

## **NAZARETH AREA INTERMEDIATE SCH**

355 Tatamy Rd

Schoolwide Title 1 School Plan | 2022 - 2023

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### **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
Christina Ehrets	Teacher	Nazareth Area Intermediate School
Lindsay Pierce	Teacher	Nazareth Area Intermediate School
Laura DelliCarpini	Teacher	Nazareth Area Intermediate School
Michelle Brown	Teacher	Nazareth Area Intermediate School
Katie Trach	Community Member	Nazareth Area Intermediate School
Maria Wolf	Parent	Nazareth Area Intermediate School



## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Increase our ELA growth measure to match or exceed the statewide growth measure.	English Language Arts
Increase our math proficiency on the state assessment for all students and student subgroups.	Mathematics
	Mathematics

## ACTION PLAN AND STEPS

Evidence-based Strategy
Multi-tiered system of supports for academics

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Math (All Students)	Increase proficiency on the Math portion of the 2022-2023 state assessment for all students by 2%.
ELA growth (All students)	Increase student ELA PVAAS growth to meet or exceed the statewide growth standard from 50 to 70.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create flexible grouping for delivery of instruction	2022-08-30 - 2023-06-02	Core math and ELA teachers, math and ELA coaches, RtII coordinator, Title teachers, Special Education case managers	Do the Math, V-Math, Comprehension checks
Develop math remediation and intervention activities for all students	2022-08-30 - 2023-06-02	Core math teachers, math coach, Title math teacher	Do the Math, V-Math Programs \$85,583 Title 1 teacher for math support
Develop ELA remediation and intervention activities for all students	2022-08-30 - 2023-06-02	Core ELA teachers, ELA coach, Title ELA teacher	Short stories for Comprehension Checks \$ 75,326 Title 1 reading specialist teacher for reading support

#### Anticipated Outcome

Increase student performance in ELA and Math for all students

#### Monitoring/Evaluation

STAR assessment (Pathway to Proficiency for math and Student Growth Proficiency for ELA)

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**PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:**

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase proficiency on the Math portion of the 2022-2023 state assessment for all students by 2%. (Math (All Students))	Multi-tiered system of supports for academics	Develop math remediation and intervention activities for all students	08/30/2022
Increase student ELA PVAAS growth to meet or exceed the statewide growth standard from 50 to 70. (ELA growth (All students))			- 06/02/2023

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Increase student ELA PVAAS growth to meet or exceed the statewide growth standard from 50 to 70. (ELA growth (All students))			- 06/02/2023

## 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.**



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School Board Minutes or Affirmation Statement

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2022-08-09

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

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Chief School Administrator

Dr. Richard R. Kaskey

2022-09-16

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School Improvement Facilitator Signature

Dr. Isabel C. Resende

2022-09-16

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Building Principal Signature

Dr. Joseph Yanek

2022-09-16

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

ELA- Percent proficiency is 63.9%, and statewide proficiency is 55%.

Mathematics/Algebra- Percent proficiency is 42.1.0%, and statewide proficiency is 37.3%.

Asian students had an ELA proficiency of 92.6%.

Asian students had a Math proficiency of 51.9%.

The cumulative ELA scaled scores for students in 5th and 6th grade increased for the year.

Sixty to sixty-eight percent of all students are on the ELA pathway to proficiency.

The overall cumulative percentage of all students on the Math pathway to proficiency increased over the course of the year.

The overall cumulative percentage of students with disabilities increased on the Math pathway to proficiency over the course of the year.

### Challenges

Students with disabilities have an ELA percent proficiency of 19.3% with all schoolwide students having a level of 63.9%, and the statewide level at 55%.

Students with disabilities have a Math percent proficiency of 8.8% with all schoolwide students having a level of 42.1%, and the statewide level at 37.3%.

All student Math growth is 68 while the statewide growth measure is 74.3.

All student ELA growth is 50 while the statewide growth measure is 75.5.

The overall cumulative percentage of all students on the ELA pathway to proficiency declined over the course of the year.

Eleven to fourteen percent of students with disabilities are on the ELA pathway to proficiency.

