

Norwood Sch

TSI non-Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

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

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Bernadette Reiley	Chief School Administrator	Interboro School District	bernadette.reiley@interborosd.org
Rachel Lambert	District Level Leaders	Interboro School District	rachel.lambert@interborosd.org
Valerie Eckman	District Level Leaders	Interboro School District	valerie.eckman@interborosd.org
Jeffrey Esposito	Principal	Norwood School	jeffrey.esposito@ymail.com
Danielle Shryock	Other	Norwood School	danielle.shryock@interborosd.org
Anne Dampf	Teacher	Norwood School	anne.dampf@interborosd.org
Rebecca Eichinger	Education Specialist	Norwood School	rebecca.eichinger@interborosd.org
Eva Botta	Education Specialist	Norwood School	eva.botta@interborosd.org
Jason Bowen	Teacher	Norwood School	jason.bowen@interborosd.org
Katie Hill	Teacher	Norwood School	kathryn.hill@interborosd.org
Kirstyn Jennings	Teacher	Norwood School	kirstyn.jennings@interborosd.org
Weijing Gao	Parent	Norwood School	weijing.gao@interborosd.org

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	

Proficient or Advanced in English Language Arts/Literature

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations

Challenges

Indicator	Comments/Notable Observations

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

Summary

Strengths

Review the strengths listed. Using the "Add to Summary of Strengths" checkboxes, select 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

100% Growth in ELA. Above the state average.
93% Growth in Mathematics. Above the state average.
84.9% of students not chronically absent - Above the state average.
100% of students are meeting the Career Standards Benchmark
100% Growth - Above the State Average.

Challenges

Review the challenges listed. Using the "Add to Summary of Challenges" checkboxes, select 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

17.9 of EL students are proficient or advanced.
14.3 Proficient or Advanced
17.9% proficient or advanced; 14.4% lower than the previous year.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
31.3% EL Growth and Attainment	An increase of 8% from the previous year.
100% Academic Growth on the PSSA	Above the State Average
14.3% Proficiency on the PSSA	Slightly down from the previous year.

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.

Utilizing the VISTA curriculum to supplement the ELA curriculum.

Challenges

N/A

Mathematics

Data	Comments/Notable Observations
100% Academic Growth on the PSSA	Above the State Average
17.9% Proficiency on the PSSA	Slightly down from the previous year.

Mathematics Summary

Strengths

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

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

Utilizing the VISTA curriculum to supplement the mathematics curriculum.

Challenges

Students are not achieving proficiency on the ELA and mathematics PSSA as required by the state.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
100% 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 Future online program.
The school has two school counselors for 550 students - one for elementary and one for middle schools.

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 collaborative team meetings between the teachers, school counselors, 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
14.3% Proficient or Advanced in ELA	Slightly below from the previous year.
17.9% Proficient or Advanced in Mathematics	Slightly above from the previous year.
31.3% EL Growth and Attainment	Above from the previous year. Slightly below the state average.
100% Growth in ELA	Above the state average.
100% Growth in Mathematics	Above the state average.

Students with Disabilities

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

Data	Comments/Notable Observations
79% Growth in ELA	Above the state average.
79% Growth in Mathematics	Above the state average.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
86% Growth in ELA	Above the state average.
82% Growth in Mathematics	Above the state average.

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.

Implement the new EL curriculum with fidelity.
Regular communication with students and families.
Growth and Attainment is close to the state average.
100% Growth in ELA and Mathematics

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.

Sufficient time for EL teacher to fully support classroom teachers to accommodate their curriculum.

Providing EL instruction during content areas. This practice has students missing time which is creating gaps in knowledge.

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	Operational
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.
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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?

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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
100% Growth in ELA. Above the state average.	False
93% Growth in Mathematics. Above the state average.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.	False
84.9% of students not chronically absent - Above the state average.	False
100% of students are meeting the Career Standards Benchmark	False
100% Growth - Above the State Average.	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 Future online program.	False
The school has two school counselors for 550 students - one for elementary and one for middle schools.	False
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
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	False
Collectively shape the vision for continuous improvement of teaching and learning.	False
Utilizing the VISTA curriculum to supplement the ELA curriculum.	True
Utilizing the VISTA curriculum to supplement the mathematics curriculum.	True
Implement the new EL curriculum with fidelity.	True
Regular communication with students and families.	True
Growth and Attainment is close to the state average.	False
100% Growth in ELA and Mathematics	False

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
17.9 of EL students are proficient or advanced.	False
14.3 Proficient or Advanced	False
Regular collaborative team meetings between the teachers, school counselors, and administration.	False
N/A	False
17.9% proficient or advanced; 14.4% lower than the previous year.	False
Provide frequent, timely, and systematic feedback and support on instructional practices.	True
Implement a multi-tiered system of supports for academics and behavior.	True
Students are not achieving proficiency on the ELA and mathematics PSSA as required by the state.	True
Monitor student attendance and schedule individual meetings if necessary.	False
Sufficient time for EL teacher to fully support classroom teachers to accommodate their curriculum.	True
Providing EL instruction during content areas. This practice has students missing time which is creating gaps in knowledge.	True

