

# School Improvement Plan – Guidelines and Process

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## I. School Level Narrative

### *School Building Information*

Local Education Agency (LEA) Name

Greater Nanticoke Area School District

School Building Name

Greater Nanticoke Area High School

4-Digit School Building Code

5242

School Street Address

425 Kosciuszko Street Nanticoke, Pa 18634

### *A. School Improvement Committee*

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Dr. Ronald Grevera	Superintendent	GNASD
Ms. Amy Lee Scibek	Principal	GNA High School
Eric Speece	Assistant Principal	GNA High School
Meghan Buckley	Director of Special Education	GNA High School
Bill Hischak	Guidance Counselor	GNA High School
Lindsay Iacovazzi	Guidance Counselor	GNA High School
Brandon Collins	Science Dept. Head/ Teacher	GNA High School
Rachel Jeffries	ELA Dept. Head/ Teacher/ Parent	GNA High School
Barbara Warman	Math Dept. Head/ Teacher	GNA High School
Candice Muench	History Dept. Head/Teacher/ Parent	GNA High School
Alan Yendrzejewski	Union President/ Teacher	GNA High School
Janet Kus	Special Education Teacher	GNA High School
Kirk Jones	Teacher	Kennedy Center

Erika Jacobs	Parent/ GNA School Board Educational Committee Representative	GNASD
John Bubblo	IU staff	LIU #18

Outline efforts school leaders took to ensure that the committee is comprised of a diverse group of stakeholders who are involved and invested in LEAs, schools, programs, and outcomes for students (leadership, teachers, parents, students, community partners, LEA leadership or staff, governing board leadership or designee, elected officials advocacy organizations).

The Greater Nanticoke Area school improvement team is comprised of administrators, Special education teachers and director, department heads of all major subject areas, faculty from other buildings within the district, Intermediate Unit staff, guidance counselors, and parents.

Describe the role of the committee in developing this school improvement plan, as well as the intended role of the committee in the implementation and monitoring of the plan.

The school improvement committee’s role in implementation and monitoring of the plan is to complete a needs assessment and identify possible solutions to increase student achievement. The team will continue to discuss and evaluate strategies for increasing Keystone exam scores in all subjects, possible changes to course offerings, and schedule changes. Remediation efforts will be implemented to help achieve this goal. Data analysis and continuous monitoring of progress, along with data based decision making and utilization of staff will continue.

## B. School Level Vision for Learning

### Long-term Vision and the Measures of Success

<b>Long-Term Vision for Students</b> <i>What will students know and be able to demonstrate upon leaving the school?</i>	<b>Measures of Success</b> <i>How will you know you are on track to achieving your vision or students?</i>
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.	<ul style="list-style-type: none"> <li>● Graduation rates</li> <li>● College and career readiness (Chapter 339 student portfolios)</li> <li>● Senior survey (enrollment in post-secondary plans)</li> </ul>
Student learning needs are addressed for all students.	Mastery and/or growth through a variety of assessments.

## II. School Level Needs Assessment

### A. Identified School Community Needs:

Describe how the LEA and school engaged in timely and meaningful consultation with a broad range of stakeholders (e.g., families, students, educators, community partners) and examined relevant data (e.g., student, educator, and community demographics; student achievement and growth; student and teacher attendance; student behavior; documents; classroom observations; surveys; focus groups; budget/allocation of finances) to understand the most pressing needs of students, educators, and/or other members of the school community and the potential root causes of those needs.

The LEA, in identifying school community needs, has engaged in timely and meaningful consultations with community members forming the School Improvement Steering Committee. A series of surveys, taken by various stakeholders (parents, students, and teachers), determined both strengths and weaknesses in identifying the most pressing needs. The results from the surveys were collected and analyzed by the school improvement team. In addition, throughout a series of meetings, the team has examined student success data from the Future Ready PA Index, eMetric, and PVAAS to determine best practices and sub-categories in need of improvement. At these gatherings, groups analyzed AYP data, Skyward attendance, Skyward discipline counts, and graduation rates to determine methods by which student needs and school improvement efforts should be best met. The Pennsylvania Department of Education supplied resource materials such as the Essential Practices Self-Assessment Rubric and Guide to form the basis of our school's self-improvement efforts.

