

GREATER NANTICOKE AREA SD

427 Kosciuszko St

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

The School District of Greater Nanticoke Area, in an active and inclusive partnership with families and the community, will work to prepare our students for the challenges of the future by having an integrated and rigorous curriculum that will inspire each student to become a lifelong learner in an increasingly diverse and ever-changing world.

VISION STATEMENT

Educate students today to build a better tomorrow.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Students will: Take ownership and pride in academics. Value everyone and treat people with dignity and compassion. Nurture our integrity through practicing inclusivity.

STAFF

Staff will: Be Lifelong learners. Be role models. Be developers of community.

ADMINISTRATION

Administration will: Develop and integrate a rigorous, inclusive curriculum. Maintain a culturally diverse, integrated community. Establish a safe environment within the school setting. Empower, inspire, support, and motivate staff and students. Serve as liaisons among parents, community, businesses, and school. Provide resources to enable success for all.

PARENTS

Families will: Provide a safe and nurturing home environment. Be an active participant within the school community. Encourage their child to reach their full potential.

COMMUNITY

Community will: Support the district through resources and programs. Support the district through scholarships which help economically disadvantaged students further their education. Support the district with involvement and opportunity.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Ronald Grevera	Administrator	Greater Nanticoke Area School District
Ms. Amy Scibek	Administrator	Greater Nanticoke Area School District
Ms. Lauren Dembowski	Staff Member	Greater Nanticoke Area School District
Mrs. Jessica Fletcher	Administrator	Greater Nanticoke Area School District
Mrs. Angela Seager	Staff Member	Greater Nanticoke Area School District
Mrs. Meghan McMahon	Staff Member	Greater Nanticoke Area School District
Mr. Tony Prushinski	Board Member	Greater Nanticoke Area School District
Mrs. Megan Tennesen	Board Member	Greater Nanticoke Area School District
Mr. Edward Grant	Staff Member	Greater Nanticoke Area School District
Mrs. Joan Romanoski	Staff Member	Greater Nanticoke Area School District
Mr. Chet Zaremba	Community Member	Nanticoke Historical Society
Mrs. Rachel Jeffries	Staff Member	Greater Nanticoke Area School District
Ms. Barb Warman	Staff Member	Greater Nanticoke Area School District

Name	Position	Building/Group
Lisa Kapral	Staff Member	Greater Nanticoke Area School District
Meghan Marsh	Staff Member	Greater Nanticoke Area School District
Leslie Cimasky	Parent	Greater Nanticoke Area School District
Mr. Ron Bruza	Administrator	Greater Nanticoke Area School District
Sophia Lukowski	Student	Greater Nanticoke Area School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Professional development is needed for current employees as well as additional bilingual staff in each building.	English Language Growth and Attainment
Increase child study meetings, early intervention and Title 1 services to minimize the number of students identified in special education.	Essential Practices 3: Provide Student-Centered Support Systems Essential Practices 3: Provide Student-Centered Support Systems
The implementation of programs such as SAIP and home visitation will increase student attendance on a district level.	Regular Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy	
Ripple Effects	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	Increase district-wide attendance to 90%

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Purchase Program	2021-09-01 - 2022-06-09	Meghan Buckley-McMahon, Director of Special Education	Significant disproportionality funding
Hire staff to implement program	2022-09-01 - 2023-06-09	Dr. Ronald Grevera, Superintendent	
Hire a home/school visitor	-		

Anticipated Outcome

Increased attendance

Monitoring/Evaluation

Ripple Effects is an SEL intervention that addresses the non-academic factors of school and life success with a self-regulated, computerized intervention.

Evidence-based Strategy

Home/school visitor

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Hire a home/school visitor	2022-09-01 - 2023-06-09	Dr. Ronald Grevera, Superintendent	

Anticipated Outcome

Monitoring/Evaluation

Evidence-based Strategy

Wilson Foundations

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Wilson Program	Increase the number of teachers trained in the Wilson Program by 50% over a three-year time frame.
EL Training	EL training for content-area teachers will increase student growth on WIDA Access by 1.8 over a three-year time frame.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Purchase Wilson Program for grades 7-12	2021-09-01 - 2022-06-09	Meghan Buckley-McMahon, Director of Special Education	

Train Wilson Program staff member for grades 7-12	-		
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Anticipated Outcome
Improved English language growth and achievement in content areas

Monitoring/Evaluation
Critical foundational skills for students are emphasized, including phonemic awareness, phonics/word study, high frequency word study, reading fluency, vocabulary, comprehension strategies, handwriting, and spelling. The program is combined with a core/literature-based language arts program, which will provide an integrated and comprehensive approach to reading and spelling

Evidence-based Strategy
School-Based Math Intervention

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Increase Title 1 Services	Increase Title 1 services by 3% through the use of CDTs and Child Study to decrease the number of students

Goal Nickname**Measurable Goal Statement (Smart Goal)**

identified as special education over a three-year time frame.

