

NAZARETH AREA INTERMEDIATE SCH

355 Tatamy Rd

Schoolwide Title 1 School Plan | 2023 - 2024

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
Melissa Whitman	Education Specialist	Nazareth Area Intermediate School
Isabel Resende	District Level Leaders	Nazareth Area School District
Megan Jordan	Community Member	Nazareth Area School District
April Silimperi	Education Specialist	Nazareth Area School District
Melissa Funari	Parent	Nazareth Area School District
Shannon Nickischer	Teacher	Nazareth Area School District

ESTABLISHED PRIORITIES

Priority Statement

Teachers will identify and implement reading strategies from professional development to increase ELA proficiency.

Outcome Category

Essential Practices 1: Focus on Continuous Improvement of Instruction

Teachers will identify and implement math strategies from professional development to increase EL support in the classroom.

Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy

Noticing and Note, and Peer Tutoring

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Noticing and Note

Use the "notice and notes" instructional strategy to increase reading comprehension from the beginning of year benchmark to the end of year benchmark by 5% in all students as measured by the STAR's Reading pathway to proficiency.

Peer Tutoring

Use the "peer tutoring" instructional strategy to increase math fact fluency for EL students from the beginning of year benchmark to the end of year benchmark by 5% as measured by the STAR's Math pathway to proficiency.

Goal Nickname**Measurable Goal Statement (Smart Goal)****Action Step****Anticipated
Start/Completion****Lead
Person/Position****Materials/Resources/Supports Needed**

Provide professional development on Noticing and Note, and Peer tutoring instructional strategies.

2023-10-20 -
2024-04-26

Reading and
math Title 1
teachers and
specialist

Use the book "Notice and Note Strategies for Close Reading" and provide additional instructional time during Nazy Block for implementation.

Anticipated Outcome

Students will be using "sign posts" during comprehension checks. Students will be using "peer tutoring" strategies during math fact fluency practice.

Monitoring/Evaluation

Classroom teachers will administer comprehension checkpoints with students using "sign posts" to answer comprehension questions.
Classroom teachers will administer quarterly math fact fluency check points.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Use the "notice and notes" instructional strategy to increase reading comprehension from the beginning of year benchmark to the end of year benchmark by 5% in all students as measured by the STAR's Reading pathway to proficiency. (Noticing and Note)</p>	<p>Noticing and Note, and Peer Tutoring</p>	<p>Provide professional development on Noticing and Note, and Peer tutoring instructional strategies.</p>	<p>10/20/2023 - 04/26/2024</p>
<p>Use the "peer tutoring" instructional strategy to increase math fact fluency for EL students from the beginning of year benchmark to the end of year benchmark by 5% as measured by the STAR's Math pathway to proficiency. (Peer Tutoring)</p>			

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.

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

Dr. Joseph Yanek

2023-08-01

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

ELA- growth measure exceeded the statewide average and the statewide growth standard

Math - growth measure exceeded the statewide average and the statewide growth standard

The 5th grade scaled score increased from 1036 to 1050 throughout the year.

The 6th grade scaled score increased from 1051 to 1065 throughout the year.

The Asian subgroup is meeting its 2030 goal in ELA

The students with disabilities subgroup is trending upward but did not meet the statewide 2030 Math goal.

The school is no longer taking the Science PSSA's

The 5th grade math scale score went from 1019 to 1054 throughout the year.

The 6th grade math scale score went from 1045 to 1072 throughout the year.

Challenges

The students with disabilities subgroup is trending downward and did not meet the statewide 2030 ELA goal.

The school did not meet the statewide interim 2030 goal for ELA

The English Learners subgroup is trending downward and did not meet the statewide 2030 Math goal.

The STAR ELA trend has students "below" the pathway to proficiency increase from 110 to 140 meaning more students are below the pathway to proficiency now than in the past.

The STAR Math trend has students "below" the pathway to proficiency increase from 157 to 218 meaning more students are below the pathway to proficiency now than in the past.

Maintaining 100% of the students meeting the career readiness standard.

Use multiple professional learning designs to support the learning needs of staff

Students with disabilities are not meeting the 2030 target goal in both math and ELA. but are trending upward in math.

Strengths

The school has seen an increase the number of students meeting career readiness standard from 97.9 to 100%.

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

Economically disadvantaged students are not meeting the 2030 target goal in both math and ELA.

Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA

The school is no longer taking the Science PSSA's

Identify and address individual student learning needs

Most Notable Observations/Patterns

Overall ELA growth could be improved. Our Student with Disabilities group in ELA and Math also needs support as well as our English Learners.

Challenges	Discussion Point	Priority for Planning
<p>The students with disabilities subgroup is trending downward and did not meet the statewide 2030 ELA goal.</p>		
<p>The school did not meet the statewide interim 2030 goal for ELA</p>	<p>An outdated reading series does not provide adequate reading resources for a continued increase in ELA proficiency.</p>	<p>✓</p>
<p>The STAR ELA trend has students "below" the pathway to proficiency increase from 110 to 140 meaning more students are below the pathway to proficiency now than in the past.</p>		
<p>The English Learners subgroup is trending downward and did not meet the statewide 2030 Math goal.</p>	<p>The level of support needed does not match the level of support the district and school provided to maximize student gains or growth in math.</p>	<p>✓</p>

ADDENDUM B: ACTION PLAN

Action Plan: Noticing and Note, and Peer Tutoring

Action Steps	Anticipated Start/Completion Date
Provide professional development on Noticing and Note, and Peer tutoring instructional strategies.	10/20/2023 - 04/26/2024

Monitoring/Evaluation	Anticipated Output
Classroom teachers will administer comprehension checkpoints with students using "sign posts" to answer comprehension questions. Classroom teachers will administer quarterly math fact fluency check points.	Students will be using "sign posts" during comprehension checks. Students will be using "peer tutoring" strategies during math fact fluency practice.

Material/Resources/Supports Needed	PD Step
Use the book "Notice and Note Strategies for Close Reading" and provide additional instructional time during Nazy Block for implementation.	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Use the "notice and notes" instructional strategy to increase reading comprehension from the beginning of year benchmark to the end of year benchmark by 5% in all students as measured by the STAR's Reading pathway to proficiency. (Noticing and Note)	Noticing and Note, and Peer Tutoring	Provide professional development on	10/20/2023
Use the "peer tutoring" instructional strategy to increase math fact fluency for EL students from the beginning of year benchmark to the end of year benchmark by 5% as measured by the STAR's Math pathway to proficiency. (Peer Tutoring)		Noticing and Note, and Peer tutoring instructional strategies.	- 04/26/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Noticing and Note	Classroom teachers	Noticing and Note strategies

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers implementing Notice and Note strategies in their ELA classrooms	10/20/2023 - 04/26/2024	Title 1 Reading teachers

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Structured Literacy

Professional Development Step

Audience

Topics of Prof. Dev

Peer Tutoring

Classroom teachers

Peer tutoring strategies

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Teachers implementing Peer Tutoring strategies in their Math classrooms

10/20/2023 - 04/26/2024

Title 1 math teacher

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in Inclusive Settings

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Progress toward meeting the challenges identified and outlined in the schoolwide plan.	NAIS Schoolwide Planning	Presentation	Professional staff, families, administration	January 2024, June 2024