**B. Based on your data analysis, what are your data-supported strengths?**

<b>Strengths</b>	<b>Supporting Evidence from Needs Assessment</b>
With the remediation offered the Sp.Ed. population maintained or increased their point scores in every area of the Keystone exam.	Data released from eMetric
Graduation rate within the 5 year cohort for all students is above the statewide average. Post secondary transition to school, military, or work is above the statewide average.	PA Future Ready Index
The number of students taking the SAT as well as the overall average SAT score increased from 2017 to 2018.	Data released from College Board
The high school achieved increases in access to Advanced Placement courses and Honors courses for a broader number of students and also maintained or improved the rate at which their AP students earned scores of 3 or higher on an AP Exam.	The high school was named to the College Board's 9th Annual AP District Honor Roll.
Decrease in discipline rates from 2017-18 to 2018-19.	Skyward discipline count
Despite challenges as being economically disadvantaged, over 65% of these students have scored at least basic in the Keystone Biology Exam.	Data from eMetric

**C. Based on your data analysis, what are your data-supported challenges? (You will need to identify two or three of these challenges that will be prioritized and addressed in this plan.) Check each challenge that will be a priority in your plan.**

<b>Challenges</b>	<b>Supporting Evidence from Needs Assessment</b>	<b>Priority for Planning</b>	<b>Primary Root Cause</b>
Increase overall percentage of proficient/advanced students for Algebra 1, Biology, and Literature Keystone Exams	Data from PVAAS and eMetric	Yes	Structures, practices, and protocols for using data to identify evidence-based strategies and differentiate instruction to address individual students' academic needs exist but are inconsistent.
Time for collaboration between educators/instructional planning (co-teaching)	Faculty survey	Yes	Time and staffing challenges

The continuation of positive school climate plan.	Attendance levels, cyber enrollment,	No	Time and staffing challenges and a need for model programs
Increase the exposure to the Algebra I content for Special Education population	Data from PVAAS and eMetric and IEP evaluations	Yes	Planning and staffing challenges and a need of examples/models that demonstrate positive outcomes in similar school districts
Reduction of the number of students that are considered regularly absent (missed 10% or more of the school year or are legally considered truant or chronically truant).	Skyward attendance data	No	Lack of proper staffing to track student daily attendance, hold attendance improvement meetings, attend judicial hearings, and monitor attendance before and after meetings and legal actions.

***D. Established Priorities and Aligned Outcome Categories***

Based on your prioritized challenges, develop, in specific detail, two to three high-leverage priority statements to focus your improvement plan. In drafting priority statements, your team will turn each prioritized challenge into an actionable statement that explains how the school plans to address the primary root cause of the challenge. Indicate which Outcome Category will be most directly impacted by focusing on the priority statement, by selecting the category that is best aligned to the priority statement from the drop-down menu under “Outcome Category.”

<b>Priority Statements</b>	<b>Rationale</b>	<b>Outcome Category</b>
1. Using data driven analysis, students will be placed into our WIN (What I Need Remediation/Prep/Enrichment) Program in the subjects of Literature, Biology, and Algebra I to provide them with the knowledge and skills to be successful.	Positive outcomes in our recently piloted WIN Program will help to promote student growth as evidenced in PVAAS and an increase in the number of students scoring proficient or advanced in all student groups from eMetric.	Other: Keystone Tested Subjects
2. Regular education teachers, special education teachers, and other staff will utilize co-teaching strategies to provide better instructional experiences to students resulting in better educational outcomes.		Essential Practices Condition 1- Focus Continuous Improvement of Instruction
3.		Choose an item.

### III. Measurable Goal Statements

**Measurable Goals:** Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

**Priority Statement #1:** Using data driven analysis, students will be placed into our WIN (What I Need Remediation/Prep/Enrichment) Program in the subjects of Literature, Biology, and Algebra I to provide them with the knowledge and skills to be successful.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
The percent of first-time Keystone test takers scoring proficient or advanced will increase by 3% within each subcategory from the previous year.	Pre-test at beginning of school year	Diagnostic assessment at end of 2nd quarter	Diagnostic assessment at end of 3rd quarter
The percent of retested Keystone students scoring proficient or advanced will increase by 3% within each subcategory from the previous year.	Pre-test at beginning of school year	Diagnostic assessment at end of 1st quarter	Diagnostic assessment prior to Winter Keystone Exams

**Priority Statement #2:** Regular education teachers, special education teachers, and other staff will utilize co-teaching strategies to provide better instructional experiences to students resulting in better educational outcomes.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Co-teachers will meet a minimum of 2x/month, contingent upon specific teams' schedules.	Anecdotal Notes	Anecdotal Notes	Anecdotal Notes
Identify the eligible content of each course that creates a majority of the tested content and implement it in the co-taught classroom	Pre Test at beginning of school year	Diagnostic assessment at end of 2nd quarter	Diagnostic assessment prior to Spring Keystone Exams/ District level assessments(non Keystone tested courses)

