

Profile and Plan Essentials

School		AUN/Branch
Garrettford El Sch		125239452
Address 1		
3830 Garrett Rd		
Address 2		
City	State	Zip Code
Drexel Hill	PA	19026
Chief School Administrator		Chief School Administrator Email
Dr Daniel P McGarry		dmcgarry@upperdarbysd.org
Principal Name		
Allen Brydges		
Principal Email		
abrydges@upperdarbysd.org		
Principal Phone Number		Principal Extension
610-626-9168		
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Allen Brydges	Principal	Garrettford Elementary School	abrydges@upperdarbysd.org
Kelly Mantzaridis	Principal	Garrettford Elementary School	kmantzaridis@upperdarbysd.org
James Donahue	Teacher	Garrettford Elementary School	jdonahue@upperdarbysd.org
Sean Carey	Teacher	Garrettford Elementary School	scarey@upperdarbysd.org
Bern Udovich	Teacher	Garrettford Elementary School	budovich@upperdarbysd.org
Rebecca Bassoline	Education Specialist	Garrettford Elementary School	bbassoline@upperdarbysd.org
Lisa Jesse	Teacher	Garrettford Elementary School	ljesse@upperdarbysd.org
Gwen McIlhargy	Education Specialist	Garrettford Elementary School	gmcilhargy@upperdarbysd.org
Ashwina Mosakowski	District Level Leaders	Upper Darby SD	amosakowski@upperdarbysd.org
Britany Pinner	Parent	Garrettford Elementary School	garrettfordhands@gmail.com
Mary Martin	Community Member	Garrettford Elementary School	mmartin@upperdarbysd.org

Vision for Learning

Vision for Learning

At Garrettford Elementary School, our vision is to create a safe, welcoming, and engaging learning environment where every student feels valued, supported, and connected. We are committed to helping all students grow academically, socially, emotionally, and behaviorally through high-quality instruction, strong relationships, and meaningful learning experiences. Our dedicated teachers, support staff, families, and community partners work collaboratively to ensure students are challenged, supported, and given the tools they need to succeed. Through a continued focus on academic growth, positive school culture, and student well-being, we strive to help every child reach their full potential. Guided by our school theme, “Together We Can,” we believe that when schools, families, and students work together, all students can achieve success.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	True 1	True 2	True 3	True 4	True 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

Proficient or Advanced in English Language Arts/Literature

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations

Challenges

Indicator	Comments/Notable Observations

Proficient or Advanced in Mathematics/Algebra

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

Summary

Strengths

Review the strengths listed. Using the "Add to Summary of Strengths" checkboxes, select 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Although overall ELA proficiency remains a challenge, Students with Disabilities exceeded the statewide growth standard in ELA according to PVAAS with a growth score of 73, above the state standard of 70.
English Learners demonstrated improvement in Mathematics proficiency with 31% of students scoring proficient or advanced, showing growth from the previous school year.
Students with Disabilities exceeded the statewide growth standard in ELA with a PVAAS growth score of 73.
Garrettford Elementary School continues to prioritize student attendance through schoolwide attendance initiatives, positive reinforcement systems, PBIS supports, and family outreach efforts. These systems continue to positively impact student engagement and connectedness to school.
Garrettford Elementary School exceeded the Career Standards Benchmark with 100% of students meeting the benchmark, surpassing the statewide average

Challenges

Review the challenges listed. Using the "Add to Summary of Challenges" checkboxes, select 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Garrettford Elementary School did not meet the statewide interim target in ELA proficiency according to the Future Ready PA Index. The all student group scored 29.9% proficient or advanced compared to the statewide average of 49.9%. English Learners (17.2%), Students with Disabilities (6.7%), Black students (26.4%), and Hispanic students (26.7%) continue to be areas of focus.
Garrettford Elementary School did not meet the statewide interim target in Mathematics proficiency according to the Future Ready PA Index. The all student group scored 29.3% proficient or advanced compared to the statewide average of 41.7%. Student subgroup performance remains an area of focus, particularly Students with Disabilities (5.0%) and Black students (21.5%).
The all student group earned a PVAAS growth score of 63 in ELA, below the statewide growth standard of 70. While overall growth did not meet the standard, several student groups demonstrated positive growth trends.
The all student group earned a PVAAS growth score of 52 in Mathematics, below the statewide growth standard of 70. Continued focus will be placed on strengthening math instruction, interventions, and problem-solving skills.
English Learner performance continues to be an area of focus. According to the Future Ready PA Index, 17.2% of English Learners scored proficient or advanced in ELA and 31% scored proficient or advanced in Mathematics

