

NORWOOD SCH

558 Seneca Ave

TSI non-Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

Interboro School District provides a challenging and supportive learning environment for all students to succeed academically, socially, and emotionally while becoming college and career ready citizens within a global community.

STEERING COMMITTEE

Name	Position	Building/Group
Bernadette C. Reiley	Chief School Administrator	Interboro School District
Jack Evans	Board Member	Interboro School District
Rachel Lambert	District Level Leaders	Interboro School District
Jeffrey Esposito	Principal	Norwood School
Tracy Costa	Other	Norwood School
Andrea Ricevuto	Teacher	Norwood School
Kathryn Hill	Teacher	Norwood School
Kirstyn Carey	Teacher	Norwood School
Rachel Flicker	Education Specialist	Norwood School
Laila Sanoury	Parent	Norwood School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Specific data team meetings will occur every two weeks to discuss the progress and plans for each EL student as it relates to mathematics.	Essential Practices 1: Focus on Continuous Improvement of Instruction
Teachers will provide daily, systematic feedback to students in order to support students	Essential Practices 1: Focus on Continuous Improvement of Instruction
A new EL curriculum will be implemented this coming year.	Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy	
Use a variety of assessments to monitor student learning and adjust programs and instructional practices.	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
EL Data Team Meetings	The EL teacher and grades 3-8 math teachers will meet every other week throughout the year to identify EL students at risk and to create plans for improvement. The goal is to increase all EL students MAP/IXL achievement by 12% at the end of the school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Students will be assessed on benchmark data. Teachers will meet regularly throughout the year to review data trends and develop plans to address learning needs.	2023-09-05 - 2024-06-12	Andrea Ricevuto/Classroom Teachers	New EL Curriculum

Anticipated Outcome
Identify the learning needs of all students.

Monitoring/Evaluation
With the adoption of a new EL curriculum , students will be progress monitored throughout the school year through curriculum tests.

Evidence-based Strategy
Align curriculum, assessments, and instruction to the PA Standards.

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
New EL Curriculum	Teachers will implement 100% of a new aligned curriculum for EL students by the end of the school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will implement a new EL curriculum for the 2023-2024 school year.	2023-09-05 - 2024-06-12	Andrea Ricevuto/Classroom Teachers	EL Curriculum and students will also be assessed through IXL, MAP, and other curriculum based assessments in Math and ELA.

Anticipated Outcome
Increased student achievement for EL students in mathematics.

Monitoring/Evaluation
EL Teacher, Classroom Teachers, Principals, Support Staff Members/Benchmark Assessments.

Evidence-based Strategy
Provide frequent, timely, and systematic feedback and support on instructional practices.

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Feedback	School leaders will conduct walkthroughs three times a trimester of grades 3-8 mathematics classes looking to review feedback that has been provided to EL students during classroom instruction.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Instructional leaders will conduct classroom visits three times a trimester focused on strengthening educators instructional practices and provide actionable feedback on the quality of instruction to individual educators.	2023-09-05 - 2024-06-12	Jeffrey Esposito and Tracy Costa/Principal and Assistant Principal	Danielson Model/Online walkthrough form.

Anticipated Outcome
To improve instructional practices for classroom teachers.

Monitoring/Evaluation
Principal/Assistant Principal

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The EL teacher and grades 3-8 math teachers will meet every other week throughout the year to identify EL students at risk and to create plans for improvement. The goal is to increase all EL students MAP/IXL achievement by 12% at the end of the school year. (EL Data Team Meetings)	Use a variety of assessments to monitor student learning and adjust programs and instructional practices.	Students will be assessed on benchmark data. Teachers will meet regularly throughout the year to review data trends and develop plans to address learning needs.	09/05/2023 - 06/12/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Teachers will implement 100% of a new aligned curriculum for EL students by the end of the school year. (New EL Curriculum)	Align curriculum, assessments, and instruction to the PA Standards.	Teachers will implement a new EL curriculum for the 2023-2024 school year.	09/05/2023 - 06/12/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
School leaders will conduct walkthroughs three times a trimester of grades 3-8 mathematics classes looking to review feedback that has been provided to EL students during classroom instruction. (Feedback)	Provide frequent, timely, and systematic feedback and support on instructional practices.	Instructional leaders will conduct classroom visits three times a trimester focused on strengthening educators instructional practices and provide actionable feedback on the quality of instruction to individual educators.	09/05/2023 - 06/12/2024

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

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Engaging Families to Support Learning

Implementing an evidence-based system of schoolwide positive behavior interventions and supports.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.

Collectively shape the vision for continuous improvement of teaching and learning.

