



## Profile and Plan Essentials

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

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Allen Brydges	Principal	Garrettford Elementary School	abrydges@upperdarbysd.org
James Donahue	Regular Education Teacher	Garrettford Elementary School	jdonahue@upperdarbysd.org
Sean Carey	Teacher	Garrettford Elementary School	scarey@upperdarbysd.org
Bern Udovich	Regular Education Teacher	Garrettford Elementary School	budovich@upperdarbysd.org
Rebecca Bassoline	Special Education Teacher	Garrettford Elementary School	rbassoline@upperdarbysd.org
Lisa Jesse	Reading Specialist	Garrettford Elementary School	ljesse@upperdarbysd.org
Mary Osrowski	Reading Specialist	Garrettford Elementary School	mostrowski@upperdarbysd.org
Gwen Mclilhargy	Social Worker	Garrettford Elementary School	gmclilhargy@upperdarbysd.org
Greg Manfre	Central Administrator	Upper Darby SD	greg.manfre@upperdarbysd.org
Taryn Felmey	Parent	Garrettford Elementary School	tfelmey@gmail.com
Steve Sarti	Community Member	Garrettford Elementary School	stevesarti@hotmail.com
Kelly Mantzaridis	Principal	Garrettford Elementary School	kmantzaridis@upperdarbysd.org

## Vision for Learning

### **Vision for Learning**

Our Vision at Garrettford is to set a positive and productive environment that is conducive to achievement in the academic and affective domains; therefore, our highly qualified teachers and dedicated support staff will do their absolute best to provide a fun and productive learning experience for our students. At Garrettford our entire staff will work collaboratively with students and their families to ensure that each and every student shows growth.

## Future Ready PA Index

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

<b>False K</b>	<b>True 1</b>	<b>True 2</b>	<b>True 3</b>	<b>True 4</b>	<b>True 5</b>	<b>False 6</b>
<b>False 7</b>	<b>False 8</b>	<b>False 9</b>	<b>False 10</b>	<b>False 11</b>	<b>False 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
Future Ready PA Index Proficient or Advanced on PA State Assessments - Math	All student group meets the Interim Goal / Improvement Target with a percent proficient or advanced of 39%
Future Ready PA Index Meeting Annual Academic Growth Expectations (PVAAS) - ELA	All student groups EXCEEDED the standard demonstrating growth in ELA with a MAX academic growth score of 83% (compared to the statewide average growth score of 75).
Future Ready PA Index Meeting Annual Academic Growth Expectations (PVAAS) - Math	All student groups EXCEEDED the standard demonstrating growth in Mathematics with a MAX academic growth score of 100% (compared to the statewide average growth score of 75.3).
Future Ready PA Index Proficient or Advanced on PA State Assessments - Science	All student group meets the Interim Goal / Improvement Target with a percent proficient or advanced of 78.9%
Exceeded College and Career Measures Standards Benchmark	All student groups at Garrettford exceeded the performance standard at 100% percent. This surpassed the statewide average by 10 percent.

### Challenges

Indicator	Comments/Notable Observations
Future Ready PA Index Proficient or Advanced on PA State Assessments - ELA	All student group did not meet the Interim Goal / Improvement Target in the area of ELA with a percent proficient or advanced of 46.8% (compared to the statewide average of 54%).
Future Ready PA Index Proficient or Advanced on PA State Assessments - Math	All student group did not meet the Interim Goal / Improvement Target in the area of MATH with a percent proficient or advanced of 35.7% (compared to the statewide average of 38.3%).

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

### Strengths

Indicator	Comments/Notable Observations
Future Ready PA Index Proficient or Advanced on PA State Assessments - Math	We are so excited to celebrate that 100% of our students made growth according to the Future Ready PA Index in the area of Math.

<b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	
<b>Indicator</b> Future Ready PA Index Meeting Annual Academic Growth Expectations (PVAAS) - ELA <b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> All student demographic groups showed growth according to the Future Ready PA Index in the area of ELA. We had 83% of our students show growth blowing away the standard expectations and the state average.
<b>Indicator</b> PVAAS Data <b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> There is significant and moderate evidence that the school exceeded the standard for PA academic growth in the areas of ELA in the 5th grade cohort.
<b>Indicator</b> PVAAS Data <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> There is significant evidence that the school exceeded the standard for PA academic growth in the areas of Math in the 4th grade (3 year trend). Their 3 year average shows significant growth landing them in the Dark blue quadrant.

### Challenges

<b>Indicator</b> Future Ready PA Index Proficient or Advanced on PA State Assessments - ELA <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> The Asian, Hispanic, and ELL student groups in the area of ELA did not meet the state goal / interim target AND demonstrated a decrease in performance from the previous year.
<b>Indicator</b> Future Ready PA Index Proficient or Advanced on PA State Assessments - Math <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> While the whole school group is meeting the state goal / interim target in Math our Black and ELL student population is not meeting the goal. They are well below the school average.