Local Assessment

English Language Arts

Data	Comments/Notable Observations
NWEA MAP Reading Growth and Achievement Reports (Fall 2025-26 to Winter 2025-26)	Garrettford Elementary School demonstrated positive growth trends in Reading according to the NWEA MAP Growth assessments. Schoolwide Reading growth landed at the 57th percentile nationally, while achievement increased from the 45th percentile in the Fall to the 50th percentile in the Winter benchmark period. Several grade levels demonstrated high growth, particularly grades 1 and 5.

English Language Arts Summary

Strengths

Schoolwide Reading growth percentile exceeded the national average with a growth percentile of 57.
Winter Reading achievement increased from the 45th percentile to the 50th percentile schoolwide.
Grade 1 and Grade 5 demonstrated especially strong Reading growth trends.
Teachers continue to utilize MAP data to provide targeted small group instruction and interventions.

Challenges

While growth trends were positive, overall Reading achievement remains near the national average and continued focus is needed on improving proficiency levels.
Some grade levels continue to show inconsistent achievement trends between Fall and Winter benchmark periods.
Additional supports are needed for struggling readers, English Learners, and Students with Disabilities.

Mathematics

Data	Comments/Notable Observations
NWEA MAP Math Growth and Achievement Reports (Fall 2025-26 to Winter 2025-26)	Garrettford Elementary School demonstrated strong growth in Mathematics according to the NWEA MAP assessments. Schoolwide Math growth landed at the 65th percentile nationally. Winter Math achievement increased from the 41st percentile in the Fall to the 47th percentile in the Winter benchmark period. Several grade levels demonstrated high growth, particularly grades 1, 2, and 5.

Mathematics Summary

Strengths

Schoolwide Math growth significantly exceeded the national average with a growth percentile of 65
Winter Math achievement increased from the 41st percentile to the 47th percentile schoolwide.
Grades 1, 2, and 5 demonstrated especially strong growth trends in Mathematics.
Teachers regularly utilize MAP data to identify skill deficits and provide targeted interventions and enrichment opportunities.

Challenges

While growth trends improved, overall Math achievement remains below desired proficiency targets.
Some students continue to struggle with foundational number sense and problem-solving skills.
Continued focus is needed on closing achievement gaps among student subgroups.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Future Ready PA Index Science/Biology State Assessment Measures and Grade Level Science PSSA Data	Science performance continues to be an area of strength at Garrettford Elementary School. Previous Future Ready PA Index data showed Garrettford students exceeding the statewide average in Science proficiency, with 60.2% of students scoring proficient or advanced on the Science PSSA. Staff continue to work closely with district science coaches to strengthen hands-on learning opportunities, STEM activities, and real-world science instruction

Science, Technology, and Engineering Education Summary

Strengths

Science performance continues to exceed district and statewide averages according to previous Future Ready PA Index Science data.
Teachers continue to expand hands-on learning opportunities and STEM-based instruction throughout the building.
Fourth grade teachers continue to work closely with district science coaches and outside partnerships to provide engaging real-world science experiences.
Students are provided opportunities to explore inquiry-based learning and collaborative problem-solving activities.

Challenges

Continued work is needed to strengthen implementation of the newer science curriculum and ensure consistency across grade levels.
Staff will continue to build capacity in STEM instruction and incorporate more hands-on engineering and problem-solving activities into classroom instruction.
Additional resources and professional development opportunities will help continue to strengthen science instruction and student engagement.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready PA Index Career Standards Benchmark Data	Garrettford Elementary School exceeded the Career Standards Benchmark according to the Future Ready PA Index, with 100% of students meeting the benchmark. This exceeded the statewide average and demonstrates the school's continued commitment to exposing students to college and career readiness opportunities through classroom instruction, real-world learning experiences, and schoolwide activities.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Garrettford Elementary School exceeded the Career Standards Benchmark with 100% of students meeting the benchmark according to the Future Ready PA Index.
Teachers continue to incorporate real-world learning experiences, collaboration, problem-solving, and career awareness activities into classroom instruction to help students make connections between academics and future goals.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Additional opportunities for students to engage in authentic, hands-on career exploration activities would further strengthen college and career awareness at the elementary level.

