funding to support the costs associated with a blacktop resurfacing.

Erie Insurance stepped up to the plate and raised over \$31,000 to fund the resurfacing, and installation took place in the fall. In Spring of 2022, Pfeiffer-Burleigh formally launched their Peaceful Playground!

Peaceful Playground Project



Part B: 2021-2022 Year-in-Review

Reflection: Milestones Achieved

Strengthening the school's communication pathways continues to be a priority need for Pfeiffer-Burleigh and a strategy used to improve family-school relationships. An action step identified for improved communication during the COVID-19 pandemic was the ability to better manage messages offered by the school's marquee. During the 18-19 school year, the marquee available required on-site management of the message board to change and update announcements for families and students to see (pictured top).

Installation of an electronic marquee not only allowed for electronic management of messaging on and off-site, but also provided the school with the ability to provide multiple messages at one time, something the previous marquee was not capable of. After acquiring funding for the expensive switch to electronic through blending grant funds with Erie Insurance support – and after navigating several installation roadblocks -- Pfeiffer-Burleigh installed their very own electronic marquee in the spring of 2022 (pictured bottom).

The installation of this sign has allowed the Community School Director to be more effective and efficient in the messages offered to both school families and the surrounding community!

Electronic Marquee



DiscoverY OST Enrichment Program

Part B: 2021-2022 Year-in-Review

Reflection: Success Story

Data collected from Pfeiffer-Burleigh's *community school* surveys and focus groups revealed a strong desire from families and students for out-of-school time enrichment, specifically in the areas of STEAM and physical recreation. With this in mind, Pfeiffer-Burleigh partnered with the YMCA of Greater Erie to apply for Erie Insurance's Investing in Our Future (IOF) grant program, which helps address needs related to the *community school* model, including support for expanded learning times and opportunities. Through the program, PB and the YMCA were awarded a grant to support the YMCA's *DiscoverY* program for after-school time.

The YMCA leveraged internal grant dollars to support the school with staffing the program, while IOF grant dollars supporting contracted service partnerships with various community organizations (including Erie Children's Museum, Erie Arts & Culture, Asbury Woods, etc.).

Three, six-week sessions were offered to 20 students in Grades 1 and 2, for a potential reach of 60 unduplicated students served in total. Funding also provided support for an end-of-year celebration, where all program participants and their families had the opportunity to see projects students had worked on throughout the school year, as well as engage in STEAM learning activities through Erie Children's Museum's Mobile Museum.



Part B: 2021-2022 Year-in-Review

Vision To Learn Pilot

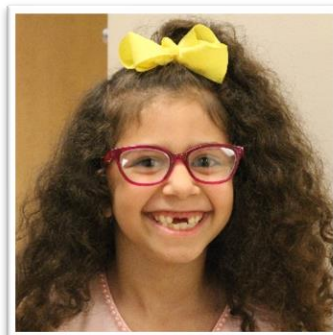
Reflection: Success Story



From Pfeiffer-Burleigh's start as a *community school*, understanding the physical health barriers of students and their families has been a priority. Data showed there was a significant need to better screen students for vision care, so funding was secured to purchase spot screeners district wide. The spot screeners were a critical tool that improved schools' ability to identify students in need of vision care, but ensuring students had access to follow-up services was an additional barrier that required a new strategy.

In fact, this became a new priority strategy at multiple *community schools*. United Way and Erie's Public Schools identified the collective need for vision support at three schools for a pilot partnership with *Vision to Learn*, a mobile vision program that provides exams and glasses completely free of charge to families in underserved communities. In the spring of 2022, Pfeiffer-Burleigh was one of the three schools to pilot the partnership.

A total of 63 PB students received vision exams and glasses through Vision to Learn – and each student got *two* pairs – one for school and one for home. The impact of the pilot was massive. Pfeiffer-Burleigh is excited to continue to provide vision care to students and their families in need during the 2022-23 school year.





