

NAZARETH AREA INTERMEDIATE SCH

355 Tatamy Rd

Schoolwide Title 1 School Plan | 2021 - 2022

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.

STEERING COMMITTEE

Name	Position	Building/Group
Joseph Yanek	Prinipal/Administrator	Nazareth Area Intermediate School
Wendy Thomas	Title 1 Teacher	Nazareth Area Intermediate School
Leslie Collins	Title 1 Teacher	Nazareth Area Intermediate School
Chris Mamana	School Counselor	Nazareth Area Intermediate School
Dana Vlasics	Parent	Nazareth Area Intermediate School
Megan Genua	Teacher	Nazareth Area Intermediate School
Rhonda Fehr	Teacher	Nazareth Area Intermediate School
Joan Garrett	Teacher	Nazareth Area Intermediate School
Kelly DeBoer	Teacher	Nazareth Area Intermediate School
Melissa Whitman	Education Specialist	Nazareth Area Intermediate School
Steve Rohn	Teacher	Nazareth Area Intermediate School
Carey Humes	Education Specialist	Nazareth Area School District
Erica Kilpatrick	Teacher	Nazareth Area School District

Name	Position	Building/Group
Sherri Stump	Education Specialist	Nazareth Area School District
Isabel Resende	District Level Leaders	Nazareth Area School District
John Fidelibus	Other	Nazareth Area School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Increase our math proficiency on the state assessment for all student subgroups.	Mathematics
Increase our ELA proficiency on the state assessment for our students with disabilities subgroup.	English Language Arts
Increase our math proficiency on the state assessment for our students with disabilities subgroup.	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy	
Implement a multi-tiered system of supports for academics	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Math (Student with Disabilities)	Increase proficiency on the Math portion of the 2021-2022 state assessment for students with disabilities by 2%.
ELA (Student with Disabilities)	Increase proficiency on the ELA portion of the 2021-2022 state assessment for students with disabilities by 2%.
Math (All Students)	Increase proficiency on the Math portion of the 2021-2022 state assessment for all students by 2%.

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create flexible grouping for delivery of instruction.	2021-08-30 - 2022-05-30	Core Math Teachers, Title I Math Teacher, RTII Coordinator, Math Specialist Core ELA Teachers, Special Education Case Manager, Title I ELA Teacher, RTII Coordinator, Reading Specialist	Math Curriculum, Math Curriculum Assessments, STAR Math Assessment ELA Curriculum, ELA Curriculum Assessments, STAR ELA Assessment, Progress Monitoring, PSSA Data, Grade Level Curriculum, Special Education Program
Develop Math Remediation and Intervention activities for all students.	2021-08-30 - 2022-05-30	Steve Rohn, Math Teacher Leaders	Technology
Develop ELA Remediation and Intervention activities for students with disabilities.	2021-08-30 - 2022-05-30	Carolyn Humes and Wendy Thomas, ELA Teacher Leaders	Technology
Develop Math Remediation and Intervention activities for	2021-08-30 - 2022-05-30	Steve Rohn, Math Teacher Leaders	Technology

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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students with disabilities.

Anticipated Outcome

Increased student performance in ELA and Math for all students and students with disabilities.

Monitoring/Evaluation

STAR Assessment (Pathway to Proficiency)

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase proficiency on the Math portion of the 2021-2022 state assessment for students with disabilities by 2%. (Math (Student with Disabilities))	Implement a multi-tiered system of supports for academics	Create flexible grouping for delivery of instruction.	08/30/2021 - 05/30/2022
Increase proficiency on the ELA portion of the 2021-2022 state assessment for students with disabilities by 2%. (ELA (Student with Disabilities))			
Increase proficiency on the Math portion of the 2021-2022 state assessment for all students by 2%. (Math (All Students))			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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Increase proficiency on the Math portion of the 2021-2022 state assessment for all students by 2%. (Math (All Students))			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase proficiency on the Math portion of the 2021-2022 state assessment for students with disabilities by 2%. (Math (Student with Disabilities))	Implement a multi-tiered system of supports for academics	Develop ELA Remediation and Intervention activities for students with disabilities.	08/30/2021
Increase proficiency on the ELA portion of the 2021-2022 state assessment for students with disabilities by 2%. (ELA (Student with Disabilities))			-
Increase proficiency on the Math portion of the 2021-2022 state assessment for all students by 2%. (Math (All Students))			05/30/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase proficiency on the Math portion of the 2021-2022 state assessment for students with disabilities by 2%. (Math (Student with Disabilities))	Implement a multi-tiered system of supports for academics	Develop Math Remediation and Intervention activities for students with disabilities.	08/30/2021 - 05/30/2022
Increase proficiency on the ELA portion of the 2021-2022 state assessment for students with disabilities by 2%. (ELA (Student with Disabilities))			
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APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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