Priority Statement #3: \_\_\_\_\_

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3

## IV. Action Plans

### A. Evidence-Based Strategies

Once needs have been identified, the school improvement committee (in consultation with other stakeholders) will select evidence-based strategies that align with your priority statements that the school community has the capacity to implement. By using rigorous and relevant evidence and assessing the local capacity to implement the strategy (e.g., funding, staff, staff skills, stakeholder support), schools are more likely to implement interventions successfully.

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your school.

**Priority Statement #1:** Using data driven analysis, students will be placed into our WIN (What I Need Remediation/Prep/Enrichment) Program in the subjects of Literature, Biology, and Algebra I to provide them with the knowledge and skills to be successful.

Measurable Goals	Evidence-Based Strategy
The percent of first-time Keystone test takers scoring proficient or advanced will increase by 3% within each subcategory from the previous year.	Multiple sources of individual and disaggregated student group data are routinely analyzed to identify student needs, evaluate classroom practices, and modify instruction.
The percent of retested Keystone students scoring proficient or advanced will increase by 3% within each subcategory from the previous year.	Multiple sources of individual and disaggregated student group data are routinely analyzed to identify student needs, evaluate classroom practices, and modify instruction.

**Priority Statement #2:** Regular education teachers, special education teachers, and other staff will utilize co-teaching strategies to provide better instructional experiences to students resulting in better educational outcomes.

Measurable Goals	Evidence-Based Strategy
Co-teachers will meet a minimum of 2x/month, contingent upon specific teams' schedules.	Prioritizing time for co-teachers to meet/discuss effective instructional practices, and develop professional learning communities
Identify the eligible content of each course that creates a majority of the tested content and implement it in the co-taught classroom	Keystone and District level assessments are vertically and horizontally aligned for coherence across grades and content areas.

**Priority Statement #3:** \_\_\_\_\_

Measurable Goals	Evidence-Based Strategy

***B. Action Plan Steps***

An Action Plan template is provided to develop action steps to meet each measurable goal.

Each Action Plan has these critical components for each Priority/Measurable Goal:

- Action Steps – List what is to be accomplished in each step.
- Material/Resources/Supports Needed
- Person/Position Responsible
- Implementation Timeline
- Anticipated Outputs – what do we want to accomplish within each Action Step?
- Monitoring/Evaluation Plan
- If a professional development action step or component of this goal, complete Professional Development Plan information template.

**Expenditures:**

Describe how funding will be used to implement the Action Plans. Include a brief description of each expenditure, funding source (Title 1, General fund, IDEA, etc.), and costs for each needed expenditure.

**Professional Learning Opportunities:**

The following information is to be completed for professional development components for each of the Priority Goals:

- Goal Statement – General Description of Presentation
- Audience,
- Topics to be Included
- Evidence of Learning
- Anticipated Timeframe
- Lead Person/Position

## School Level Action Plans

**Priority #1 – Measurable Goal #1:** The percent of first-time Keystone test takers scoring proficient or advanced will increase by 3% within each subcategory from the previous year.

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/ Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Implement WIN Period in School Schedule (minimum 15)	Student Rosters	School Administrators	March 2020 through May 2020
Identify students who need WIN Period	Student Rosters	School Administrators Department Heads Classroom Teachers	End of 2nd Marking Period (approx).
Assess student needs to be addressed during WIN Periods and modify instruction to meet those needs	Diagnostic Exams, Formative Assessments, Daily Class Work	WIN Period Teachers	February 2020 thru May 2020
Continue to adapt and modify course curriculum as needed	Course Curriculum Documents	School Administrators Department Heads Classroom Teachers	Ongoing
Align classroom assessments to Eligible Content and Released Items for each Keystone Exam tested course	All Summative Assessments used in Classroom	Classroom Teachers	Ongoing
<b>Anticipated Outputs:</b>			
Classroom Instruction and Assessment will be closely aligned to the Eligible Content of the Keystone Exam courses. Increase in the number of first-time test takers who score proficient or advanced on the Keystone Exam.			
<b>Monitoring/Evaluation Plan:</b>			
Review of Keystone Exam results after the Spring Administration. Evaluate the results of Pre-Test and Diagnostic tests administered in classrooms throughout the year. Monthly department meetings to progress monitor.			