2021 - 2022 BY THE NUMBERS



Est. value of in-kind donations:
\$35,613

38 unique donors



91 student, staff and family engagement events



47 volunteers



26 out-of-school-time programs

425 duplicated student participants



272 community closet visits

316 volunteer hours contributed



Part B: 2021-2022 Year-in-Review

Reflection: Process Improvements

Implementing change at a cultural, systematic level is no easy task, and barriers to progress are common. In collaboration with our *community school* partners, United Way and our Community School Directors regularly address challenges through honest conversations, problem-solving mindsets and creative thinking. Especially with the fallout from pandemic academic and social emotional learning loss, the 2021-22 school year impacted *community schools* at the building-level, district-level and initiative-wide level.

Initiative-wide, there were several new procedures put into place during the 2021-22 year for the purpose of process improvement and streamlining efforts. These new procedures include but aren't limited to a new Action Plan process, and a revised Impact Investment Process to fund financial gaps in *community school* Action Plan strategy implementation. With change comes challenges, a need for flexibility and the opportunity for process improvement. United Way office staff, Community School Directors and *community school* teams continue to work together to address barriers head on with collaboration, data-driven solutions and best practices developed through the Action Plan process.

At the district-level, several *community school* strategies were placed on hold because Erie's Public Schools wanted all schools to benefit from the resources and needed time to develop those processes. For example, several *community schools* have been using a variety of family communication apps for several years to help build relationships and share important information in an accessible way. As more schools started using these apps, the district wanted all schools to use one consistent platform so if families moved and their child went to a new school, they would not have to learn a new process. This transition will now help improve family engagement across all schools but will temporarily impact those schools already using apps because they will need to retrain staff and families. A similar situation regarding social-emotional tools and curriculum has arisen. District support for these strategies in all schools is exciting and welcomed. However, in the short-term, it does complicate strategy implementation at those schools that piloted these tools because some will need to transition to the new, consistent strategy after refining their own.

While in these instances, it makes sense for consistency district-wide, it is important to note that other strategies, like supports for grade-level transitions, need to be building-specific because each school population has its own nuanced needs where uniformed strategies will not be successful.

At the school-level, challenges that were shared during the 2021-22 year included:

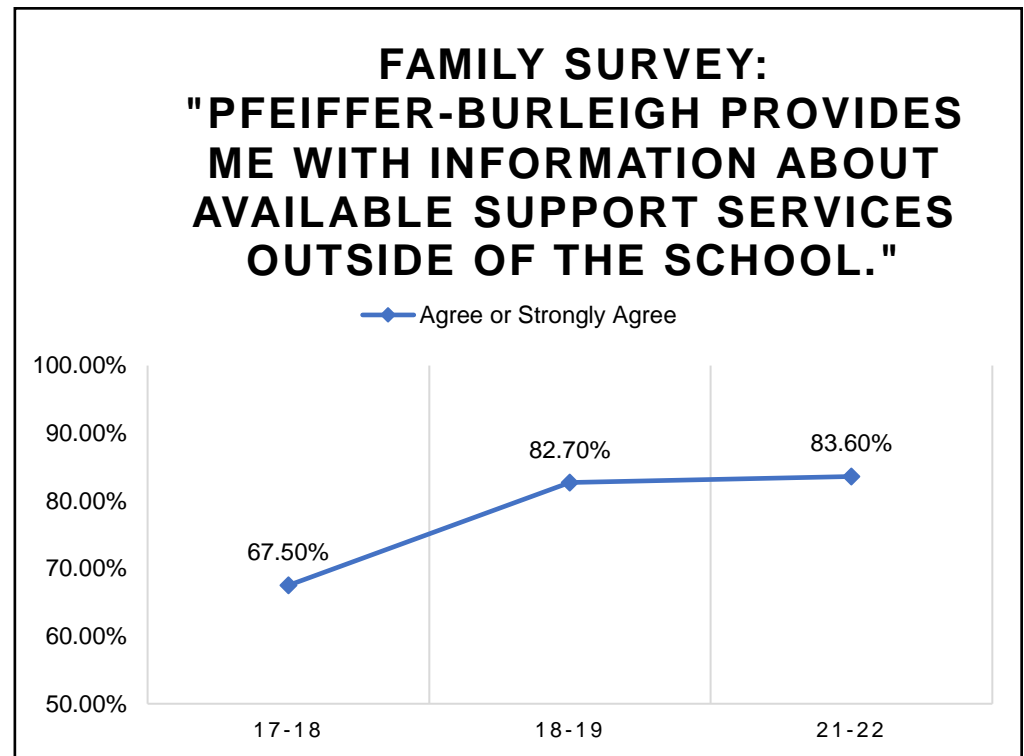
- Staffing transitions, especially building principals at established *community schools*; there is a need to build new relationships and establish communication frameworks. As a result, United Way has worked with Erie's Public Schools to facilitate a district-wide *community school* orientation for *all* administrators prior to the start of the new school year.
- Transportation and walking safety, in particular working out kinks in the pilot of United Way's Walking School Bus; United Way is currently working with Erie's Public Schools, school teams, Blue Coats and the City of Erie to work on solutions so that student walking safety can be better addressed.
- Addressing mental, behavioral and social health of students and families during a time of extreme heightened need. Addressing this challenge also comes with the unfortunate nation-wide mental health hiring crisis, which has certainly affected Erie's support services and agencies; United Way, Erie's Public Schools and behavioral health partners are actively working together on solutions to fill open positions at schools.
- Attendance, truancy and chronic absenteeism since pandemic virtual and remote learning has continued to be an intensified challenge for nearly every school; Community School Directors continue to implement Action Plan strategies for Improved School Attendance at their respective schools, many with the support of United Way Impact Investment Process dollars.