The career standards benchmark is facilitated within Social Studies and Science classes.

The career standards benchmark is facilitated and recorded within the Smart Futures online program.

Regular meetings and monitoring of students in the area of ELA.

Regular communication with students and families.

Align curricular materials and lesson plans to the PA Standards.

Challenges

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

Use a variety of assessments to monitor student learning and adjust programs and instructional practices as it relates to EL students in mathematics.

Identify and address individual student learning needs.

Regular data team meetings between the teachers, counselor, and administration.

Monitor student attendance and schedule individual meetings if necessary.

Data team meetings with mathematics teachers and the EL program.

Provide frequent, timely, and systematic feedback and support on instructional practices.

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

Strengths

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

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

Align curriculum, assessments, and instruction to the PA Standards.

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned and evidence-based.

Challenges

Align curriculum, assessments, and instruction to the PA Standards for EL Students.

Identify and address individual student learning needs.

Identify and address individual student learning needs.

Most Notable Observations/Patterns

The need for regular data team meetings with mathematics teachers and EL teacher to identify and address individual student learning needs.

Challenges	Discussion Point	Priority for Planning
Use a variety of assessments to monitor student learning and adjust programs and instructional practices as it relates to EL students in mathematics.		
Regular data team meetings between the teachers, counselor, and administration.		
Data team meetings with mathematics teachers and the EL program.		✓
Provide frequent, timely, and systematic feedback and support on instructional practices.		✓
Align curriculum, assessments, and instruction to the PA Standards for EL Students.		✓

ADDENDUM B: ACTION PLAN

Action Plan: Use a variety of assessments to monitor student learning and adjust programs and instructional practices.

Action Steps	Anticipated Start/Completion Date
Students will be assessed on benchmark data. Teachers will meet regularly throughout the year to review data trends and develop plans to address learning needs.	09/05/2023 - 06/12/2024

Monitoring/Evaluation	Anticipated Output
With the adoption of a new EL curriculum , students will be progress monitored throughout the school year through curriculum tests.	Identify the learning needs of all students.

Material/Resources/Supports Needed	PD Step
New EL Curriculum	yes

Action Plan: Align curriculum, assessments, and instruction to the PA Standards.

Action Steps		Anticipated Start/Completion Date	
Teachers will implement a new EL curriculum for the 2023-2024 school year.		09/05/2023 - 06/12/2024	
Monitoring/Evaluation		Anticipated Output	
EL Teacher, Classroom Teachers, Principals, Support Staff Members/Benchmark Assessments.		Increased student achievement for EL students in mathematics.	
Material/Resources/Supports Needed			PD Step
EL Curriculum and students will also be assessed through IXL, MAP, and other curriculum based assessments in Math and ELA.			yes

Action Plan: Provide frequent, timely, and systematic feedback and support on instructional practices.

Action Steps	Anticipated Start/Completion Date
Instructional leaders will conduct classroom visits three times a trimester focused on strengthening educators instructional practices and provide actionable feedback on the quality of instruction to individual educators.	09/05/2023 - 06/12/2024

Monitoring/Evaluation	Anticipated Output
Principal/Assistant Principal	To improve instructional practices for classroom teachers.

Material/Resources/Supports Needed	PD Step
Danielson Model/Online walkthrough form.	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The EL teacher and grades 3-8 math teachers will meet every other week throughout the year to identify EL students at risk and to create plans for improvement. The goal is to increase all EL students MAP/IXL achievement by 12% at the end of the school year. (EL Data Team Meetings)	Use a variety of assessments to monitor student learning and adjust programs and instructional practices.	Students will be assessed on benchmark data. Teachers will meet regularly throughout the year to review data trends and develop plans to address learning needs.	09/05/2023 - 06/12/2024
Teachers will implement 100% of a new aligned curriculum for EL students by the end of the school year. (New EL Curriculum)	Align curriculum, assessments, and instruction to the PA Standards.	Teachers will implement a new EL curriculum for the 2023-2024 school year.	09/05/2023 - 06/12/2024
School leaders will conduct walkthroughs three times a trimester of grades 3-8 mathematics classes looking to review feedback that has been provided to EL students	Provide frequent,	Instructional leaders will	09/05/2023 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
during classroom instruction. (Feedback)	timely, and systematic feedback and support on instructional practices.	conduct classroom visits three times a trimester focused on strengthening educators instructional practices and provide actionable feedback on the quality of instruction to individual educators.	06/12/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
EL Curriculum	Teachers	New EL Curriculum
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Action Reach Project, Exit Slips, Google Forms	09/05/2023 - 06/12/2024	TBD
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Language and Literacy Acquisition for All Students	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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