

**Norwood School**

TSI Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Norwood School		125235103/Interboro School District
<b>Address 1</b>		
558 Seneca Avenue		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Norwood	PA	19074
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Bernadette C. Reiley		bernadette.reiley@interborosd.org
<b>Principal Name</b>		
Jeffrey Esposito		
<b>Principal Email</b>		
jeffrey.esposito@interborosd.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
610-237-6425		
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Rachel Lambert		rachel.lambert@interborosd.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Bernadette C. Reiley	Chief School Administrator	Interboro School District	bernadette.reiley@interborosd.org
Jack Evans	Board Member	Interboro School District	jack.evans@interborosd.org
Rachel Lambert	District Level Leaders	Interboro School District	rachel.lambert@interborosd.org
Jeffrey Esposito	Principal	Norwood School	jeffrey.esposito@interborosd.org
Tracy Costa	Other	Norwood School	tracy.costa@interborosd.org
Anne Dampf	Teacher	Norwood School	anne.dampf@interborosd.org
Kathryn Hill	Teacher	Norwood School	kathryn.hill@interborosd.org
Elizabeth Becker	Teacher	Norwood School	elizabeth.becker@interborosd.org
Rachel Flicker	Education Specialist	Norwood School	rachel.flicker@interborosd.org
Laila Sanoury	Parent	Norwood School	laila1202@aol.com

## Vision for Learning

### **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.

## Future Ready PA Index

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

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

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
English Language Arts	Meeting Annual Academic Growth Expectations - Above the State Average.
Mathematics	Meeting Annual Academic Growth Expectations - Above the State Average.
Science	Meeting Annual Academic Growth Expectations - Above the State Average.
Science	Proficient or Advanced on Pennsylvania State Assessments - Above the State Average.

### Challenges

Indicator	Comments/Notable Observations
English Language Arts	Below the State Average with Proficient or Advanced on Pennsylvania State Assessments.
Mathematics	Below the State Average with Proficient or Advanced on Pennsylvania State Assessments.

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

### Strengths

<b>Indicator</b> EL - ELA <b>ESSA Student Subgroups</b> English Learners	<b>Comments/Notable Observations</b> The EL - ELA proficiency rate is 33.3%; increased from the year prior and is above the state average for EL's.
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>

### Challenges

Indicator	Comments/Notable Observations
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EL Math <b>ESSA Student Subgroups</b> English Learners	EL Math proficiency rate is 12.5% and significantly below the state average.
<b>Indicator</b> WIDA <b>ESSA Student Subgroups</b> English Learners	<b>Comments/Notable Observations</b> WIDA score indicates a 13.4% proficiency rate which is below the state average.

## 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.

Engaging Families to Support Learning
Implementing an evidence-based system of schoolwide positive behavior interventions and supports.

### 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.

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.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
100% Academic Growth on the PSSA	Above the State Average
13.04% English Language Proficiency (WIDA)	Below the State Average
100% Academic Growth on the PSSA	Above the State Average
33.3% Proficiency on the PSSA	Above the State Average

### English Language Arts Summary

#### Strengths

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

Identify and address individual student learning needs.
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### Mathematics

Data	Comments/Notable Observations
80.2% Academic Growth on the PSSA	Above the State Average
12.5 % Proficiency on the PSSA - Increase of 8% from the prior year.	Below the State Average

### Mathematics Summary

#### Strengths

Collectively shape the vision for continuous improvement of teaching and learning.
Implement an evidence-based system of schoolwide positive behavior interventions and supports.

#### Challenges

Align curriculum, assessments, and instruction to the PA Standards for EL Students.
Identify and address individual student learning needs.

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
67.5% Academic Growth on the PSSA	Slightly Below the State Average

56.4% Proficient or Advanced on the PSSA	Slightly Below the State Average
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## Science, Technology, and Engineering Education Summary

### Strengths

Align curriculum, assessments, and instruction to the PA Standards.
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Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned and evidence-based.
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### Challenges

Identify and address individual student learning needs.