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Future Ready PA Index ELA and Mathematics State Assessment Data for English Learners	According to the Future Ready PA Index, 17.2% of English Learners scored proficient or advanced in ELA and 31% scored proficient or advanced in Mathematics. While proficiency levels remain below desired targets, the Mathematics performance of English Learners showed improvement from previous years. Continued instructional supports, language development opportunities, and targeted interventions remain a priority.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Future Ready PA Index PSSA and PVAAS Growth Data for Students with Disabilities	Students with Disabilities continue to be an area of focus academically; however, this student group demonstrated positive growth according to PVAAS data. Students with Disabilities exceeded the statewide growth standard in both ELA and Mathematics with growth scores of 73 in ELA and 74 in Math. Proficiency levels remain low with 6.7% proficient or advanced in ELA and 5% proficient or advanced in Mathematics.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Future Ready PA Index ELA and Mathematics State Assessment Data for Economically Disadvantaged Students	Economically Disadvantaged students continue to show positive growth trends according to the Future Ready PA Index. In ELA, 27.4% of students scored proficient or advanced, while 27.4% scored proficient or advanced in Mathematics. PVAAS growth scores for this subgroup remained close to the statewide growth standard in both content areas.

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Black	According to the Future Ready PA Index, 26.4% of Black students scored proficient or advanced in ELA while 21.5% scored proficient or advanced in Mathematics. Although proficiency levels remain below statewide averages, growth trends continue to show gradual improvement in some content areas.
Hispanic	According to the Future Ready PA Index, 26.7% of Hispanic students scored proficient or advanced in both ELA and Mathematics. Continued focus will remain on targeted interventions, language supports, and strengthening foundational academic skills.
Asian	Asian students continue to perform above the school average according to the Future Ready PA Index with 53.1% proficient or advanced in ELA and 62.5% proficient or advanced in Mathematics.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Students with Disabilities exceeded the statewide growth standard in both ELA and Mathematics according to PVAAS growth data.
English Learners demonstrated improvement in Mathematics proficiency compared to previous years.
Asian student subgroup performance exceeded school averages in both ELA and Mathematics proficiency.
Staff continue to utilize MAP and PSSA data to provide targeted interventions and instructional supports for student subgroups.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Overall proficiency levels for English Learners, Students with Disabilities, and several racial/ethnic student groups remain below statewide averages in both ELA and Mathematics.
Continued focus is needed on closing achievement gaps among student subgroups, particularly in Mathematics proficiency.
Additional targeted interventions and instructional supports are needed to improve academic achievement and increase overall proficiency levels.
Continued professional development and collaboration opportunities will help staff better support diverse learning needs and student subgroup performance.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Exemplary
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

>

Garrettford continues to demonstrate strong implementation of PBIS and was once again recognized for implementing PBIS with fidelity at both Tier 1 and Tier 2 levels.
Staff consistently utilize a variety of data sources including MAP, PSSA, PVAAS, and classroom-based assessments to drive instructional decisions and interventions.
The school maintains a strong positive school culture where students, staff, and families feel welcomed, supported, and connected.

Collaborative planning, targeted interventions, and strong family communication systems continue to support student growth and achievement.

Leadership continues to foster high expectations and empower staff members to take active roles in school improvement initiatives.
--

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

>

Continued work is needed to monitor the long-term impact of professional learning on instructional practices and student achievement outcomes.
--

Additional focus is needed on strengthening systems and interventions to improve overall ELA and Math proficiency levels on state assessments.
--

Continued efforts are needed to close achievement gaps among student subgroups, particularly English Learners and Students with Disabilities.