United Way staff continue to ensure challenges are addressed with data-driven solutions and collaborative practices.

Part B: 2021-2022 Year-in-Review

NOTABLE DATA UPDATES

- Pfeiffer-Burleigh's Total Illegal Absences **decreased by 35%** in comparison to the 2020-21 school year.
- The number of students who missed 20% of days or more (considered severely chronically absent) **decreased by 41%** in comparison to the 2020-21 school year.
- In 2020-21, Pfeiffer-Burleigh was able to welcome only 4 volunteers. This year, that number was increased to 47!
- Since the start of the model at PB, the number of family survey respondents who agree that Pfeiffer-Burleigh provides them with information about support services available to them has grown significantly →



Source: PVAAS Growth Scores

Exceeds statewide growth standard

| | ELA: All Student Group | Math: All Student Group | Science: All Student Group |
|--|------------------------|-------------------------|----------------------------|
| PB Academic Growth Score | 50.0 | 88.0 | Insufficient Sample |
| Statewide Average Growth Score | 75.5 | 74.3 | 74.5 |
| Meeting Statewide Growth Standard | 70.0 | 70.0 | 70.0 |

- Another important note is that the Black and Economically Disadvantaged Student Populations exceeded the statewide average growth score for Math at 86.0 and 80.0 respectively, which is great to see!

Source: PSSA Data

Current Year is LOWER than previous year

Current Year is HIGHER than previous year

| Subject | Group | Grade | Percent Advanced | Percent Proficient | Percent Basic | Percent Below Basic |
|-----------------------|------------------------------|-------|------------------|--------------------|---------------|---------------------|
| English Language Arts | All Students | Total | 1.0% | 12.1% | 37.7% | 49.2% |
| English Language Arts | Historically Underperforming | Total | 1.1% | 10.5% | 37.9% | 50.5% |
| Math | All Students | Total | 1.0% | 5.6% | 19.2% | 74.2% |
| Math | Historically Underperforming | Total | 0.5% | 4.2% | 18.0% | 77.2% |
| Science | All Students | Total | 0.0% | 25.0% | 25.0% | 50.0% |
| Science | Historically Underperforming | Total | 0.0% | 22.4% | 25.9% | 51.7% |

Part C: 2022-2023 Priorities and Timeline

Reflection: Analyzation of data updates and goal progress

United Way utilizes stakeholder survey and focus group data heavily in the *community school* model, in particular to measure family, student and staff perception on the identification and removal of barriers. Family survey results from this spring show considerable progress for Pfeiffer-Burleigh in terms of improved school culture and connection to resources.