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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Provide frequent, timely, and systematic feedback and support on instructional practices.		False
Implement a multi-tiered system of supports for academics and behavior.		False
Students are not achieving proficiency on the ELA and mathematics PSSA as required by the state.		True
Sufficient time for EL teacher to fully support classroom teachers to accommodate their curriculum.		True
Providing EL instruction during content areas. This practice has students missing time which is creating gaps in knowledge.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
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.	
Implement the new EL curriculum with fidelity.	
Regular communication with students and families.	
Utilizing the VISTA curriculum to supplement the ELA curriculum.	
Utilizing the VISTA curriculum to supplement the mathematics curriculum.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Identify and address individual student learning needs using Firefly data.
	More professional development opportunities and conferences with staff.
	Possibility of creating an intervention block during the school day for EL students or co-teaching in the middle school.

Goal Setting

Priority: Identify and address individual student learning needs using Firefly data.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Use data from Firefly to conference with students and to target specific skills using the VISTA curriculum/assessments to improve student proficiency by 5% on the VISTA diagnostic test.			
Measurable Goal Nickname (35 Character Max)			
Firefly Data			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
1.25% improvement or more.	1.25% improvement or more.	1.25% improvement or more.	1.25% improvement or more.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
The classroom teacher will regularly progress monitor all identified English Learner (EL) students using VISTA and Acadience data at least once a month and use the results to adjust instruction for targeted language and literacy support, as evidenced by documented data entries, student progress tracking logs, and lesson plan modifications to demonstrate growth and proficiency by 5% or more.			
Measurable Goal Nickname (35 Character Max)			
VISTA and Acadience Data			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
1.25% improvement or more.	1.25% improvement or more.	1.25% improvement or more.	1.25% improvement or more.

Priority: More professional development opportunities and conferences with staff.

Outcome Category			
Essential Practices 4: Foster Quality Professional Learning			
Measurable Goal Statement (Smart Goal)			
By the end of the year, the middle school classroom teacher will consistently design and implement clear, measurable language objectives aligned with content objectives in observed lessons each month, as evidenced by instructional walkthrough data, following participation in monthly professional development sessions and instructional coaching cycles focused on effective language objective strategies.			
Measurable Goal Nickname (35 Character Max)			
Middle School Instruction			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
2 Walkthroughs per marking period.	2 Walkthroughs per marking period.	2 Walkthroughs per marking period.	2 Walkthroughs per marking period.

Priority: Possibility of creating an intervention block during the school day for EL students or co-teaching in the middle school.

Outcome Category

Essential Practices 3: Provide Student-Centered Support Systems

Measurable Goal Statement (Smart Goal)

By the end of the first semester (January 2027), the school will design, pilot, and implement a dedicated WIN (What I Need) period at least 3 times per week for English Learners (ELs), using Firefly data to group students by specific language skill needs (reading, writing, listening, and speaking). During this time, 100% of identified beginning and emerging EL middle school students will receive targeted, differentiated instruction aligned to their individual learning gaps. Success will be measured by at least a 10% increase in student growth on Firefly assessments and improved classroom performance indicators (e.g., grades, formative assessments, and participation).

Measurable Goal Nickname (35 Character Max)

WIN

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
2.5% improvement or more based on the previous year.	2.5% improvement or more	2.5% improvement or more	2.5% improvement or more

Action Plan

Measurable Goals

Firefly Data	VISTA and Acadience Data
Middle School Instruction	WIN

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

<p>Measurable Goals:</p> <ul style="list-style-type: none"> Use data from Firefly to conference with students and to target specific skills using the VISTA curriculum/assessments to improve student proficiency by 5% on the VISTA diagnostic test. The classroom teacher will regularly progress monitor all identified English Learner (EL) students using VISTA and Acadience data at least once a month and use the results to adjust instruction for targeted language and literacy support, as evidenced by documented data entries, student progress tracking logs, and lesson plan modifications to demonstrate growth and proficiency by 5% or more.
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Action Step	Anticipated Start Date	Anticipated Completion Date
Students will be assessed on benchmark data. Annie Dampf (EL teacher) will analyze data monthly throughout the year to review data trends and develop plans to address learning needs in the EL classroom.	2026-09-08	2027-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Annie Dampf	Firefly/Acadience/VISTA data	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student achievement for EL students in mathematics and ELA.	Annie Dampf/staff will administer assessments each marking period and track the progress of students.

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. Annie Dampf (EL teacher) will analyze data monthly throughout the year to review data trends and develop plans to address learning needs in the EL classroom.

Data Analysis

Action Step		
<ul style="list-style-type: none"> Students will be assessed on benchmark data. Annie Dampf (EL teacher) will analyze data monthly throughout the year to review data trends and develop plans to address learning needs in the EL classroom. 		
Audience		
Classroom Teachers, Support Teachers, and Administrative Team		
Topics to be Included		
Growth data, Learning Goals, Strategies, and Accommodations.		
Evidence of Learning		
Firefly, VISTA, Acadience data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Annie Dampf	2026-09-08	2027-06-11

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date