Indicator	Comments/Notable Observations
Emetric ESSA Student Subgroups	Using the graphical summary report in Emetric we have found that our 5th grade students are scoring 29% on understanding place value while the state average is 38.5%

## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

All student demographic groups showed growth according to the Future Ready PA Index in the area of Math. We had 100% of our students show growth blowing away the standard expectations and the state average.
All student demographic groups showed growth according to the Future Ready PA Index in the area of ELA. We had 83% of our students show growth blowing away the standard expectations and the state average.
All student group meets the Interim Goal / Improvement Target with a percent proficient or advanced of 39%
Future Ready PA Index Proficient or Advanced on PA State Assessments - Science. All student group meets the Interim Goal / Improvement Target with a percent proficient or advanced of 78.9%

### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Future Ready PA Index Proficient or Advanced on PA State Assessments - ELA. All student group did not meet the Interim Goal / Improvement Target in the area of ELA with a percent proficient or advanced of 32.3% (compared to the statewide average of 62.1%).
Future Ready PA Index Proficient or Advanced on PA State Assessments - Math. While the whole school group is meeting the state goal / interim target in Math our Black and ELL student population is not meeting the goal. They are well below the school average.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
English and Language Arts Pennsylvania State Standardized Assessments	On the English and Language Arts Pennsylvania State Standardized Assessments (PSSAs) 50% of Third graders at Garrettford Elementary School scored within the proficient range. Comparatively, 39.1% of Third grade students across the school district scored within the proficient range. Our 4th graders scored 40.5% proficient while our 5th graders scored 48%.
NWEA MAP ELA Fall and Winter Benchmark Assessments	On the Winter NWEA MAP ELA assessments more than 70% of students in grade 1-4 exceeded the projected RIT growth from the beginning of the year assessments. Our 5th grade grew an average of 5 RIT points one shy of the recommended 6 point growth needed by the winter test. .
eMetric Matched Comparison Report	Using Graphical Summary: Reporting Categories and Anchors in the Emetric Data System we found that grade 4 is scoring below the state average in standard E.4.E.1 (Evidence Based Analysis of Text). Our 4th grade is scoring 34.9% and the state average is 42.3% in this area.

### English Language Arts Summary

#### Strengths

School staff periodically review and analyze data trends of students, classrooms, and grade levels. Data sources include 2022 and 2023 English and Language Arts Pennsylvania State Standardized Assessments growth level movement, 2023-24 NWEA MAP ELA winter benchmark assessment proficiency levels, and 2023-24 NWEA MAP ELA winter benchmark assessment growth level movement.
Extensive professional development opportunities have been and will continue to be provided to educators and administrative leaders to provide effective literacy instruction. Professional development opportunities have focused upon developing instructional learning targets, fostering student engagement, reading curriculum lesson development, and trauma informed care strategies.
The school district has implemented a new reading program that focuses on explicitly and systemically teaching the key components of reading development. Houghton Mifflin Harcourt's Into Reading curriculum focuses on building students reading, writing, listening, and speaking skills in a balanced guided reading approach.

#### Challenges

NWEA Measure of Academic Progress (MAP) - Based on MAP Reading/ELA data from the 2020-2021 and 2021-22 school year, students in grade 5 did not meet or exceed the grade level growth expectations when comparing the grade level average RIT score from the Fall to the Winter.
All student group did not meet the Interim Goal / Improvement Target in the area of ELA with a percent proficient or advanced of 46.8% (compared to the statewide average of 54%).
The Asian, Hispanic, and ELL student groups in the area of ELA did not meet the state goal / interim target AND demonstrated a decrease in performance from the previous year.



## Mathematics

Data	Comments/Notable Observations
NWEA MAP Math Fall and Winter Benchmark Assessments	On the winter NWEA MAP ELA assessments all students in grade 1-4 exceeded the projected RIT growth from the beginning of the year assessments. Our 5th grade as they were in Reading were a little shy of the mark. They grew an average of 3 RIT points and not the necessary 4 RIT points.
2023 Math Pennsylvania State Standardized Assessments	On the 2023 Mathematics Pennsylvania State Standardized Assessments 32.8% of fifth graders at Garrettford Elementary School scored within the proficient range. Comparatively, 24.9% of fifth grade students across the school district scored within the proficient range. Our 4th graders scored 41% proficient much higher than the district average of 29%. Our third graders score the highest with 50% of our students being proficient or better compared to 41% in the rest of the district.
eMetric Matched Comparison Report	Using the graphical summary report in eMetric we have found that our 5th grade students are scoring 33% on understanding place value while the state average is 38.5%

## Mathematics Summary

### Strengths

All student group meets the Interim Goal / Improvement Target with a percent proficient or advanced of 39%
Future Ready PA Index Meeting Annual Academic Growth Expectations (PVAAS) – Math. All student groups EXCEEDED the standard demonstrating growth in Mathematics with a MAX academic growth score of 100% (compared to the statewide average growth score of 74.9).
The Asian, White, and Economically Disadvantaged student groups ALL met or exceeded the statewide goal and demonstrated an increase in performance from the previous year.