Additionally, Pfeiffer-Burleigh's attendance data for this year showed significant improvement in the realm of chronic absenteeism and total illegal absences. Attendance support has been a priority strategy for most schools in the last two years, as the pandemic caused chronic absenteeism, in particular, to skyrocket. At PB, the percent of severely chronically absent students (missing 20% of days or more) decreased by 41% from last year to this year. This is an important milestone.

After a hiatus in testing and reporting due to COVID-19 delays, the Pennsylvania Department of Education released updated PSSA and PVAAS scores this spring, representing the 2020-2021 school year. Pfeiffer-Burleigh's 2020-2021 PSSA scores reflected what was true for the majority of schools in the district, region, state and country: they illustrate intense learning loss.¹ The severe disruptions caused by the COVID-19 pandemic within the educational landscape cannot be overstated. Additional barriers affecting attendance, teaching, learning, classroom and school culture and family engagement have been amplified, and the reality is, it will take years for students to regain the learning loss suffered because of COVID-19. With that said, Pfeiffer-Burleigh's PVAAS growth score for math was one of the highest in the district, which is exciting to see. Although we can't predict how long pandemic learning loss will continue to affect the educational landscape, what we do is that the *community schools* model at Pfeiffer-Burleigh Elementary shielded our most at-risk and in-need students and families from amplified adverse outcomes.

¹ Future Ready PA School Performance Profile, PB Elementary School

Part C: 2022-2023 Priorities and Timeline

2022-2023 PFIFFER-BURLEIGH ACTION PLAN STRATEGY CATEGORIZATION

Action Plan strategies are prioritized in different ways as the model progresses at each school. Strategies can be in the framework, capacity building or maintenance stages. (Definitions can be found on page 4). This is not a linear progression – strategies will most likely fluctuate between framework and capacity building before landing in maintenance. Highlighted strategies indicate those utilizing Impact Investment Process funds in the upcoming year to implement.

| Framework Stage | Capacity Building Stage | Maintenance Stage |
|--|--|--|
| <ul style="list-style-type: none"> Early Learning Enrollment Supports Transition Supports Safer Walking Routes and WSB Absenteeism Prevention and Intervention School-based Mental and Behavioral Health Services Strengthened Safety Procedures Appreciation for All Stakeholder Groups Beautification of School Grounds Expanded OST Programming and Opportunities OST Funding and Facilitation OST Academic Support Opportunities OST Curriculum Alignment Family Volunteer Opportunities Family Academic Involvement Family Communication and Feedback Connection to Housing Resources Adult Learning and Capacity Building Opportunities CSLT Recruitment Community Partnership and Volunteerism Opportunities Integration and Support of the CS Model | <ul style="list-style-type: none"> SEL Supports Physical Health Resources | <ul style="list-style-type: none"> Utilization of School Spaces School-based Basic Needs Connections Community-based Basic Needs Connections Sustainable Community Closet Support |

Part C: 2022-2023 Priorities and Timeline

2022-2023 PFEIFFER-BURLEIGH ACTION PLAN STRATEGY IMPLEMENTATION TIMELINE

Summer 2022

- Annual Progress Report and strategic planning for upcoming year
- Kindergarten outreach and home visits
- Enrollment barrier identification and plan for support
- Revision of new student/family orientation document and process
- MTSS attendance framework revision
- SWPBIS Tier 1 incentive plans and team reorganization to include AmeriCorps Member and Check & Connect intervention
- Establish family engagement calendar of events, explore potential community partnerships and funding
- Establish framework for social media, electronic marquee, and school calendar
- Begin work on 22-23 Partnership Agreements and collaborative planning
- Establish ANCHOR framework
- Explore and determine OST enrichment opportunities for 22-23
- SWPBIS Tier 1 and Tier 2
- Maintain connection with outside service providers and site-based service providers