Additional opportunities for consistent vertical collaboration and targeted instructional coaching would further strengthen instructional practices across grade levels.
--

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Although overall ELA proficiency remains a challenge, Students with Disabilities exceeded the statewide growth standard in ELA according to PVAAS with a growth score of 73, above the state standard of 70.	False
English Learners demonstrated improvement in Mathematics proficiency with 31% of students scoring proficient or advanced, showing growth from the previous school year.	False
Students with Disabilities exceeded the statewide growth standard in ELA with a PVAAS growth score of 73.	False
Garrettford Elementary School continues to prioritize student attendance through schoolwide attendance initiatives, positive reinforcement systems, PBIS supports, and family outreach efforts. These systems continue to positively impact student engagement and connectedness to school.	False
Garrettford Elementary School exceeded the Career Standards Benchmark with 100% of students meeting the benchmark, surpassing the statewide average	False
Schoolwide Reading growth percentile exceeded the national average with a growth percentile of 57.	True
Winter Reading achievement increased from the 45th percentile to the 50th percentile schoolwide.	False
Grade 1 and Grade 5 demonstrated especially strong Reading growth trends.	False
Teachers continue to utilize MAP data to provide targeted small group instruction and interventions.	False
Schoolwide Math growth significantly exceeded the national average with a growth percentile of 65	True
Winter Math achievement increased from the 41st percentile to the 47th percentile schoolwide.	False
Grades 1, 2, and 5 demonstrated especially strong growth trends in Mathematics.	False
Teachers regularly utilize MAP data to identify skill deficits and provide targeted interventions and enrichment opportunities.	True
Science performance continues to exceed district and statewide averages according to previous Future Ready PA Index Science data.	False
Teachers continue to expand hands-on learning opportunities and STEM-based instruction throughout the building.	False
Fourth grade teachers continue to work closely with district science coaches and outside partnerships to provide engaging real-world science experiences.	False
Students are provided opportunities to explore inquiry-based learning and collaborative problem-solving activities.	False
Garrettford Elementary School exceeded the Career Standards Benchmark with 100% of students meeting the benchmark according to the Future Ready PA Index.	False
Teachers continue to incorporate real-world learning experiences, collaboration, problem-solving, and career awareness activities into classroom instruction to help students make connections between academics and future goals.	False
Students with Disabilities exceeded the statewide growth standard in both ELA and Mathematics according to PVAAS growth data.	True

English Learners demonstrated improvement in Mathematics proficiency compared to previous years.	False
Asian student subgroup performance exceeded school averages in both ELA and Mathematics proficiency.	False
Staff continue to utilize MAP and PSSA data to provide targeted interventions and instructional supports for student subgroups.	False
Garrettford continues to demonstrate strong implementation of PBIS and was once again recognized for implementing PBIS with fidelity at both Tier 1 and Tier 2 levels.	True
Staff consistently utilize a variety of data sources including MAP, PSSA, PVAAS, and classroom-based assessments to drive instructional decisions and interventions.	False
The school maintains a strong positive school culture where students, staff, and families feel welcomed, supported, and connected.	True
Collaborative planning, targeted interventions, and strong family communication systems continue to support student growth and achievement.	False
Leadership continues to foster high expectations and empower staff members to take active roles in school improvement initiatives.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Garrettford Elementary School did not meet the statewide interim target in ELA proficiency according to the Future Ready PA Index. The all student group scored 29.9% proficient or advanced compared to the statewide average of 49.9%. English Learners (17.2%), Students with Disabilities (6.7%), Black students (26.4%), and Hispanic students (26.7%) continue to be areas of focus.	True
Garrettford Elementary School did not meet the statewide interim target in Mathematics proficiency according to the Future Ready PA Index. The all student group scored 29.3% proficient or advanced compared to the statewide average of 41.7%. Student subgroup performance remains an area of focus, particularly Students with Disabilities (5.0%) and Black students (21.5%).	True
The all student group earned a PVAAS growth score of 63 in ELA, below the statewide growth standard of 70. While overall growth did not meet the standard, several student groups demonstrated positive growth trends.	False
The all student group earned a PVAAS growth score of 52 in Mathematics, below the statewide growth standard of 70. Continued focus will be placed on strengthening math instruction, interventions, and problem-solving skills.	False
English Learner performance continues to be an area of focus. According to the Future Ready PA Index, 17.2% of English Learners scored proficient or advanced in ELA and 31% scored proficient or advanced in Mathematics	False
While growth trends were positive, overall Reading achievement remains near the national average and continued focus is needed on improving proficiency levels.	False
Some grade levels continue to show inconsistent achievement trends between Fall and Winter benchmark periods.	False
Additional supports are needed for struggling readers, English Learners, and Students with Disabilities.	True