### Challenges

Using the graphical summary report in eMetric we have found that our 5th grade students are scoring 33% on understanding place value while the state average is 38.5%
Future Ready PA Index Proficient or Advanced on PA State Assessments – Math. While we are in the green for this category it is still alarming that 64% of our 4th and 5th graders scored below Proficient on the 2021 PSSA test. Students scoring in the 20-40% range also showed that they did not met the goal for Growth either.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Grade Specific PVAAS Data	According to the most recent PVAAS data (2022) 4th grade demonstrated evidence that they met the standard for PA academic growth (green).
2023 Science Pennsylvania State Assessment Measures	60.2% of our 4th graders scored proficient or advanced on the PSSA test.

## Science, Technology, and Engineering Education Summary

### Strengths

Future Ready PA Index Proficient or Advanced on PA State Assessments – Science. All student group exceeds the state average Target with a percent proficient or advanced of 60.2%
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Students will continue to be provided with real world opportunities to explore content and instruction. Fourth grade students will aim to continue partnerships with Riverbend Environmental Education Center . The school district has continued a partnership with Riverbend to provide educators with opportunities to connect with experts from educational centers and to participate in lessons that utilize the practices of science to explore how changing environmental conditions will impact systems.
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### Challenges

We will continue to enhance our Science curriculum and build on the hands on learning. We would like to start to incorporate more STEM activities and will be working closely with the district coaches.
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We have a new Science curriculum and the teachers are getting a better understanding of it.
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## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark - FRPAI	The All Student Group meet the performance standard with a score of 100%. This is higher than the state average of 89.8%

### 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.

100% percent of the all student group at Garrettford exceeded the career performance standard, which is an increase from the previous year.
Our 4th grade works closely with the district Science coach and have developed an amazing pool of resources.

### 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.

Students at Garrettford Elementary School need more authentic lessons directed toward their future goals. College and career lessons need to be better developed and relatable to the grade level they will be presented too.

## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
Proficient or Advanced on ELA Pennsylvania State Assessments	On the 2023 ELA state assessments within the all student group 31.8 percent of English learners were proficient or advanced, this is an increase from the previous year.
Proficient or Advanced on Mathematics Pennsylvania State Assessments	On the 2023 mathematics state assessments within the all student group 18.2 percent of English learners were proficient or advanced, this is an increase from the previous year.

### Students with Disabilities

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

Data	Comments/Notable Observations
Proficient or Advanced on ELA Pennsylvania State Assessments	On the latest ELA state assessments within the all student group 25.8 percent of Students with Disabilities were proficient or advanced, this is a huge increase from the previous year.
Proficient or Advanced on Mathematics Pennsylvania State Assessments	On the latest Math state assessments within the all student group 21% percent of Students with Disabilities were proficient or advanced, this is a huge increase from the previous year.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Proficient or Advanced on Mathematics Pennsylvania State Assessments	On the latest Math state assessments within the all student group 32.9 percent of Students considered economically disadvantaged were proficient or advanced, this is an increase from the previous year and lands them in the Green.
Proficient or Advanced on ELA Pennsylvania State Assessments	On the latest ELA state assessments within the all student group 41.9% percent of Students considered economically disadvantaged were proficient or advanced, this is an increase from the previous year placing them in the green.

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### Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Based on the latest Pennsylvania Standardized State Assessments (PSSAs) proficiency goals for ELA 39 percent of African American students scored proficient or advanced, this was an increase from the previous year. On the 2022 mathematics state assessments 21.1 percent of African American students scored proficient or advanced, this was a decrease from the previous year.
Hispanic	Based on the latest Pennsylvania Standardized State Assessments (PSSAs) proficiency goals for ELA 36.4 percent of Hispanic students scored proficient or advanced, this was a decrease from the previous year. On the 2022 mathematics state assessments 29 percent of Hispanic students scored proficient or advanced, this was an increase from the previous year.
Asian	Based on the latest Pennsylvania Standardized State Assessments (PSSAs) proficiency goals for ELA 78.9 percent of Asian students scored proficient or advanced, this was a decrease from the previous year. On the 2022 mathematics state assessments 59.1 percent of Asian students scored proficient or advanced, this was an increase from the previous year.

### 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.

Staff members are provided with trauma informed care professional development training to build their knowledge of trauma informed instruction. Through Lakeside Neurologic, a cohort of teachers are provided with small group consultation and coaching on trauma-informed care of students.
Our Asian population is ahead of the whole school group in both Math and ELA.

#### 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.

We will continue to build Garrettford's community in order to maintain and enhance a home and school alliance. It is imperative to have cooperation between students' home communities and school community in order to provide the best possible learning environment for children. At Garrettford we have created a Parent Advisory group that works hard to help the school build and foster these relationships.
School administration will continue to ensure that all instructional practices are aligned with the PA Framework for Teaching. The Danielson Framework for Teaching organizes instructional practices into four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Administrative learning walkthroughs and instructional coaching will continue to ensure students are provided with research based experiences.
Continue with our equity commitment and making sure we move any barriers for our disaggregate groups and make sure every student regardless of race or economic status have the same opportunities to learn and grow as the other students do.