*Expenditures:* Describe briefly how funding will be used implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
USATestPrep 3-year Licenses for Algebra 1, Biology, and Literature	Department Budget	\$3240

Professional Learning - Describe the Professional Development Plan to achieve this goal.

**Professional Learning Goal 1: Provide CDT Training with Active Class Rosters**

Audience	Math, Science, and ELA Department Members, School Administration
Topics to be Included	Complete utilization of Classroom Diagnostic Tools (CDT) System
Evidence of Learning	Teachers' ability to utilize CDTs in classroom setting
Anticipated Timeframe	Enter Start Date: August 26, 2019 Anticipated Completion Date: Ongoing
Lead Person/Position	Deanna Mennig, LIU 18

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 2:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

**Priority #1- Measurable Goal #2:** The percent of retested Keystone students scoring proficient or advanced will increase by 3% within each subcategory from the previous year.

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/ Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Implement WIN Period in School Schedule	Student Rosters	School Administrators	November 2019 through January 2020
Identify students who need WIN Period based upon previous Keystone Exam Results.	Keystone Exam Results	Data-Analysis Team	August/September 2019 (*contingent upon release of scores by PDE)
Assess student needs during WIN Periods and modify instruction to meet their needs	Diagnostic Exams, Formative Assessments, WIN Activities	WIN Period Teachers	September 2019 through December 2019 (*start date contingent upon release of scores by PDE)
Register students for Keystone Exam retest in the specific content area(s).	Student Rosters, Required PDE Documentation	School Administrators, Guidance Counselors, Department Heads	Date As Released by PDE (estimated October 2019)
All eligible students will be provided the opportunity to complete the retest of the Keystone Exam in the specific content area(s).	Keystone Exam, school policy, support of administration and guidance	School Administrators, Test Administrator, Test Proctors	Projected December 2019 / January 2020

**Anticipated Outputs:**

Classroom Instruction and Assessment will be closely aligned to the Eligible Content of the Keystone Exam courses. WIN Program Teachers will collaborate and use data to identify areas of student strengths and weaknesses to drive instruction during the WIN Program.

Increase in the number of repeat test takers who score at the Proficient or Advanced Levels during the single Keystone Exam session or obtain a best score in those performance levels.

**Monitoring/Evaluation Plan:**

Review of Keystone Exam results after the Spring 2019 Administration to identify students for WIN Program Instruction in the Fall of 2019.

Evaluate the results of Pre-Test, Post-Test, Diagnostic Tests, and other WIN Program Work completed throughout the program.

Collaboration of WIN Program Teachers in to discuss progress and status of the WIN Program.

*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
USATestPrep 3-Year Licenses for Algebra 1, Biology, and Literature	Department Budget	\$3240


Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 1: Provide CDT Training with Active Class Rosters**

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Topics to be Included	Complete utilization of Classroom Diagnostic Tools (CDT) System
Evidence of Learning	Teachers' ability to utilize CDTs in classroom setting
Anticipated Timeframe	Enter Start Date: August 26, 2019 Anticipated Completion Date: Ongoing
Lead Person/Position	Deanna Mennig, LIU 18

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 2:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

**Priority #2 – Measurable Goal #1:** Co-teachers will meet a minimum of 2x/month, contingent upon specific teams' schedules.

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Co-teachers will create a unique schedule, according to their availabilities	Time/Staff	Regular/ Special Education co-teachers, administration	9/2019-5/2020
Co-teachers will implement their schedules	Time/Staff Content related materials	Regular/ Special Education co-teachers, administration	9/2019-5/2020
Co-teachers will discuss effective instructional strategies/practices	Time/Staff Content related materials	Regular/ Special Education co-teachers	9/2019-5/2020
Co-teachers will continue to monitor (teachers' observations, anecdotal records, student success- grades) and collaborate about the instructional strategies/practices being utilized	Time/Staff Content related materials Student records/grades/assessments/anecdotal notes/teacher observations of students	Regular/ Special Education co-teachers	9/2019-5/2020

**Anticipated Outputs:**

By creating a co-teaching environment of collaboration and developing a professional learning community, the students' will demonstrate growth via the Keystone and/or District level Assessments.