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

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Superintendent/Chief Executive Officer

School Improvement Facilitator Signature

Dr. Isabel C. Resende

2021-07-22

Building Principal Signature

Dr. Joseph J. Yanek

2021-07-21

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

ELA- Hispanic, White, 2 or More Races , Economically, Disadvantaged and Student with Disabilities populations are each Meeting or Exceeding Interim Targets

76% English Language Arts/Literature All Student Group Meets Interim Goal/Improvement Target

Economically Disadvantaged subgroup Meets or Exceeds Statewide Goal

Asian subgroup Meets or Exceeds Interim Target

Hispanic subgroup Meets or Exceeds Interim Target

White subgroup Meets or Exceeds Statewide Goal

Economically Disadvantaged subgroup Meets or Exceeds Statewide Goal

Hispanic subgroup Meets or Exceeds Statewide Goal

White subgroup Meets or Exceeds Statewide Goal

Student with Disabilities subgroup Meets or Exceeds Interim

Challenges

ELA - 33.8% of the Students with Disabilities population met the statewide target and this score decreased.

ELA- 58.6 of the Economically Disadvantaged population met the statewide target and this score decreased.

ELA - 33.8% of the Students with Disabilities population met the statewide target and this score decreased.

ELA- 58.6 of the Economically Disadvantaged population met the statewide target and this score decreased.

57% Mathematics/Algebra All Student Group Meets Interim Goal/Improvement Target

Hispanic subgroup 79% - statewide average 75%

There are none at this time.

ELA English Learner population score: 56%, English Learner population is not meeting target goal and has decreased from the previous year.

Math English Learner population score: 32%, English Learner

Strengths

Target

Student with Disabilities subgroup Meets or Exceeds Statewide Goal

Economically Disadvantaged subgroup Meets or Exceeds Statewide Goal

White subgroup Meets or Exceeds Statewide Goal

Hispanic subgroup Meets or Exceeds Interim Target

Students with Disabilities Subgroup - 97.7% Meets or Exceeds Statewide Goal

Economically Disadvantaged Subgroup - 98.9% Meets or Exceeds Statewide Goal

White Subgroup - 99% Meets or Exceeds Statewide Goal

Hispanic Subgroup - 96% Meets or Exceeds Statewide Goal

Asian Subgroup - 92% Meets or Exceeds Statewide Goal

94% English Language Arts/Literature Academic Growth Score, All Students Groups with sufficient data Exceed the Standard Demonstrating Growth

100% Science/Biology Academic Growth Score, All Students

Challenges

population is not meeting target goal and decreased from last year.

ELA Students with Disabilities population score: 33.8 %, Students with disabilities population is not meeting the statewide target goal and has decreased from the previous year. However, Meets or Exceeds Interim Target.

Math Students with Disabilities population score: 25.2%, Mathematics/Algebra - Students with disabilities are not meeting target goal and decreased from last year.

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

Strengths

Groups with sufficient data Exceed the Standard Demonstrating Growth

Percent Career Standards Benchmark 98.4% - All Student Group Exceeds Performance Standard

Implement a multi-tiered system of supports for academics and behavior

Foster a culture of high expectations for success for all students, educators, families, and community members

Most Notable Observations/Patterns

All subgroups for Math are not meeting the statewide goal for Math. Overall, Math performance could be improved. Our Student with Disabilities group in ELA and Math also needs support.

Challenges	Discussion Point	Priority for Planning
57% Mathematics/Algebra All Student Group Meets Interim Goal/Improvement Target	The statewide average is 45.2%. The statewide 2030 Goal is 71.8.	
<p>ELA Students with Disabilities population score: 33.8 %, Students with disabilities population is not meeting the statewide target goal and has decreased from the previous year. However, Meets or Exceeds Interim Target.</p>		
Math Students with Disabilities population score: 25.2%, Mathematics/Algebra - Students with disabilities are not meeting target goal and decreased from last year.	The statewide average is 45.2%. The students with Disabilities population score is 25.2%.	