## 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	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
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	Emerging

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

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
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	Emerging



## Summary

### Strengths

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

Implement an evidence-based system of school-wide positive behavior interventions and supports. Our PBIS team is currently one of the model programs in the entire state. We have for 3 straight years received an award for implementation with fidelity on all 3 tiers. We are only the third school in the state to receive this honor.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

### 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?

Monitor and evaluate the impact of professional learning on staff practices and student learning
Implement evidence-based strategies to engage families to support learning
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

## 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
All student demographic groups showed growth according to the Future Ready PA Index in the area of Math. We had 100% of our students show growth blowing away the standard expectations and the state average.	True
All student demographic groups showed growth according to the Future Ready PA Index in the area of ELA. We had 83% of our students show growth blowing away the standard expectations and the state average.	True
All student group meets the Interim Goal / Improvement Target with a percent proficient or advanced of 39%	False
Future Ready PA Index Proficient or Advanced on PA State Assessments - Science. All student group meets the Interim Goal / Improvement Target with a percent proficient or advanced of 78.9%	False
School staff periodically review and analyze data trends of students, classrooms, and grade levels. Data sources include 2022 and 2023 English and Language Arts Pennsylvania State Standardized Assessments growth level movement, 2023-24 NWEA MAP ELA winter benchmark assessment proficiency levels, and 2023-24 NWEA MAP ELA winter benchmark assessment growth level movement.	True
Extensive professional development opportunities have been and will continue to be provided to educators and administrative leaders to provide effective literacy instruction. Professional development opportunities have focused upon developing instructional learning targets, fostering student engagement, reading curriculum lesson development, and trauma informed care strategies.	False
The school district has implemented a new reading program that focuses on explicitly and systemically teaching the key components of reading development. Houghton Mifflin Harcourt's Into Reading curriculum focuses on building students reading, writing, listening, and speaking skills in a balanced guided reading approach.	True
Future Ready PA Index Proficient or Advanced on PA State Assessments – Science. All student group exceeds the state average Target with a percent proficient or advanced of 60.2%	False
Future Ready PA Index Meeting Annual Academic Growth Expectations (PVAAS) – Math. All student groups EXCEEDED the standard demonstrating growth in Mathematics with a MAX academic growth score of 100% (compared to the statewide average growth score of 74.9).	False
The Asian, White, and Economically Disadvantaged student groups ALL met or exceeded the statewide goal and demonstrated an increase in performance from the previous year.	False
Students will continue to be provided with real world opportunities to explore content and instruction. Fourth grade students will aim to continue partnerships with Riverbend Environmental Education Center . The school district has continued a partnership with Riverbend to provide educators with opportunities to connect with experts from	True

educational centers and to participate in lessons that utilize the practices of science to explore how changing environmental conditions will impact systems.	
Staff members are provided with trauma informed care professional development training to build their knowledge of trauma informed instruction. Through Lakeside Neurologic, a cohort of teachers are provided with small group consultation and coaching on trauma-informed care of students.	True
Our Asian population is ahead of the whole school group in both Math and ELA.	False
Implement an evidence-based system of school-wide positive behavior interventions and supports. Our PBIS team is currently one of the model programs in the entire state. We have for 3 straight years received an award for implementation with fidelity on all 3 tiers. We are only the third school in the state to receive this honor.	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
100% percent of the all student group at Garrettford exceeded the career performance standard, which is an increase from the previous year.	True
Our 4th grade works closely with the district Science coach and have developed an amazing pool of resources.	True
All student group meets the Interim Goal / Improvement Target with a percent proficient or advanced of 39%	True

## 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
Future Ready PA Index Proficient or Advanced on PA State Assessments - ELA. All student group did not meet the Interim Goal / Improvement Target in the area of ELA with a percent proficient or advanced of 32.3% (compared to the statewide average of 62.1%).	True
Future Ready PA Index Proficient or Advanced on PA State Assessments - Math. While the whole school group is meeting the state goal / interim target in Math our Black and ELL student population is not meeting the goal. They are well below the school average.	True
NWEA Measure of Academic Progress (MAP) - Based on MAP Reading/ELA data from the 2020-2021 and 2021-22 school year, students in grade 5 did not meet or exceed the grade level growth expectations when comparing the grade level average RIT score from the Fall to the Winter.	True
All student group did not meet the Interim Goal / Improvement Target in the area of ELA with a percent proficient or advanced of 46.8% (compared to the statewide average of 54%).	True