While growth trends improved, overall Math achievement remains below desired proficiency targets.	False
Some students continue to struggle with foundational number sense and problem-solving skills.	True
Continued focus is needed on closing achievement gaps among student subgroups.	True
Continued work is needed to strengthen implementation of the newer science curriculum and ensure consistency across grade levels.	False
Staff will continue to build capacity in STEM instruction and incorporate more hands-on engineering and problem-solving activities into classroom instruction.	False
Additional resources and professional development opportunities will help continue to strengthen science instruction and student engagement.	False
Additional opportunities for students to engage in authentic, hands-on career exploration activities would further strengthen college and career awareness at the elementary level.	False
Overall proficiency levels for English Learners, Students with Disabilities, and several racial/ethnic student groups remain below statewide averages in both ELA and Mathematics.	False
Continued focus is needed on closing achievement gaps among student subgroups, particularly in Mathematics proficiency.	False
Additional targeted interventions and instructional supports are needed to improve academic achievement and increase overall proficiency levels.	False
Continued professional development and collaboration opportunities will help staff better support diverse learning needs and student subgroup performance.	False
Continued work is needed to monitor the long-term impact of professional learning on instructional practices and student achievement outcomes.	False
Additional focus is needed on strengthening systems and interventions to improve overall ELA and Math proficiency levels on state assessments.	False
Continued efforts are needed to close achievement gaps among student subgroups, particularly English Learners and Students with Disabilities.	False
Additional opportunities for consistent vertical collaboration and targeted instructional coaching would further strengthen instructional practices across grade levels.	True

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Garrettford Elementary School continues to demonstrate strong student growth trends according to MAP assessment data, particularly in Mathematics. The school also continues to maintain strong systems and supports through PBIS implementation, positive school culture, and data-driven instructional practices. Despite positive growth trends, overall proficiency rates on state assessments in both ELA and Mathematics remain below statewide averages. Achievement gaps among student subgroups, particularly English Learners and Students with Disabilities, continue to be a primary area of focus. Continued emphasis will be placed on strengthening Tier 1 instruction, targeted interventions, instructional consistency, and vertical collaboration to improve overall student achievement.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Garrettford Elementary School did not meet the statewide interim target in ELA proficiency according to the Future Ready PA Index. The all student group scored 29.9% proficient or advanced compared to the statewide average of 49.9%. English Learners (17.2%), Students with Disabilities (6.7%), Black students (26.4%), and Hispanic students (26.7%) continue to be areas of focus.	Although students are demonstrating growth according to MAP data, overall ELA proficiency remains below the state average. Continued focus is needed on strengthening Tier 1 literacy instruction, improving reading comprehension skills, and increasing targeted interventions for struggling readers, English Learners, and Students with Disabilities.	True
Garrettford Elementary School did not meet the statewide interim target in Mathematics proficiency according to the Future Ready PA Index. The all student group scored 29.3% proficient or advanced compared to the statewide average of 41.7%. Student subgroup performance remains an area of focus, particularly Students with Disabilities (5.0%) and Black students (21.5%).	While MAP growth trends in Mathematics are strong, many students continue to struggle with foundational math skills, problem-solving, and application-based tasks aligned to state assessment expectations. Continued alignment of instruction, interventions, and data-driven small group support is needed.	True
Additional supports are needed for struggling readers, English Learners, and Students with Disabilities.	Student subgroup performance data indicates that English Learners and Students with Disabilities continue to require additional targeted academic supports and interventions. Continued focus is needed on differentiation, intervention systems, and progress monitoring practices.	True
Some students continue to struggle with foundational number sense and problem-solving skills.		False
Continued focus is needed on closing achievement gaps among student subgroups.		False
Additional opportunities for consistent vertical collaboration and targeted instructional coaching would further strengthen instructional practices across grade levels.	Teachers consistently utilize data to guide instruction; however, additional opportunities for vertical collaboration, instructional coaching, and professional learning focused on best instructional practices would strengthen consistency across grade levels and improve student outcomes.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Schoolwide Reading growth percentile exceeded the national average with a growth percentile of 57.	Strong Reading growth trends demonstrate that instructional practices and interventions are positively impacting student learning and can continue to be leveraged to improve overall proficiency levels.
Schoolwide Math growth significantly exceeded the national average with a growth percentile of 65	Strong Math growth trends demonstrate that students are making academic progress and that continued use of targeted interventions and data-driven instruction can support increased proficiency outcomes.
Teachers regularly utilize MAP data to identify skill deficits and provide targeted interventions and enrichment opportunities.	Staff members consistently use student data to guide instructional planning, small group instruction, and intervention supports aligned to student needs.