Quarter 1

- MTSS Rollout
- SWPBIS Tier 1, Tier 2 Interventions, Tier 3 Referrals
- Re-establish team with new nursing staff
- Begin Vision to Learn planning
- Mobile Dentist
- Q1 Family Engagement Event
- Establish template and begin implementation for “PB Community School Connection Newsletter”
- Explore additional opportunities for stakeholder feedback
- Onboard new Mental Health Specialist into community schools framework
- Student enrollment for OST programming
- OST planning, facilitation and support
- Continue work on improved school safety, including navigating potential WSB partnerships

Quarters 2-4

- Q2, Q3 and Q4 family engagement events
- Q2 – 6-month Impact Investment Process application
- Q2 – Holiday supports and family engagement
- Continued implementation and publication of quarterly Community School Connection Newsletter
- Vision to Learn Clinic – student enrollment, support, follow up
- Mobile Dentist Clinic – student enrollment, support, follow up
- Planning for summer
- Begin work with school team on potential alternatives to suspension based on Infinite Camps data analysis
- Student, staff and family surveys and focus groups
- Q3 - 23-24 Impact Investment Process Application
- Student enrollment for OST programming
- OST planning, facilitation and support
- Q4 – PSSA testing and supports
- Q4 – End of Year engagement events and supports

Ongoing

- United Way Partnership Agreements
- Data collection and analysis
- Quarterly Reports
- Community Closet inventory and management
- Donation and Supply Drives
- Basic needs connections to families, students and community members
- Continued facilitation of site-based and community mental and behavioral health partnerships
- SAP support
- SWPBIS Tier 1 and Tier 2
- School communications and social media
- Monthly calendar and shared resources/info

PFEIFFER-BURLEIGH SPECIAL PROJECTS AND SCHOOL WISHLIST

This is **not** a comprehensive list of school needs. Rather, this is a space to denote potential value-added enhancement projects and supports for the community school that the students, staff, and families would benefit from.

- **Grade-Level Field Trips and Enrichment Experiences: Any Amount**
 - Funds would support one on-site and off-site field trip per grade level each year. Field trips would be decided with teacher voice through the Instructional Leadership Team to align with grade level curriculum.
- **Student, Staff and Family Appreciation and Engagement Projects \$6,000.00**
 - Funds would support SWPBIS incentives and engagement strategies for positive behavior and attendance, staff appreciation opportunities throughout the year, and family engagement events like Fall Festival, Spring Carnival, and more.
- **Community Closet Restock and Organization Materials: \$2,500.00**
 - In-kind and monetary donations of needed items like hygiene, cleaning, school and winter supplies; organizational materials like plastic bins, bags/totes, and can storage; non-perishable food items and items for the school washer and dryer, like detergent, dryer sheets and bags.
- **Attendance Incentives and Supports: \$1,000.00/year**
 - Student incentives for those receiving Tier 2/Tier 3 supports, and bus tokens for families in need.
- **Family Engagement Specialist: FT Salary & Benefits**
 - Personnel funding for a specialist position to lead family engagement and volunteer events, and parent groups like Mingle with Moms during the school day or OST. Position would also partner with Blue Coats to outreach to families and connect to community-based groups.
- **Student Engagement Specialist: FT Salary & Benefits**
 - Personnel funding for a specialist position to align and support school-wide positive behavior intervention and supports (SWPBIS) for behavior and attendance. Position would lead student support for attendance efforts like Check and Connect and would act as the bridge between Tier 2 and Tier 3 for school-based student supports.
- **Out of School Time Coordinator: FT Salary & Benefits**
 - Personnel funding for a position that would assist CSD to coordinate, facilitate and oversee out of school time efforts for the school, in particular after school and summer enrichment programming.
- **Playground Revitalization: Amount TBD**
 - Opportunity to dig up current mulched area and relay ground covering with a more sustainable material like rubber. Revitalization would also repair broken and mishappen equipment and offer additional opportunities for Pre-K and differently abled students.

CONTACT INFORMATION

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