Students at Garrettford Elementary School need more authentic lessons directed toward their future goals. College and career lessons need to be better developed and relatable to the grade level they will presented too.	False
Using the graphical summary report in eMetric we have found that our 5th grade students are scoring 33% on understanding place value while the state average is 38.5%	True
Future Ready PA Index Proficient or Advanced on PA State Assessments – Math. While we are in the green for this category it is still alarming that 64% of our 4th and 5th graders scored below Proficient on the 2021 PSSA test. Students scoring in the 20-40% range also showed that they did not met the goal for Growth either.	True
The Asian, Hispanic, and ELL student groups in the area of ELA did not meet the state goal / interim target AND demonstrated a decrease in performance from the previous year.	False
We will continue to enhance our Science curriculum and build on the hands on learning. We would like to start to incorporate more STEM activities and will be working closely with the district coaches.	False
We have a new Science curriculum and the teachers are getting a better understanding of it.	False
We will continue to build Garrettford's community in order to maintain and enhance a home and school alliance. It is imperative to have cooperation between students' home communities and school community in order to provide the best possible learning environment for children. At Garrettford we have created a Parent Advisory group that works hard to help the school build and foster these relationships.	True
School administration will continue to ensure that all instructional practices are aligned with the PA Framework for Teaching. The Danielson Framework for Teaching organizes instructional practices into four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Administrative learning walkthroughs and instructional coaching will continue to ensure students are provided with research based experiences.	True
Continue with our equity commitment and making sure we move any barriers for our disaggregate groups and make sure every student regardless of race or economic status have the same opportunities to learn and grow as the other students do.	True
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
Implement evidence-based strategies to engage families to support learning	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	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.

While we continue to show great growth at Garrettford and perform above district averages we have noticed a few trends that need to be corrected. Our Math scores (especially with our advanced students) show a steady decline from 3rd to 5th grade. In ELA we are demonstrating great growth but the achievement data shows we are still below the state benchmarks. For the firsttime in many years we saw a slight decline in our Science PSSA scores.



## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Future Ready PA Index Proficient or Advanced on PA State Assessments - ELA. All student group did not meet the Interim Goal / Improvement Target in the area of ELA with a percent proficient or advanced of 32.3% (compared to the statewide average of 62.1%).	The district has moved away from our scripted Storytown curriculum to a new program. Houghton Mifflin Harcourt's Into Reading curriculum is designed to provide students with elevated differentiated reading experiences through culturally rich texts, which was lacking in previously utilized curricula. We will focus on providing highly explicit and systematic reading instruction that incorporates the key components of reading including, phonics, phonemic awareness, vocabulary, fluency, and comprehension. It is imperative our educators have the capability to accurately model reading skills students need to master decoding and progress to understanding complex texts.	True
Future Ready PA Index Proficient or Advanced on PA State Assessments - Math. While the whole school group is meeting the state goal / interim target in Math our Black and ELL student population is not meeting the goal. They are well below the school average.		False
Using the graphical summary report in eMetric we have found that our 5th grade students are scoring 33% on understanding place value while the state average is 38.5%		False
Future Ready PA Index Proficient or Advanced on PA State Assessments – Math. While we are in the green for this category it is still alarming that 64% of our 4th and 5th graders scored below Proficient on the 2021 PSSA test. Students scoring in the 20-40% range also showed that they did not met the goal for Growth either.	We have started a new curriculum and have moved away from Go Math. We believe that Pearson's Envisions curriculum integrates project based and visual learning strategies into mathematics instruction. Envisions is designed to support educators in making data based instruction decisions and utilizing differentiated learning models, lacking in previously utilized curricula.	True
Implement evidence-based strategies to engage families to support learning		False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based		False

NWEA Measure of Academic Progress (MAP) - Based on MAP Reading/ELA data from the 2020-2021 and 2021-22 school year, students in grade 5 did not meet or exceed the grade level growth expectations when comparing the grade level average RIT score from the Fall to the Winter.		False
All student group did not meet the Interim Goal / Improvement Target in the area of ELA with a percent proficient or advanced of 46.8% (compared to the statewide average of 54%).		False
We will continue to build Garrettford's community in order to maintain and enhance a home and school alliance. It is imperative to have cooperation between students' home communities and school community in order to provide the best possible learning environment for children. At Garrettford we have created a Parent Advisory group that works hard to help the school build and foster these relationships.		False
School administration will continue to ensure that all instructional practices are aligned with the PA Framework for Teaching. The Danielson Framework for Teaching organizes instructional practices into four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Administrative learning walkthroughs and instructional coaching will continue to ensure students are provided with research based experiences.		False
Continue with our equity commitment and making sure we move any barriers for our disaggregate groups and make sure every student regardless of race or economic status have the same opportunities to learn and grow as the other students do.		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
School staff periodically review and analyze data trends of students, classrooms, and grade levels. Data sources include 2022 and 2023 English and Language Arts Pennsylvania State Standardized Assessments growth level movement, 2023-24 NWEA MAP ELA winter benchmark assessment proficiency levels, and 2023-24 NWEA MAP ELA winter benchmark assessment growth level movement.	