Students with Disabilities exceeded the statewide growth standard in both ELA and Mathematics according to PVAAS growth data.	Positive growth trends among Students with Disabilities demonstrate that targeted supports and intervention systems are helping students make academic progress.
Garrettford continues to demonstrate strong implementation of PBIS and was once again recognized for implementing PBIS with fidelity at both Tier 1 and Tier 2 levels.	The strong PBIS framework and positive school culture help support student engagement, attendance, behavior, and readiness to learn.
The school maintains a strong positive school culture where students, staff, and families feel welcomed, supported, and connected.	Strong relationships between staff, students, and families continue to create a supportive learning environment that promotes student success and collaboration.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Garrettford Elementary School will strengthen Tier 1 literacy instruction, targeted interventions, and reading comprehension practices to improve overall ELA proficiency for all student groups.
	Garrettford Elementary School will strengthen mathematics instruction, problem-solving strategies, and intervention supports to improve overall student proficiency and achievement in Mathematics.
	Garrettford Elementary School will continue to strengthen intervention systems, differentiation practices, and progress monitoring processes to better support struggling learners, English Learners, and Students with Disabilities.
	Garrettford Elementary School will provide increased opportunities for vertical collaboration, instructional coaching, and professional learning to strengthen instructional consistency and student outcomes across grade levels.

Goal Setting

Priority: Garrettford Elementary School will strengthen Tier 1 literacy instruction, targeted interventions, and reading comprehension practices to improve overall ELA proficiency for all student groups.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-27 school year, Garrettford Elementary School will increase overall Reading achievement on the NWEA MAP assessment from the Winter 2025-26 percentile rank of 50 to 55 and improve ELA proficiency on the Future Ready PA Index from 29.9% to 35%.			
Measurable Goal Nickname (35 Character Max)			
ELA Growth and Proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All grade levels will review Fall MAP Reading data and implement targeted intervention groups for struggling learners.	Schoolwide MAP Reading achievement percentile will increase from 50 to 52.	Teachers will utilize progress monitoring and intervention data to adjust small group instruction and supports.	Schoolwide MAP Reading achievement percentile will increase to 55 and ELA proficiency will improve to 35%.

Priority: Garrettford Elementary School will strengthen mathematics instruction, problem-solving strategies, and intervention supports to improve overall student proficiency and achievement in Mathematics.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-27 school year, Garrettford Elementary School will increase overall Math achievement on the NWEA MAP assessment from the Winter 2025-26 percentile rank of 47 to 53 and improve Math proficiency on the Future Ready PA Index from 29.3% to 35%.			
Measurable Goal Nickname (35 Character Max)			
Math Growth and Proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All grade levels will review Fall MAP Math data and identify students needing targeted math interventions and problem-solving support.	Schoolwide MAP Math achievement percentile will increase from 47 to 49.	Teachers will consistently utilize intervention and progress monitoring data to strengthen math instruction and supports.	Schoolwide MAP Math achievement percentile will increase to 53 and Math proficiency will improve to 35%.

Priority: Garrettford Elementary School will continue to strengthen intervention systems, differentiation practices, and progress monitoring processes to better support struggling learners, English Learners, and Students with Disabilities.

Outcome Category			
Other			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-27 school year, Garrettford Elementary School will strengthen intervention systems and targeted supports resulting in increased MAP growth percentiles for English Learners and Students with Disabilities in both Reading and Mathematics.			
Measurable Goal Nickname (35 Character Max)			
Targeted Student Supports			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Intervention schedules, progress monitoring systems, and student support plans will be established for identified students.	Teachers and interventionists will review subgroup MAP growth and intervention data during grade-level meetings.	Student support teams will adjust interventions and supports based on progress monitoring data.	English Learners and Students with Disabilities will demonstrate improved MAP growth trends in Reading and Mathematics compared to Fall benchmark data.