## Related Academics

### Career Readiness

Data	Comments/Notable Observations
98.7% Career Standards Benchmark	Above the State Average

### 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.

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.
The school hired a middle school counselor to assist with the career standards with students.

### 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.

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

Monitor student attendance and schedule individual meetings if necessary.

## Equity Considerations

### English Learners

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
33.3% Proficient or Advanced in ELA	Above the State Average.
12.5% Proficient or Advanced in Mathematics	Slightly Below the State Average.
13.04% English Language Proficiency (WIDA)	Below the State Average

### 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.

Regular meetings and monitoring of students in the area of ELA and mathematics.
Regular communication with students and families.

Data team meetings with ELA and mathematics teachers and the EL program.

**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.

Data team meetings with mathematics teachers and the EL program.
Regular communication with students and families.
Implement the new EL curriculum with fidelity.

## 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	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

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

### 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?

Align curricular materials and lesson plans to the PA Standards.

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.

### 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?

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

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

## 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
Engaging Families to Support Learning	True
Implementing an evidence-based system of schoolwide positive behavior interventions and supports.	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.	True
Align curriculum, assessments, and instruction to the PA Standards.	True
Collectively shape the vision for continuous improvement of teaching and learning.	False
The school hired a middle school counselor to assist with the career standards with students.	False
Data team meetings with ELA and mathematics teachers and the EL program.	False
The career standards benchmark is facilitated within Social Studies and Science classes.	False
The career standards benchmark is facilitated and recorded within the Smart Futures online program.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned and evidence-based.	False
Regular meetings and monitoring of students in the area of ELA and mathematics.	True
Regular communication with students and families.	True
Align curricular materials and lesson plans to the PA Standards.	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	True

### 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
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	False
Use a variety of assessments to monitor student learning and adjust programs and instructional practices as it relates to EL students in mathematics.	True
Align curriculum, assessments, and instruction to the PA Standards for EL Students.	True

Identify and address individual student learning needs.	False
	True
Regular communication with students and families.	False
Implement the new EL curriculum with fidelity.	False
	False
Identify and address individual student learning needs.	False
Identify and address individual student learning needs.	False
Regular data team meetings between the teachers, counselor, and administration.	True
Monitor student attendance and schedule individual meetings if necessary.	False
Data team meetings with mathematics teachers and the EL program.	True
Provide frequent, timely, and systematic feedback and support on instructional practices.	True
Implement a multi-tiered system of supports for academics and behavior.	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.

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



## Analyzing (Strengths and Challenges)

### Analyzing Challenges

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

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.	
Regular meetings and monitoring of students in the area of ELA and mathematics.	
Regular communication with students and families.	
Align curriculum, assessments, and instruction to the PA Standards.	
Engaging Families to Support Learning	
Implementing an evidence-based system of schoolwide positive behavior interventions and supports.	
Align curricular materials and lesson plans to the PA Standards.	
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.	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	A new EL curriculum will be implemented this coming year.
	Teachers will provide daily, systematic feedback to students in order to support students
	Specific data team meetings will occur every two weeks to discuss the progress and plans for each EL student as it relates to mathematics.



## Goal Setting

Priority: A new EL curriculum will be implemented this coming year.

<b>Outcome Category</b>			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
<b>Measurable Goal Statement (Smart Goal)</b>			
Teachers will implement 100% of a new aligned curriculum for EL students by the end of the school year.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
New EL Curriculum			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
25% of the new EL Curriculum.	25% of the new EL Curriculum.	25% of the new EL Curriculum.	25% of the new EL Curriculum.

Priority: Specific data team meetings will occur every two weeks to discuss the progress and plans for each EL student as it relates to mathematics.

<b>Outcome Category</b>			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
<b>Measurable Goal Statement (Smart Goal)</b>			
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.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
EL Data Team Meetings			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
3% Improvement or more.	3% Improvement or more.	3% Improvement or more.	3% Improvement or more.