The school district has implemented a new reading program that focuses on explicitly and systemically teaching the key components of reading development. Houghton Mifflin Harcourt's Into Reading curriculum focuses on building students reading, writing, listening, and speaking skills in a balanced guided reading approach.	
Staff members are provided with trauma informed care professional development training to build their knowledge of trauma informed instruction. Through Lakeside Neurologic, a cohort of teachers are provided with small group consultation and coaching on trauma-informed care of students.	
Students will continue to be provided with real world opportunities to explore content and instruction. Fourth grade students will aim to continue partnerships with Riverbend Environmental Education Center . The school district has continued a partnership with Riverbend to provide educators with opportunities to connect with experts from educational centers and to participate in lessons that utilize the practices of science to explore how changing environmental conditions will impact systems.	
All student demographic groups showed growth according to the Future Ready PA Index in the area of Math. We had 100% of our students show growth blowing away the standard expectations and the state average.	
All student demographic groups showed growth according to the Future Ready PA Index in the area of ELA. We had 83% of our students show growth blowing away the standard expectations and the state average.	
100% percent of the all student group at Garrettford exceeded the career performance standard, which is an increase from the previous year.	
Our 4th grade works closely with the district Science coach and have developed an amazing pool of resources.	
All student group meets the Interim Goal / Improvement Target with a percent proficient or advanced of 39%	
Implement an evidence-based system of school-wide positive behavior interventions and supports. Our PBIS team is currently one of the model programs in the entire state. We have for 3 straight years received an award for implementation with fidelity on all 3 tiers. We are only the third school in the state to receive this honor.	
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Staff at Garrettford Elementary will continue to work collaboratively to analyze data and use this data to drive instruction. Staff will work with each other and the district level coaches to continue to understand and use all the resources available in our new HMM curriculum.
	Staff at Garrettford Elementary will continue to work collaboratively to analyze data and use this data to drive instruction. Staff will work with each other and the district level coaches to continue to understand and use all the resources available in our new Envisions program.





## Goal Setting

Priority: Staff at Garrettford Elementary will continue to work collaboratively to analyze data and use this data to drive instruction. Staff will work with each other and the district level coaches to continue to understand and use all the resources available in our new HMH curriculum.

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
The third grade student group will meet or exceed the 2024 expected student growth norm of 10.50 , as specified by NWEA 2024 Reading Student Growth Norms, from the beginning of the year to the end of the year ELA MAP benchmark assessments.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
3rd Grade MAP ELA/Reading			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Baseline	3 point growth	6 point growth	10.5 point growth

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
The fourth grade student group will meet or exceed the 2024 expected student growth norm RIT score of 8.16 , as specified by NWEA 2022 Reading Student Growth Norms, from the beginning of the year to the end of the year ELA MAP benchmark assessments.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
4th Grade MAP ELA/Reading			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Baseline	3 point growth	6 point growth	8 point growth

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
The fifth grade student group will meet or exceed the 2024 expected student growth norm RIT score of 6.50, as specified by NWEA 2024 Reading Student Growth Norms, from the beginning of the year to the end of the year ELA MAP benchmark assessments.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
5th Grade MAP ELA/Reading			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Baseline	2 point growth	4 point growth	6 point growth

Priority: Staff at Garrettford Elementary will continue to work collaboratively to analyze data and use this data to drive instruction. Staff will work with each other and the district level coaches to continue to understand and use all the resources available in our new Envisions program.

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
The Fifth grade student group will meet or exceed the 2024 expected student growth norm of 9.61 , as specified by NWEA 2024 Mathematics Student Growth Norms, from the beginning of the year to the end of the year Math MAP benchmark assessments.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
5th grade MAP Math			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Baseline	3 point growth	6 point growth	9.6 point growth

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
The fourth grade student group will meet or exceed the 2024 expected student growth norm of 10.96, as specified by NWEA 2024 Mathematics Student Growth Norms, from the beginning of the year to the end of the year Math MAP benchmark assessments.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
4th Grade MAP Math			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Baseline	3 point growth	7 point growth	11 point growth

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
The third grade student group will meet or exceed the 2024 expected student growth norm of 12.60 , as specified by NWEA 2024 Mathematics Student Growth Norms, from the beginning of the year to the end of the year Math MAP benchmark assessments.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
3rd Grade MAP Math			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Baseline	4 point growth	8 point growth	13 point growth



## Action Plan

### Measurable Goals

5th grade MAP Math	4th Grade MAP ELA/Reading
5th Grade MAP ELA/Reading	3rd Grade MAP ELA/Reading
4th Grade MAP Math	3rd Grade MAP Math

### Action Plan For: Implementation of ELA curriculum

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>The third grade student group will meet or exceed the 2024 expected student growth norm of 10.50 , as specified by NWEA 2024 Reading Student Growth Norms, from the beginning of the year to the end of the year ELA MAP benchmark assessments.</li> <li>The fourth grade student group will meet or exceed the 2024 expected student growth norm RIT score of 8.16 , as specified by NWEA 2022 Reading Student Growth Norms, from the beginning of the year to the end of the year ELA MAP benchmark assessments.</li> <li>The fifth grade student group will meet or exceed the 2024 expected student growth norm RIT score of 6.50, as specified by NWEA 2024 Reading Student Growth Norms, from the beginning of the year to the end of the year ELA MAP benchmark assessments.</li> </ul>

Action Step		Anticipated Start/Completion Date	
During the 2019-20 school year teachers were introduced to and in-serviced in the new HMH curriculum. During the last 3 school years school administration and teachers have deepened their understanding of Into Reading curriculum. The Into Reading curriculum is aligned to state and national standards. Into Reading is a guided reading approach, focused on integrating small group learning during instructional reading and writing blocks. Into Reading curriculum provides students with the following supports: -Culturally responsive and ethnically diverse literacy texts -Embedded growth mindset instructional strategies and techniques -A comprehensive leveled reading library incorporating differentiated activities -Writing workshop guides to scaffold readers as writers		2023-08-09	2024-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal District Supervisor for ELA Director of Curriculum Director of Elem. Ed. Teachers	HMH Into Reading curriculum materials Professional development trainings	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
In increase in student achievement and overall growth in ELA/Reading	As monitored by NWEA MAP Fall, Winter and Spring assessment data. This information will be reviewed at quarterly data meetings and used to guide instructional decisions for school, classroom, and individual student needs.

### Action Plan For: Implementation of a new Mathematics Program- Envision Math

<b>Measurable Goals:</b>	
<ul style="list-style-type: none"> <li>The third grade student group will meet or exceed the 2024 expected student growth norm of 12.60 , as specified by NWEA 2024 Mathematics Student Growth Norms, from the beginning of the year to the end of the year Math MAP benchmark assessments.</li> <li>The Fifth grade student group will meet or exceed the 2024 expected student growth norm of 9.61 , as specified by NWEA 2024 Mathematics Student Growth Norms, from the beginning of the year to the end of the year Math MAP benchmark assessments.</li> <li>The fourth grade student group will meet or exceed the 2024 expected student growth norm of 10.96, as specified by NWEA 2024 Mathematics Student Growth Norms, from the beginning of the year to the end of the year Math MAP benchmark assessments.</li> </ul>	

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
During the 2020-2021 school year, all elementary grades implemented a new Mathematics program (Envision). This program, while still aligned with the CC standards, is a more up to date program which has been vetted following board policy and the involvement of all stakeholders (including a recommendation from district math consultant Tena Fughlam). The program includes consumable workbooks and many new technology features.		2023-08-09	2024-06-13
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal District Supervisor for Math Director of Curriculum Director of Elem. Ed. Teachers	Envision curricular materials and online access for teachers and students	Yes	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
An increase in overall student achievement and growth in the area of Mathematics.	s monitored by NWEA MAP Fall, Winter and Spring assessment data. This information will be reviewed at quarterly data meetings and used to guide instructional decisions for school, classroom, and individual student needs.

### Action Plan For: Implementing Positive Behavior Interventions With Fidelity

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>The third grade student group will meet or exceed the 2024 expected student growth norm of 10.50 , as specified by NWEA 2024 Reading Student Growth Norms, from the beginning of the year to the end of the year ELA MAP benchmark assessments.</li> </ul>

- The fourth grade student group will meet or exceed the 2024 expected student growth norm RIT score of 8.16 , as specified by NWEA 2022 Reading Student Growth Norms, from the beginning of the year to the end of the year ELA MAP benchmark assessments.
- The third grade student group will meet or exceed the 2024 expected student growth norm of 12.60 , as specified by NWEA 2024 Mathematics Student Growth Norms, from the beginning of the year to the end of the year Math MAP benchmark assessments.
- The fifth grade student group will meet or exceed the 2024 expected student growth norm RIT score of 6.50, as specified by NWEA 2024 Reading Student Growth Norms, from the beginning of the year to the end of the year ELA MAP benchmark assessments.
- The Fifth grade student group will meet or exceed the 2024 expected student growth norm of 9.61 , as specified by NWEA 2024 Mathematics Student Growth Norms, from the beginning of the year to the end of the year Math MAP benchmark assessments.
- The fourth grade student group will meet or exceed the 2024 expected student growth norm of 10.96, as specified by NWEA 2024 Mathematics Student Growth Norms, from the beginning of the year to the end of the year Math MAP benchmark assessments.

Action Step		Anticipated Start/Completion Date	
Assistant Principal and PBIS coach will lead our tier 1 and tier 2 team. Tier 1 team will meet monthly and develop lesson plans and positive behavior incentives that can be implemented school wide. Our tier 2 team meets weekly to look at data and develop behavior plans for students struggling to behave. The Principal and Social worker will start tier 3 interventions for students unable to make progress in tier 2.		2023-08-09	2024-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal AP/PBIS Coach Social Worker Tier 1 and tier 2 teams	School-wide PBIS lessons and resources SEL curriculum Weekly behavior committee tiered meetings PBIS monthly team meetings	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The implementation of school-wide PBIS systems and initiatives with fidelity will improve the climate and culture of the school environment. Behavioral incidents will decrease which will maximize instructional time.	Weekly data will be closely monitored by staff. We will work with the DCIU to go through the BOQ process and be evaluated for implementation with fidelity on three tiers.

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
Implementation of ELA curriculum	During the 2019-20 school year teachers were introduced to and in-serviced in the new HMH curriculum. During the last 3 school years school administration and teachers have deepened their understanding of Into Reading curriculum. The Into Reading curriculum is aligned to state and national standards. Into Reading is a guided reading approach, focused on integrating small group learning during instructional reading and writing blocks. Into Reading curriculum provides students with the following supports: -Culturally responsive and ethnically diverse literacy texts -Embedded growth mindset instructional strategies and techniques -A comprehensive leveled reading library incorporating differentiated activities -Writing workshop guides to scaffold readers as writers
Implementation of a new Mathematics Program - Envision Math	During the 2020-2021 school year, all elementary grades implemented a new Mathematics program (Envision). This program, while still aligned with the CC standards, is a more up to date program which has been vetted following board policy and the involvement of all stakeholders (including a recommendation from district math consultant Tena Fughlam). The program includes consumable workbooks and many new technology features.
Implementing Positive Behavior Interventions With Fidelity	Assistant Principal and PBIS coach will lead our tier 1 and tier 2 team. Tier 1 team will meet monthly and develop lesson plans and positive behavior incentives that can be implemented school wide. Our tier 2 team meets weekly to look at data and develop behavior plans for students struggling to behave. The Principal and Social worker will start tier 3 interventions for students unable to make progress in tier 2.

### Danielson Framework for teaching

Action Step
<ul style="list-style-type: none"><li>During the 2019-20 school year teachers were introduced to and in-serviced in the new HMH curriculum. During the last 3 school years school administration and teachers have deepened their understanding of Into Reading curriculum. The Into Reading curriculum is aligned to state and national standards. Into Reading is a guided reading approach, focused on integrating small group learning during instructional reading and writing blocks. Into Reading curriculum provides students with the following supports: -Culturally responsive and ethnically diverse literacy texts -Embedded growth mindset instructional strategies and techniques -A comprehensive leveled reading library incorporating differentiated activities -Writing workshop guides to scaffold readers as writers</li></ul>
Audience
Teaching professional staff members
Topics to be Included
These professional development trainings will allow teachers to review the common language for instructional practice described within each of Danielson's four domains for teaching responsibility. Teachers will unpack the comprehensive approach within Danielson and participate in

coaching activities to improve their teaching abilities. School administration, curriculum supervisors, and instructional coaches will provide teachers with strategies aligned with the five elements of each teaching domain.		
<b>Evidence of Learning</b>		
Teachers are expected to enhance their instructional delivery and practices, which will be evident throughout learning walks. Teacher formal observations will capture the impact instructional coaching and support.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
School administration District curriculum supervisors	2023-08-09	2024-06-13

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Learning walk	Learning walkthroughs will be conducted by the building principal at least 5 times per week. Throughout the school year teachers will be provided with opportunities to explore Danielson Framework teaching rubrics utilized during formal observations. These opportunities will support teachers in reflecting in their practices.
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>3c: Engaging Students in Learning</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>2a: Creating an Environment of Respect and Rapport</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

### Envisions Math Training

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>During the 2020-2021 school year, all elementary grades implemented a new Mathematics program (Envision). This program, while still aligned with the CC standards, is a more up to date program which has been vetted following board policy and the involvement of all stakeholders (including a recommendation from district math consultant Tena Fughlam). The program includes consumable workbooks and many new technology features.</li> </ul>		
<b>Audience</b>		
All elementary school teachers		
<b>Topics to be Included</b>		
Ongoing support during PD & coaches office hour throughout the school year Familiarizing staff with online platform Developing Lessons Assigning and reviewing student work Daily lesson presentation The problem based lesson		
<b>Evidence of Learning</b>		
Formal and Summative assessments Engaging lessons and student mastery of concepts		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>

Math Curriculum Supervisor Principal	2023-08-09	2024-06-13
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### Learning Format

Type of Activities	Frequency
Inservice day	Weekly/monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1c: Setting Instructional Outcomes</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>1b: Demonstrating Knowledge of Students</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

### PBIS Support

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Assistant Principal and PBIS coach will lead our tier 1 and tier 2 team. Tier 1 team will meet monthly and develop lesson plans and positive behavior incentives that can be implemented school wide. Our tier 2 team meets weekly to look at data and develop behavior plans for students struggling to behave. The Principal and Social worker will start tier 3 interventions for students unable to make progress in tier 2.</li> </ul>		
<b>Audience</b>		
All building staff		
<b>Topics to be Included</b>		
Restorative approaches Tier 1 lesson plans Flow chart for tier 2 Tier 3 plan		
<b>Evidence of Learning</b>		
Check and analyze weekly behavior data. Tiered fidelity inventory.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
PBIS Coach	2023-08-09	2024-06-13

### Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>2c: Managing Classroom Procedures</li> <li>3e: Demonstrating Flexibility and Responsiveness</li> <li>2d: Managing Student Behavior</li> <li>2e: Organizing Physical Space</li> </ul>	

- 2a: Creating an Environment of Respect and Rapport
- 3c: Engaging Students in Learning
- 4e: Growing and Developing Professionally

**This Step Meets the Requirements of State Required Trainings**

At Least 1-hour of Trauma-informed Care Training for All Staff

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Allen Brydges	2024-05-20
School Improvement Facilitator Signature	Date