Priority: Garrettford Elementary School will provide increased opportunities for vertical collaboration, instructional coaching, and professional learning to strengthen instructional consistency and student outcomes across grade levels.

Outcome Category			
Professional learning			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-27 school year, Garrettford Elementary School staff will participate in ongoing vertical collaboration, instructional coaching, and data review meetings focused on strengthening instructional consistency and student achievement outcomes.			
Measurable Goal Nickname (35 Character Max)			
Instructional Collaboration			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Grade-level teams and vertical collaboration meetings will be scheduled and established.	Teachers will participate in instructional coaching and collaborative data review sessions focused on Reading and Mathematics instruction.	Staff will implement agreed-upon instructional strategies and interventions identified through collaborative planning.	Staff collaboration and instructional coaching practices will support improved instructional consistency and positive student growth trends across grade levels.

Action Plan

Measurable Goals

ELA Growth and Proficiency	Math Growth and Proficiency
Targeted Student Supports	Instructional Collaboration

Action Plan For: Data-Driven Small Group Instruction and Intervention

Measurable Goals:	
- By the end of the 2026-27 school year, Garrettford Elementary School will increase overall Reading achievement on the NWEA MAP assessment from the Winter 2025-26 percentile rank of 50 to 55 and improve ELA proficiency on the Future Ready PA Index from 29.9% to 35%. - By the end of the 2026-27 school year, Garrettford Elementary School will increase overall Math achievement on the NWEA MAP assessment from the Winter 2025-26 percentile rank of 47 to 53 and improve Math proficiency on the Future Ready PA Index from 29.3% to 35%. - By the end of the 2026-27 school year, Garrettford Elementary School will strengthen intervention systems and targeted supports resulting in increased MAP growth percentiles for English Learners and Students with Disabilities in both Reading and Mathematics.	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers and interventionists will analyze MAP, PSSA, and classroom assessment data to identify student skill deficits and create targeted intervention groups.		2026-08-17	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Reading Specialists, Classroom Teachers	MAP Reports, PSSA Data, Intervention Materials	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers will implement targeted small group instruction and intervention supports during core instructional blocks.		2026-09-01	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers, Interventionists	MAP Learning Continuum, Intervention Programs, Small Group Materials	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Intervention groups created Data meetings completed Student support plans established Small group lesson plans Intervention schedules Student progress monitoring data	Administration, reading specialists, and teachers will review MAP and intervention data during grade-level meetings and monitor student progress quarterly through benchmark assessments and progress monitoring tools. Grade-level teams and administration will review student growth data, intervention fidelity, and classroom instructional practices during walkthroughs and data meetings throughout the school year.

Action Plan For: Vertical Collaboration and Instructional Coaching

Measurable Goals:	
- By the end of the 2026-27 school year, Garrettford Elementary School will increase overall Reading achievement on the NWEA MAP assessment from the Winter 2025-26 percentile rank of 50 to 55 and improve ELA proficiency on the Future Ready PA Index from 29.9% to 35%. - By the end of the 2026-27 school year, Garrettford Elementary School will increase overall Math achievement on the NWEA MAP assessment from the Winter 2025-26 percentile rank of 47 to 53 and improve Math proficiency on the Future Ready PA Index from 29.3% to 35%. - By the end of the 2026-27 school year, Garrettford Elementary School staff will participate in ongoing vertical collaboration, instructional coaching, and data review meetings focused on strengthening instructional consistency and student achievement outcomes.	

Action Step		Anticipated Start Date	Anticipated Completion Date
Grade-level teams and vertical collaboration teams will participate in scheduled collaborative planning and data review meetings focused on instructional consistency and student achievement.		0006-08-17	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Instructional Coaches, Team Leaders	Common Planning Time, Data Reports, Curriculum Resources	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers will participate in instructional coaching cycles focused on literacy instruction, mathematics problem-solving, differentiation, and student engagement strategies.		2026-09-10	2027-05-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, District Coaches, Reading Specialists	Coaching Cycles, Curriculum Resources, Model Lessons	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Meeting agendas and notes Common instructional strategies Shared intervention plans Coaching schedules Classroom walkthrough feedback Improved instructional consistency	Administration will monitor collaboration meetings, walkthrough data, lesson planning alignment, and student achievement data throughout the year. Coaching implementation will be monitored through walkthroughs, coaching feedback, teacher reflection, and student growth data.