**Monitoring/Evaluation Plan:**

Student records/grades/assessments/anecdotal notes/teacher observations of students

*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Substitute teachers	District	\$125.78/day (current)

**Professional Learning - Describe the Professional Learning Plan to achieve this goal.**

**Professional Learning Goal 1:** Co-teachers will collaborate during their designated class/instructional periods

Audience	Regular/Special Education co-teachers
Topics to be Included	Scheduling, best instructional practices/strategies, collaborative strategies
Evidence of Learning	Student records/grades/assessments/anecdotal notes/teacher observations of students
Anticipated Timeframe	Enter Start Date: 9/2019 Anticipated Completion Date: 5/2020
Lead Person/Position	Sp. Ed. Director

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 2:** Co-teachers will target specific eligible content to be taught during instructional times.

Audience	Regular/Special Education co-teachers
Topics to be Included	Scheduling, best instructional practices/strategies, collaborative strategies
Evidence of Learning	Student records/grades/assessments/anecdotal notes/teacher observations of students
Anticipated Timeframe	Enter Start Date: 9/2019 Anticipated Completion Date: 5/2020
Lead Person/Position	Sp. Ed. Director

**Priority #2 – Measurable Goal #2:** Identify the eligible content of each course that creates a majority of the tested content and implement it in the co-taught classroom

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Co-teachers will collaborate and discuss the eligible content of each co-taught classroom content	Time/Staff Eligible content	Regular/Special Education Co-teachers	9/2019-5/2020
Co-teachers will identify the targeted eligible content that will be addressed in each co-taught content area	Time/Staff Eligible content	Regular/Special Education Co-teachers	9/2019-5/2020
<b>Anticipated Outputs:</b>			
By targeting the eligible content that will be co-taught, it will increase the amount of time spent on the most pertinent information to be addressed.			
<b>Monitoring/Evaluation Plan:</b>			
Student records/grades/assessments/anecdotal notes/teacher observations of students			

*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Substitute teachers	District	\$125.78/day (current)

**Professional Learning - Describe the Professional Learning Plan to achieve this goal.**

**Professional Learning Goal 1:** Co-teachers will be provided and research the the eligible content.

Audience	Regular/Special Education co-teachers

Topics to be Included	Scheduling, best instructional practices/strategies, collaborative strategies
Evidence of Learning	Student records/grades/assessments/anecdotal notes/teacher observations of students
Anticipated Timeframe	Enter Start Date: 9/2019 Anticipated Completion Date: 5/2020
Lead Person/Position	Sp. Ed. Director

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 2:** Co-teachers will correlate the targeted eligible content to the curriculum.

Audience	Regular/Special Education co-teachers
Topics to be Included	Scheduling, best instructional practices/strategies, collaborative strategies
Evidence of Learning	Student records/grades/assessments/anecdotal notes/teacher observations of students
Anticipated Timeframe	Enter Start Date: 9/2019 Anticipated Completion Date: 5/2020
Lead Person/Position	Sp. Ed. Director

**Priority #3 – Measurable Goal #1:**

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*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation
<b>Anticipated Outputs:</b>			
<b>Monitoring/Evaluation Plan:</b>			

*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 1:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 2:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

**Priority #3 – Measurable Goal #2:**

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.


*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 1:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

<b>Professional Learning Goal 2:</b>	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

# V. Communications Plan for School Improvement

The success of a plan is how you communicate it to your staff, community, parents and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

## Communication Steps and Timelines:

Communication Strategies	Audience	Purpose of Message	Anticipated Timeline
Closed Session Board Meeting	Greater Nanticoke Area School Board	Review and summarize school improvement plan goals for Greater Nanticoke Area High School.	May 9, 2019
High School Faculty Meeting	Greater Nanticoke Area High School Faculty	Review and summarize school improvement plan goals for Greater Nanticoke Area High School.	May 3, 2019
Parent Meeting	Greater Nanticoke Area High School parent survey participants	Review and summarize school improvement plan goals for Greater Nanticoke Area High School.	May 29, 2019

# VI. Plan Submission

## Affirmations

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 the Secretary of Education 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 that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by *(School Name)* \_\_\_\_\_ for the \_\_\_\_\_ - \_\_\_\_\_ school year.

**Board Approval:** *Date of Board Meeting:* \_\_\_\_\_

**Board President:**

\_\_\_\_\_

\_\_\_\_\_

*Name (printed)*

*Signature*

*Date*

**Superintendent of Schools/Chief Executive Officer:**

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*Name (printed)*

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*Signature*

*Date*

**Building Administrator:**

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*Name (printed)*

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*Signature*

*Date*

**School Improvement Facilitator:**

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*Name (printed)*

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*Signature*

*Date*

Scan and insert the signed Assurances Page: