Profile and Plan Essentials

School		AUN/Branch
Nazareth Area Intermediate Sch		120484803

Address 1		
355 Tatamy Rd		

Address 2		

City	State	Zip Code
Nazareth	PA	18064

Chief School Administrator		Chief School Administrator Email
Dr Isabel C Resende		iresende@nazarethasd.org

Principal Name		
John Fidelibus		

Principal Email		
jfidelibus@nazarethasd.org		

Principal Phone Number		Principal Extension
484-292-1111		3001

School Improvement Facilitator Name		School Improvement Facilitator Email
Mrs. Noelle Kondikoff		nkondikoff@nazarethasd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Joseph Yanek	Prinipal/Administrator	Nazareth Area Intermediate School	jyanek@nazarethasd.org
Wendy Thomas	Title 1 Teacher	Nazareth Area Intermediate School	wthomas@nazarethasd.org
Chris Mamana	School Counselor	Nazareth Area Intermediate School	cmamana@nazarethasd.org
Melissa Whitman	Education Specialist	Nazareth Area Intermediate School	mwhitman@nazarethasd.org
Noelle Kondikoff	District Level Leaders	Nazareth Area School District	nkondikoff@nazarethasd.org
Megan Jordan	Community Member	Nazareth Area School District	mejordan22@gmail.com
Melissa Funari	Education Specialist	Nazareth Area School District	funarim@gmail.com
Shannon Nickischer	Teacher	Nazareth Area School District	snickischer@nazarethasd.org
Amy Wolf	Parent	Nazareth Area School District	astewart0@gmail.com
Jackie Bewick	Principal	Nazareth Area School District	jbewick@nazarethasd.org
John Fidelibus	Principal	Nazareth Area School District	jfidelibus@nazarethasd.org

Vision for Learning

Vision for Learning

The vision of Nazareth Area Intermediate School is to provide each student a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning. The Nazareth Area Intermediate team joins the parents and community to assist the students in developing skills to become independent and self-sufficient adults who will succeed and contribute responsibly in a global community. Whatever it takes, hand in hand.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
ELA- exceeded percent proficient as compared to the statewide average	ELA was 67.2, the statewide average was 54.5
Increase in ELA performance from the previous year.	2021-2022 64.3% 2022-2023 67.2%
Increase in Math performance from the previous year	2021-2022. 47.5% 2022-2023. 55.9%

Challenges

Indicator	Comments/Notable Observations
The ELA growth score is less than the statewide growth score	NAIS - 50 Statewide - 75.4
The ELA proficiency score is less than the 2033 proficiency score with the year.	NAIS - 67.2 2033 Goal - 69.1 (2023)

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

Strengths

Indicator	Comments/Notable Observations
Indicator English Learners and Students with Disabilities increased ELA proficiency from the previous year. **ESSA Student Subgroups** English Learners, Students with Disabilities	**Comments/Notable Observations** English Learners 48.0 to 63.6 Students with Disabilities 17.6 to 29.5
Indicator Students with Disabilities ELA growth increased from the previous year. **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Students with Disabilities 61.0 to 85.0
Indicator Students in the White Subgroup increased percent proficient or advanced on PA State Assessments **ESSA Student Subgroups** White	**Comments/Notable Observations** White Subgroup 49.2 to 57.7

Challenges

Indicator	Comments/Notable Observations
Indicator Students in the white subgroup ELA Meeting Annual Academic Growth Expectations (PVAAS) declined from the previous year **ESSA Student Subgroups** White	**Comments/Notable Observations** White subgroup students 93.0 to 50.0
Indicator Hispanic students' ELA growth declined from the previous year. **ESSA Student Subgroups** English Learners	**Comments/Notable Observations** Hispanic students 71.0 to 58.0
Indicator Economically Disadvantaged ELA growth declined from the previous year. **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** Economically Disadvantaged students 69.0 to 59.0

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.

English Learners and Students with Disabilities increased ELA proficiency from the previous year.
Students with Disabilities ELA growth increased from the previous year.

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.

Hispanic students' ELA growth declined from the previous year.
Economically Disadvantaged students' ELA growth declined from the previous year.
White subgroup students' ELA growth declined from the previous year
Fifth grade students will take the Science PSSA Field Test this school year in May 2025

Local Assessment

English Language Arts

Data	Comments/Notable Observations
STAR ELA	All students' Pathway to Proficiency declined from the beginning of the year (73%) to the end of the year (67%).

English Language Arts Summary

Strengths

Grade 5 STAR scaled score from beginning of the year went from 1034 to 1054 at the end of year.
Grade 6 STAR scaled score from the beginning of the year went from 1061 to 1078 at the end of year.

Challenges

The percentage of students scoring on the STAR pathway to proficiency remained the same for the 6th grade cohort from the end of 5th grade to the end of 6th grade with 65% of the students being proficient.

Mathematics

Data	Comments/Notable Observations

Mathematics Summary

Strengths

Challenges

Science, Technology, and Engineering Education

Data	Comments/Notable Observations

Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
All students Percent Career Standards Benchmark was 99.7	Statewide Average 89.6 (School Met and Exceeded)
Students with Disabilities Career Standards Benchmark was 100	Statewide Average 89.6 (Subgroup Met and Exceeded)
Hispanic Career Standards Benchmark declined from the previous year.	100 to 98
All students Career Standards Benchmark declined from the previous year.	100 to 99.7

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.

All students Percent Career Standards Benchmark was 99.7 and exceeded the statewide average of 89.6.

Students with Disabilities Career Standards Benchmark was 100 and exceeded the statewide average of 89.6.

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.

Hispanic Career Standards Benchmark declined from the previous year from 100 to 98.0.
All students Career Standards Benchmark declined from the previous year from 100 to 99.7.

Equity Considerations

English Learners
True This student group is not a focus in this plan.

Students with Disabilities
True This student group is not a focus in this plan.

Students Considered Economically Disadvantaged
True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity
True This student group is not a focus in this plan.

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.

English Learners and Students with Disabilities increased ELA proficiency from the previous year.
Students with Disabilities ELA growth increased from the previous year.

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.

Hispanic students' ELA growth declined from the previous year.
Economically Disadvantaged students' ELA growth declined from the previous year.
White students' ELA growth (PVAAS) declined from the previous year.

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

Implement a multi-tiered system of support for academics and behavior.
Foster a culture of high expectations for success for all students, educators, families, and community members.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.

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?

Use multiple professional learning designs to support the learning needs of staff.
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA.
Identify and address individual student learning needs.

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
English Learners and Students with Disabilities increased ELA proficiency from the previous year.	True
Students with Disabilities ELA growth increased from the previous year.	True
Grade 5 STAR scaled score from beginning of the year went from 1034 to 1054 at the end of year.	False
Grade 6 STAR scaled score from the beginning of the year went from 1061 to 1078 at the end of year.	False
All students Percent Career Standards Benchmark was 99.7 and exceeded the statewide average of 89.6.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	False
Implement a multi-tiered system of support for academics and behavior.	True
Foster a culture of high expectations for success for all students, educators, families, and community members.	False
English Learners and Students with Disabilities increased ELA proficiency from the previous year.	False
Students with Disabilities ELA growth increased from the previous year.	False
Students with Disabilities Career Standards Benchmark was 100 and exceeded the statewide average of 89.6.	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
Hispanic students' ELA growth declined from the previous year.	True
Economically Disadvantaged students' ELA growth declined from the previous year.	True
Hispanic Career Standards Benchmark declined from the previous year from 100 to 98.0.	False

The percentage of students scoring on the STAR pathway to proficiency remained the same for the 6th grade cohort from the end of 5th grade to the end of 6th grade with 65% of the students being proficient.	False
White subgroup students' ELA growth declined from the previous year	True
Hispanic students' ELA growth declined from the previous year.	False
Economically Disadvantaged students' ELA growth declined from the previous year.	False
Use multiple professional learning designs to support the learning needs of staff.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA.	False
Identify and address individual student learning needs.	False
All students Career Standards Benchmark declined from the previous year from 100 to 99.7.	False
Fifth grade students will take the Science PSSA Field Test this school year in May 2025	False
White students' ELA growth (PVAAS) declined from the previous year.	False

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.

English Learners and Students with Disabilities increased ELA proficiency from the previous year. For students with Disabilities, ELA growth increased from the previous year. Non-historically-underachieving students' ELA growth declined from the previous year. Hispanic and Economically Disadvantaged students' ELA growth declined from the previous year.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Hispanic students' ELA growth declined from the previous year.	The written curriculum does not specify text and resources at the student's needs. The program does not address vocabulary. instruction through consistent or evidence-based methods.	True
Economically Disadvantaged students' ELA growth declined from the previous year.	The current written curriculum does not specify the use of text and resources at the appropriate level for the needs of the students. The instruction lacks explicit phonics and decoding instruction.	True
White subgroup students' ELA growth declined from the previous year	The current written curriculum does not specify the use of text and resources at the appropriate level for the needs of the students. The instruction lacks explicit phonics and decoding instruction.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
English Learners and Students with Disabilities increased ELA proficiency from the previous year.	The student sub-groups receive equitable instruction on grade level Pa standards.
Students with Disabilities ELA growth increased from the previous year.	Students with Disabilities had rigorous targeted instruction in phonics and decoding.
Implement a multi-tiered system of support for academics and behavior.	An MTSS has been established to provide additional support for Tier II and III students. An effective schedule has been established to ensure students do not miss instructional time to receive tiered support.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Hispanic students will receive explicit instruction in structured literacy strategies.
	Economically Disadvantaged students will receive explicit instruction in structured literacy strategies.
	White subgroup students will receive explicit instruction in structured literacy strategies.

Goal Setting

Priority: Economically Disadvantaged students will receive explicit instruction in structured literacy strategies.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Through repeated, multiple exposures to structured literacy strategies, Economically Disadvantaged students will increase their ELA growth from the beginning of the year to the end as measured with the STAR student growth component (SPG) by 5 percent.			
Measurable Goal Nickname (35 Character Max)			
Decoding, Phonics, and Vocabulary			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Student growth measure (SPG) baseline to determine 5% growth per student for the year.	Each student's SPG will increase by 1% from the baseline measure.	Each student's SPG will increase by an additional 2% from the baseline measure.	Each student's SPG will increase by an additional 2% from the baseline measure.

Priority: Hispanic students will receive explicit instruction in structured literacy strategies.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Through repeated, multiple exposures to structured literacy strategies, Hispanic students will increase their ELA growth from the beginning of the year to the end as measured with the STAR student growth component (SPG) by 5 percent.			
Measurable Goal Nickname (35 Character Max)			
Decoding, Phonics, and Vocabulary II			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Student growth measure (SPG) baseline to determine 5% growth per student for the year.	Each student's SPG will increase by 1% from the baseline measure.	Each student's SPG will increase by 2% from the baseline measure.	Each student's SPG will increase by 2% from the baseline measure.

Priority: White subgroup students will receive explicit instruction in structured literacy strategies.

Outcome Category
English Language Arts

Measurable Goal Statement (Smart Goal)
Through repeated, multiple exposures to structured literacy strategies, white subgroup students will increase their ELA growth from the beginning of the year to the end as measured with the STAR student growth component (SPG) by 5 percent.

Measurable Goal Nickname (35 Character Max)
Decoding, Phonics, and Vocabulary II

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Student growth measure (SPG) baseline to determine 5% growth per student for the year.	Each student's SPG will increase by 1% from the baseline measure.	Each student's SPG will increase by 2% from the baseline measure.	Each student's SPG will increase by 2% from the baseline measure.

Action Plan

Measurable Goals

Decoding, Phonics, and Vocabulary	Decoding, Phonics, and Vocabulary II
Decoding, Phonics, and Vocabulary II	

Action Plan For: Structured Literacy

Measurable Goals:
• Through repeated, multiple exposures to structured literacy strategies, Economically Disadvantaged students will increase their ELA growth from the beginning of the year to the end as measured with the STAR student growth component (SPG) by 5 percent.

Action Step		**Anticipated Start/Completion Date**	
Tier III students will receive pull-out small group structured literacy instruction		2024-09-20	2025-05-02
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Wendy Thomas/Title 1 Reading Specialist	Just Words by Wilson Reading	No	
Action Step		**Anticipated Start/Completion Date**	
Tier III students will receive pull-out small group structured literacy instruction		2024-09-20	2025-05-02
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Wendy Thomas/Title 1 Reading Specialist	Leveled Literacy Intervention	No	
Action Step		**Anticipated Start/Completion Date**	
Teachers will receive training in structured literacy and how it supports struggling readers		2024-09-20	2025-05-02
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Wendy Thomas/Title 1 Reading Specialist	LETRS Training, Structured Literacy by Louise Spear-Swerling, Just Words	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student STAR SPG scores	Drop-in observations (Administration, Quarterly, PaETEP)

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• Structured Literacy	Title I Funds are used to pay for salary and benefits an additional Reading Specialist. This individual works directly with students and teachers to provide remediation and intervention as well as professional learning opportunities for families and coaching for teachers.	140546
Total Expenditures			140546

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Structured Literacy	Teachers will receive training in structured literacy and how it supports struggling readers

Structured Literacy Training

Action Step		
• Teachers will receive training in structured literacy and how it supports struggling readers		
Audience		
ELA teachers		
Topics to be Included		
Structured Literacy, Science of Reading, Phonics, Fluency, Vocabulary		
Evidence of Learning		
Application of strategies in classroom		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Wendy Thomas/Title 1 Reading Specialist	2024-09-24	2025-05-27

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	once a month
Observation and Practice Framework Met in this Plan	
• 3c: Engaging Students in Learning • 3b: Using Questioning and Discussion Techniques • 3a: Communicating with Students	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Dr. Isabel Resende	2025-01-10
Building Principal Signature	**Date**
John A. Fidelibus	2024-12-19
School Improvement Facilitator Signature	**Date**
Noelle Kondikoff	2024-12-18