Action Plan For: PBIS and Positive School Climate Supports

Measurable Goals:
- By the end of the 2026-27 school year, Garrettford Elementary School will strengthen intervention systems and targeted supports resulting in increased MAP growth percentiles for English Learners and Students with Disabilities in both Reading and Mathematics. - By the end of the 2026-27 school year, Garrettford Elementary School staff will participate in ongoing vertical collaboration, instructional coaching, and data review meetings focused on strengthening instructional consistency and student achievement outcomes.

Action Step		Anticipated Start Date	Anticipated Completion Date
The PBIS team will continue implementation of Tier 1 and Tier 2 PBIS systems focused on student behavior, engagement, attendance, and school connectedness.		2026-08-03	2027-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Team, Social Worker, Administration	PBIS Incentives, Behavior Data, Attendance Data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
PBIS lessons and activities Attendance initiatives Behavior data reviews	The PBIS team and administration will monitor behavior referrals, attendance trends, PBIS fidelity measures, and student engagement data throughout the school year.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data-Driven Small Group Instruction and Intervention	Teachers and interventionists will analyze MAP, PSSA, and classroom assessment data to identify student skill deficits and create targeted intervention groups.
Data-Driven Small Group Instruction and Intervention	Teachers will implement targeted small group instruction and intervention supports during core instructional blocks.
Vertical Collaboration and Instructional Coaching	Grade-level teams and vertical collaboration teams will participate in scheduled collaborative planning and data review meetings focused on instructional consistency and student achievement.
Vertical Collaboration and Instructional Coaching	Teachers will participate in instructional coaching cycles focused on literacy instruction, mathematics problem-solving, differentiation, and student engagement strategies.

Really Great Reading and Arts & Letters Implementation Training

Action Step		
Teachers will implement targeted small group instruction and intervention supports during core instructional blocks.		
Audience		
K-5 Classroom Teachers, Reading Specialists, Special Education Teachers, EL Teachers, Administration		
Topics to be Included		
Really Great Reading implementation Arts & Letters instructional routines Foundational literacy instruction Reading comprehension strategies Small group literacy instruction Differentiation and intervention supports		
Evidence of Learning		
Classroom implementation of instructional routines Lesson plans aligned to new curriculum Walkthrough observations Small group instructional plans		
Lead Person/Position	Anticipated Start	Anticipated Completion
District Literacy Coaches, Really Great Reading Consultants, Arts & Letters Trainers, Building Administration	2026-08-10	2027-06-07

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly
Observation and Practice Framework Met in this Plan	
3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	monthly
Observation and Practice Framework Met in this Plan	
1f: Designing Student Assessments 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Data Analysis and Intervention Planning

Action Step		
Teachers and interventionists will analyze MAP, PSSA, and classroom assessment data to identify student skill deficits and create targeted intervention groups.		
Audience		
Classroom Teachers, Interventionists, Special Education Teachers, EL Teachers, Administration		
Topics to be Included		
MAP data analysis Progress monitoring Intervention planning Differentiation strategies Small group instruction Data-driven decision making		
Evidence of Learning		
Intervention group plans Data meeting notes Student progress monitoring data Adjusted instructional plans		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Administration, Reading Specialists, District Coaches	2026-09-01	2027-06-07

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Quarterly
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	

Vertical Collaboration and Instructional Coaching

Action Step		
Grade-level teams and vertical collaboration teams will participate in scheduled collaborative planning and data review meetings focused on instructional consistency and student achievement.		
Audience		
K-5 Classroom Teachers, Specialists, Administration		
Topics to be Included		
Vertical alignment Instructional consistency Student engagement strategies Math problem-solving instruction Best instructional practices Collaborative planning		
Evidence of Learning		
Collaborative meeting agendas Shared instructional strategies Walkthrough feedback Increased instructional consistency across grade levels		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Administration, District Coaches, Teacher Leaders	2026-09-01	2027-06-10

Learning Format

Type of Activities	Frequency
Other	Monthly
Observation and Practice Framework Met in this Plan	
2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2e: Organizing Physical Space 3d: Using Assessment in Instruction 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Allen Brydges	2026-05-12
School Improvement Facilitator Signature	Date