ADDENDUM B: ACTION PLAN

Action Plan: Implement a multi-tiered system of supports for academics

Action Steps	Anticipated Start/Completion Date
Create flexible grouping for delivery of instruction.	08/30/2021 - 05/30/2022
Monitoring/Evaluation	Anticipated Output
STAR Assessment (Pathway to Proficiency)	Increased student performance in ELA and Math for all students and students with disabilities.
Material/Resources/Supports Needed	PD Step
Math Curriculum, Math Curriculum Assessments, STAR Math Assessment ELA Curriculum, ELA Curriculum Assessments, STAR ELA Assessment, Progress Monitoring, PSSA Data, Grade Level Curriculum, Special Education Program	yes



Action Steps**Anticipated Start/Completion Date**

Develop Math Remediation and Intervention activities for all students.

08/30/2021 - 05/30/2022

Monitoring/Evaluation**Anticipated Output**

STAR Assessment (Pathway to Proficiency)

Increased student performance in ELA and Math for all students and students with disabilities.

Material/Resources/Supports Needed**PD Step**

Technology

yes



Action Steps**Anticipated Start/Completion Date**

Develop ELA Remediation and Intervention activities for students with disabilities.

08/30/2021 - 05/30/2022

Monitoring/Evaluation**Anticipated Output**

STAR Assessment (Pathway to Proficiency)

Increased student performance in ELA and Math for all students and students with disabilities.

Material/Resources/Supports Needed**PD Step**

Technology

yes



Action Steps**Anticipated Start/Completion Date**

Develop Math Remediation and Intervention activities for students with disabilities.

08/30/2021 - 05/30/2022

Monitoring/Evaluation**Anticipated Output**

STAR Assessment (Pathway to Proficiency)

Increased student performance in ELA and Math for all students and students with disabilities.

Material/Resources/Supports Needed**PD Step**

Technology

yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase proficiency on the Math portion of the 2021-2022 state assessment for students with disabilities by 2%. (Math (Student with Disabilities))	Implement a multi-tiered system of supports for academics	Create flexible grouping for delivery of instruction.	08/30/2021
Increase proficiency on the ELA portion of the 2021-2022 state assessment for students with disabilities by 2%. (ELA (Student with Disabilities))			-
Increase proficiency on the Math portion of the 2021-2022 state assessment for all students by 2%. (Math (All Students))			05/30/2022
Increase proficiency on the Math portion of the 2021-2022 state assessment for students with disabilities by 2%. (Math (Student with Disabilities))	Implement a multi-tiered system of supports for academics	Develop Math Remediation and Intervention activities for all students.	08/30/2021
Increase proficiency on the ELA portion of the 2021-2022 state assessment for students with disabilities by 2%. (ELA (Student with Disabilities))			-
Increase proficiency on the Math portion of the 2021-2022 state assessment for all students by 2%. (Math (All Students))			05/30/2022
Increase proficiency on the Math portion of the 2021-2022 state assessment for students with disabilities by 2%. (Math (Student with Disabilities))	Implement a multi-tiered system of supports	Develop ELA Remediation and Intervention activities for students with	08/30/2021
Increase proficiency on the ELA portion of the 2021-2022 state assessment for students with disabilities by 2%. (ELA (Student with Disabilities))			-
Increase proficiency on the ELA portion of the 2021-2022 state assessment for students with disabilities by 2%. (ELA (Student with Disabilities))			05/30/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase proficiency on the Math portion of the 2021-2022 state assessment for all students by 2%. (Math (All Students))	for academics	disabilities.	
Increase proficiency on the Math portion of the 2021-2022 state assessment for students with disabilities by 2%. (Math (Student with Disabilities))	Implement a multi-tiered	Develop Math Remediation and Intervention	08/30/2021 -
Increase proficiency on the ELA portion of the 2021-2022 state assessment for students with disabilities by 2%. (ELA (Student with Disabilities))	system of supports	activities for students with	05/30/2022
Increase proficiency on the Math portion of the 2021-2022 state assessment for all students by 2%. (Math (All Students))	for academics	disabilities.	



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Supporting the development and implementation of multi-tiered supports for academics	Classroom teachers in math and ELA; and all special education teachers.	Creating and managing flexible groups; Develop specific and appropriate Math and ELA Remediation activities and interventions.
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Artifacts from the make and take professional development session; and implementation of specific teaching strategies in the classroom.	08/30/2021 - 05/30/2022	Steve Rohn, Math Teacher Leaders; Carolyn Humes and Wendy Thomas, ELA Teacher Leaders
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
4e: Growing and Developing Professionally	Teaching Diverse Learners in an Inclusive Setting	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Progress toward meeting the challenges outlined in the schoolwide plan.	NAIS Schoolwide Plan	Presentation at the Schoolwide planning meeting	Parents, Teachers, School Administrators	June 2022