Priority: Teachers will provide daily, systematic feedback to students in order to support students

<b>Outcome Category</b>			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
<b>Measurable Goal Statement (Smart Goal)</b>			
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.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Feedback			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
3 Walkthroughs per trimester.	3 Walkthroughs per trimester.	3 Walkthroughs per trimester.	3 Walkthroughs per trimester.



## Action Plan

### Measurable Goals

Feedback	New EL Curriculum
EL Data Team Meetings	

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

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>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.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Students will be assessed on benchmark data. Andrea Ricevuto (EL teacher) and classroom teachers will meet monthly throughout the year to review data trends and develop plans to address learning needs.		2024-09-03	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Andrea Ricevuto/Classroom Teachers	New EL Curriculum	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Identify the learning needs of all students.	Based on trends in data meetings, Andrea Ricevuto will make recommendations for specific interventions for students. The team will meet monthly, and interventions will be delivered on a 6 week basis. Students will be monitored pre and post the intervention.

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

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Teachers will implement 100% of a new aligned curriculum for EL students by the end of the school year.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Andrea Ricevuto (EL Teacher) and classroom teachers will continue to implement a new EL curriculum for the 2024-2025 school year.		2024-09-03	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Andrea Ricevuto (EL Teacher) and ELA and Math classroom teachers in the school.	EL Curriculum and students will also be assessed through CDT's (Quarterly) and other curriculum based assessments (Monthly) in Math and ELA online assessments.	Yes	
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<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Increased student achievement for EL students in mathematics and ELA.	With the adoption of a new EL curriculum, Andrea Ricevuto, the EL teacher, will monitor students on a trimester basis through the use of curriculum assessments.

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

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>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.</li> </ul>

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>	
Dr. Esposito (Principal), and Dr. Costa (Assistant Principal) will conduct classroom visits three times a trimester focused on strengthening educators instructional practices and provide actionable feedback on a district walkthrough tool on the quality of instruction to individual educators. This will be provided to teachers electronically and through personal meetings.	2024-09-03	2025-06-11
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>
Jeffrey Esposito and Tracy Costa/Principal and Assistant Principal	Danielson Model/Online walkthrough form.	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
To improve instructional practices for classroom teachers.	Dr. Esposito and Dr. Costa will complete walkthroughs three times a trimester using the district given walkthrough form.

## Expenditure Tables

### School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

### Schoolwide Title 1 Funding Allocation

**True** School does not receive Schoolwide Title 1 funding.

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Use a variety of assessments to monitor student learning and adjust programs and instructional practices.	Students will be assessed on benchmark data. Andrea Ricevuto (EL teacher) and classroom teachers will meet monthly throughout the year to review data trends and develop plans to address learning needs.
Align curriculum, assessments, and instruction to the PA Standards.	Andrea Ricevuto (EL Teacher) and classroom teachers will continue to implement a new EL curriculum for the 2024-2025 school year.
Provide frequent, timely, and systematic feedback and support on instructional practices	Dr. Esposito (Principal), and Dr. Costa (Assistant Principal) will conduct classroom visits three times a trimester focused on strengthening educators instructional practices and provide actionable feedback on a district walkthrough tool on the quality of instruction to individual educators. This will be provided to teachers electronically and through personal meetings.

### EL Curriculum

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Andrea Ricevuto (EL Teacher) and classroom teachers will continue to implement a new EL curriculum for the 2024-2025 school year.</li> </ul>		
<b>Audience</b>		
Teachers		
<b>Topics to be Included</b>		
New EL Curriculum		
<b>Evidence of Learning</b>		
Action Research Projects, Exit Slips, Google Forms.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
TBD	2024-09-03	2025-06-11

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	TBD
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Language and Literacy Acquisition for All Students	





## Approvals & Signatures

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
<b>School Improvement Facilitator Signature</b>	<b>Date</b>