

GREATER NANTICOKE AREA SHS

425 Kosciuszko St

ATSI non-Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

The Greater Nanticoke Area School District is to prepare all students to become responsible, compassionate citizens empowered with character, knowledge, and skills to make a difference in this global community.

STEERING COMMITTEE

Name	Position	Building/Group
Amy Lee Scibek	Principal	GNA High School
Dr. Ronald Grevera	Superintendent	GNA School District
Meghan Buckley	Director of Special Education	GNA High School
William Hischak	Other	GNA High School
Brandon Collins	Principal	GNA High School
Rachel Jeffries	Community Member	Nanticoke
Barbara Warman	Math Dept. Head/Teacher	GNA High School
Candice Muench	Parent	GNA High School
Alan Yendrzejewski	Union President/ Teacher	GNA High School
Janet Kus	Special Education Teacher	GNA High School
Kirk Jones	Teacher	GNA Education Center
Deanna Mennig	IU Staff	LIU 18
Sara Kneal	Other	GNA High School Guidance

Name	Position	Building/Group
Ella Kreitzer	Student	Greater Nanticoke Area High School
Claire Aufiero	Student	Greater Nanticoke Area School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Using data driven analysis, students will be placed into our WIN (What I need/ remediation/prep/enrichment) program in the subjects of ELA, Literature and Algebra I to provide them with the knowledge and skills to be successful.	Other Other
Educate parents on attendance program and evaluate overall attendance data. Offer incentive program for students with regular attendance.	Regular Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy	
Collaborative instructional planning	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
First time test takers	The percentage of first-time Keystone test takers scoring proficient or advanced will increase by 3% within each reported subcategory from the previous year.
Retested students	The percentage of retested Keystone students scoring proficient or advanced will increase by 3% within each reported subcategory from the previous year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Access e-Metric data via the portal	2023-08-28 - 2023-11-30	Department members in content areas	Access to e-Metric data, state release of data, substitute coverage for data team

Anticipated Outcome

Identify students for WIN periods

Monitoring/Evaluation

Review results when new data is accessible

Evidence-based Strategy

Texting/Email Parents

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Regular Attendance	Increase regular attendance by 15%

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
Obtain accurate contact information for parents and guardians	2023-08-28 - 2024-06-28	Technology department	Phone numbers and emails for parents/guardians Skylert

Anticipated Outcome

Monitoring/Evaluation

Evidence-based Strategy
Attendance Matters

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Regular Attendance	Increase regular attendance by 15%

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Discuss quarterly incentives to offer students that meet regular attendance	2023-08-28 - 2023-08-29	Ms. Amy Scibek, Principal Mr. Brandon Collins, Assistant	Gift cards, money, food, student activity ideas, staff

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
goals		Principal	
Analyze attendance data	2023-06-28 - 2024-06-28	Nancy Potsko, Attendance Officer	Attendance data from Skyward
Home and school visitor follow up	2023-08-28 - 2024-06-28	Jim Nardone	Accurate address and contact information Initiate home visits for students with poor attendance

Anticipated Outcome

Monitoring/Evaluation



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

Amy Scibek

2023-06-15

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

With remediation the Special Education population has maintained or increased their point scores in every area of keystones. A new co-teaching model has been implemented.

Using data driven analysis, students will be placed in WIN (what I need remediation/ prep/ enrichment) program in the subjects of ELA, Algebra 1 and Biology to provide them with the knowledge and skills to be successful.

Data team review of curriculum and student identification for WIN (What I need) periods will help increase the total number of students achieving proficiency.

Students with disabilities have met or exceeded the interim target for growth on ELA, Biology, and Algebra 1 Keystone Exams.

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

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

Challenges

Time for collaboration between educators/ instructional planning (co-teaching). Time and staffing challenges.

Increase overall percentage of proficient/advanced students for Algebra 1, Biology, and Literature Keystone exams. Structures, practices, and protocols for using data to identify evidence-based strategies and differentiated instruction to address individual students' needs now exist but need to stay consistent.

Increase regular attendance

Students working through cyber are less likely to complete career course requirements.

A new careers program has been implemented but will take time to add all areas of the program into the curriculum.

Due to lack of substitutes, designated time is difficult to establish.

Students who are on our school cyber program are difficult to have come in for testing.

Continued scheduling of common planning time between regular and special education teachers is necessary to continued success.

Strengths

Identify and address individual student learning needs

Monitor and evaluate the impact of professional learning on staff practices and student learning

99% of the students enrolled in Algebra 1 did complete the Keystone Algebra test.

Students with disabilities performed at the state average for growth.

The economically disadvantaged population have met or exceeded the interim target for growth on ELA, Biology, and Algebra 1 Keystone Exams.

A new careers program has been implemented and has been gradually added to areas of each curriculum.

Challenges

WIN period timing will be modified to improve student outcomes.

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

Most Notable Observations/Patterns

Data team review of curriculum and student identification for WIN (What I need) periods will help increase the total number of students achieving proficiency.

Challenges	Discussion Point	Priority for Planning
<p>Increase overall percentage of proficient/advanced students for Algebra 1, Biology, and Literature Keystone exams. Structures, practices, and protocols for using data to identify evidence-based strategies and differentiated instruction to address individual students' needs now exist but need to stay consistent.</p>	<p>Structures, practices and protocols for using data to identify evidence based strategies and differentiated instruction to address individual students' academic needs exist but are inconsistent. Continue WIN periods for eligible students.</p>	<p>✓</p>
<p>Increase regular attendance</p>	<p>Educate parents on attendance program and evaluate overall attendance data. Offer incentive program for students with regular attendance.</p>	<p>✓</p>

ADDENDUM B: ACTION PLAN

Action Plan: Collaborative instructional planning

Action Steps	Anticipated Start/Completion Date
Access e-Metric data via the portal	08/28/2023 - 11/30/2023

Monitoring/Evaluation	Anticipated Output
Review results when new data is accessible	Identify students for WIN periods

Material/Resources/Supports Needed	PD Step
Access to e-Metric data, state release of data, substitute coverage for data team	no

Action Plan: Texting/Email Parents

Action Steps

Anticipated Start/Completion Date

Obtain accurate contact information for parents and guardians

08/28/2023 - 06/28/2024

Monitoring/Evaluation

Anticipated Output

Material/Resources/Supports Needed

PD Step

Phone numbers and emails for parents/guardians Skylert

no

Action Plan: Attendance Matters

Action Steps**Anticipated Start/Completion Date**

Discuss quarterly incentives to offer students that meet regular attendance goals

08/28/2023 - 08/29/2023

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Gift cards, money, food, student activity ideas, staff

no

Action Steps**Anticipated Start/Completion Date**

Analyze attendance data

06/28/2023 - 06/28/2024

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Attendance data from Skyward

no

Action Steps**Anticipated Start/Completion Date**

Home and school visitor follow up

08/28/2023 - 06/28/2024

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Accurate address and contact information Initiate home visits for students with poor attendance

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

PROFESSIONAL DEVELOPMENT PLANS

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