Forty percent of all students are on the Math pathway to proficiency compared to sixty-six percent in ELA.

Six percent of students with disabilities are on the Math pathway

## Strengths

The school is no longer taking the Science PSSA's

The economically disadvantage students exceeded the statewide goal.

The EL subgroup is meeting its 2030 goal in both Math and ELA

The Asian subgroup is meeting its 2030 goal in ELA

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

## Challenges

to proficiency.

The school is no longer taking the Science PSSA's

Hispanic students were below the statewide goal.

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

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

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

### Most Notable Observations/Patterns

Overall Math performance could be improved. Overall ELA growth could be improved. Our Student with Disabilities group in ELA and Math also needs support.

### Challenges

### Discussion Point

### Priority for Planning

Students with disabilities have an ELA percent proficiency of 19.3% with all schoolwide students having a level of 63.9%, and the statewide level at 55%.

Students with disabilities have a Math percent proficiency of 8.8% with all schoolwide students having a level of 42.1%, and the statewide level at 37.3%.

Forty percent of all students are on the Math pathway to proficiency compared to sixty-six percent in ELA.

The statewide average is 45.2%.  
The statewide 2030 Goal is 71.8.

All student ELA growth is 50 while the statewide growth measure is 75.5.

# ADDENDUM B: ACTION PLAN

## Action Plan: Multi-tiered system of supports for academics

Action Steps	Anticipated Start/Completion Date
Create flexible grouping for delivery of instruction	08/30/2022 - 06/02/2023
Monitoring/Evaluation	Anticipated Output
STAR assessment (Pathway to Proficiency for math and Student Growth Proficiency for ELA)	Increase student performance in ELA and Math for all students
Material/Resources/Supports Needed	PD Step
Do the Math, V-Math, Comprehension checks	no

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Action Steps	Anticipated Start/Completion Date
Develop math remediation and intervention activities for all students	08/30/2022 - 06/02/2023
Monitoring/Evaluation	Anticipated Output
STAR assessment (Pathway to Proficiency for math and Student Growth Proficiency for ELA)	Increase student performance in ELA and Math for all students
Material/Resources/Supports Needed	PD Step
Do the Math, V-Math Programs \$85,583 Title 1 teacher for math support	yes

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Action Steps	Anticipated Start/Completion Date
Develop ELA remediation and intervention activities for all students	08/30/2022 - 06/02/2023

Monitoring/Evaluation	Anticipated Output
STAR assessment (Pathway to Proficiency for math and Student Growth Proficiency for ELA)	Increase student performance in ELA and Math for all students

Material/Resources/Supports Needed	PD Step
Short stories for Comprehension Checks \$ 75,326 Title 1 reading specialist teacher for reading support	yes

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ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase proficiency on the Math portion of the 2022-2023 state assessment for all students by 2%. (Math (All Students))	Multi-tiered system of supports for academics	Develop math remediation and intervention activities for all students	08/30/2022 - 06/02/2023
Increase student ELA PVAAS growth to meet or exceed the statewide growth standard from 50 to 70. (ELA growth (All students))			
Increase proficiency on the Math portion of the 2022-2023 state assessment for all students by 2%. (Math (All Students))	Multi-tiered system of supports for academics	Develop ELA remediation and intervention activities for all students	08/30/2022 - 06/02/2023
Increase student ELA PVAAS growth to meet or exceed the statewide growth standard from 50 to 70. (ELA growth (All students))			

PROFESSIONAL DEVELOPMENT PLANS



Professional Development Step	Audience	Topics of Prof. Dev
Implement multi-tier system of supports for Math	Core math teachers, special education case managers, Math title teachers	Problem solving, fact fluency
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implement strategies in the teacher's instruction	09/23/2022 - 05/26/2023	Math coach, Math title teacher
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:

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Professional Development Step	Audience	Topics of Prof. Dev
Implement a multi-tier system of supports for ELA	Core ELA teachers, special education case managers, ELA title teachers	Comprehension, fluency, decoding
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of strategies in the classroom	09/23/2022 - 05/26/2023	Reading coach, ELA title teachers
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:



**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, and administrators	January 2023, June 2023

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