Action Step**Anticipated
Start/Completion****Lead Person/Position****Materials/Resources/Supports
Needed**

Hire a Title 1 Math teacher for grades 7-12

2022-09-01 -

Dr. Ronald Grevera,
Superintendent

Identify students eligible for school-based math
intervention

2022-10-11 -

Anticipated Outcome**Monitoring/Evaluation**

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the number of teachers trained in the Wilson Program by 50% over a three-year time frame. (Wilson Program)	Wilson Foundations	Train Wilson Program staff member for grades 7-12	01/01/0001 - 01/01/0001
EL training for content-area teachers will increase student growth on WIDA Access by 1.8 over a three-year time frame. (EL Training)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase district-wide attendance to 90% (Attendance)	Ripple Effects	Purchase Program	09/01/2021 - 06/09/2022

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase district-wide attendance to 90% (Attendance)	Ripple Effects	Hire a home/school visitor	01/01/0001 - 01/01/0001

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase district-wide attendance to 90% (Attendance)	Home/school visitor	Hire a home/school visitor	09/01/2022 - 06/09/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase the number of teachers trained in the Wilson Program by 50% over a three-year time frame. (Wilson Program)	Wilson Foundations	Purchase Wilson Program for grades 7-12	09/01/2021 - 06/09/2022
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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase Title 1 services by 3% through the use of CDTs and Child Study to decrease the number of students identified as special education over a three-year time frame. (Increase Title 1 Services)	School-Based Math Intervention	Hire a Title 1 Math teacher for grades 7-12	09/01/2022 - 01/01/0001

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase Title 1 services by 3% through the use of CDTs and Child Study to decrease the number of students identified as special education over a three-year time frame. (Increase Title 1 Services)	School-Based Math Intervention	Identify students eligible for school-based math intervention	10/11/2022 - 01/01/0001

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Curriculum was re-written to align to the PA Common Core Standards

Highly Qualified Staff

Resource periods implemented in Grades 6-12

Title I (K-5) and Wilson Reading Program (3-6) implemented. Heggerty phonemic awareness program implemented K-2.

Curriculum was re-written to align to the PA Common Core Standards.

Highly Qualified Staff

Resource periods implemented in Grades 6-12

Title I Mathematics K-5

Curriculum was re-written to align to the PA Science Standards.

Highly Qualified Staff

Resource Periods

Challenges

High percentage of identified students receiving special education services

Increased ELL Population

High percentage of students who are economically disadvantaged

Transiency

High percentage of identified students receiving special education services

Increased ELL Population

High percentage of students who are economically disadvantaged

Transiency

High percentage of identified students receiving special education services

Increased ELL Population

High Percentage of Economically Disadvantaged Students

Strengths

K-8 After School Shine Program that is STEM Based

ELL students enroll in Spanish III or IV instead of Spanish I or II due to their significant Spanish proficiency. Having these students participate in Spanish III and IV increases the proficiency of English Spanish I and II students.

WIN Periods at the high school and resource periods at the Ed. Center are increasing student proficiency in math and ELA as it relates to increased student growth.

Availability of K-5 Title I Reading and availability of Title I Mathematics in Grades K-12.

Highly Qualified Staff

Reverse Co-Teaching

WIN and Resource Periods

Utilization of funds and resources based on data regarding student behavior to employ a Behavior Specialist and data regarding truancy during the pandemic to employ a home school visitor.

Hiring and employing exceptional staff for certificated positions.

Challenges

Transiency

Student attendance

Student motivation

Transiency

Poverty

Lack of family support

Lack of substitute teachers impacts content instruction particularly at the end of the pandemic.

Student Attendance

Transiency

Poverty

Lack of Family Involvement

Improving communication between grade levels and buildings. During the pandemic this was not possible.

Re-establish practices that were in place prior to the pandemic to

Strengths

Caring and motivated staff that are determined to improve lives of students.

Career Readiness Courses have been added to the high school curriculum.

Prior to COVID, students exceeded the benchmark standards for career readiness.

All students are required to complete portfolios for career readiness.

Challenges

allow teachers increased collaboration that was not allowable during the pandemic.

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

Increase overall percentage of proficient/advanced students for Math, Science, and ELA Keystone/ PSSA 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.

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

Partner with local businesses, community organizations, and other agencies to meet the needs of the school.

Students with disabilities demonstrated an increase in the number of students proficient on ELA, Mathematics and Science Keystone but did not meet the statewide goal/ interim target.

COVID disruptions impeded the completion of career readiness activities.

Increased ELL Population

Large percentage of economically disadvantaged students

Challenges

Large percentage of special education students that require adaptations to career benchmark standards and activities.

Transiency.

Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

High percentage of identified students receiving special education services

Increased ELL Population

Student attendance

ADDENDUM B: ACTION PLAN

Action Plan: Ripple Effects

Action Steps	Anticipated Start/Completion Date
Purchase Program	09/01/2021 - 06/09/2022

Monitoring/Evaluation	Anticipated Output
Ripple Effects is an SEL intervention that addresses the non-academic factors of school and life success with a self-regulated, computerized intervention.	Increased attendance

Material/Resources/Supports Needed	PD Step	Comm Step
Significant disproportionality funding	no	yes

Action Steps**Anticipated Start/Completion Date**

Hire staff to implement program

09/01/2022 - 06/09/2023

Monitoring/Evaluation**Anticipated Output**

Ripple Effects is an SEL intervention that addresses the non-academic factors of school and life success with a self-regulated, computerized intervention.

Increased attendance

Material/Resources/Supports Needed**PD Step****Comm Step**

no

no



Action Steps**Anticipated Start/Completion Date**

Hire a home/school visitor

01/01/0001 - 01/01/0001

Monitoring/Evaluation**Anticipated Output**

Ripple Effects is an SEL intervention that addresses the non-academic factors of school and life success with a self-regulated, computerized intervention.

Increased attendance

Material/Resources/Supports Needed**PD Step****Comm Step**

no

yes

Action Plan: Home/school visitor

Action Steps

Anticipated Start/Completion Date

Hire a home/school visitor

09/01/2022 - 06/09/2023

Monitoring/Evaluation

Anticipated Output

Material/Resources/Supports Needed

PD Step

Comm Step

no

yes

Action Plan: Wilson Foundations

Action Steps**Anticipated Start/Completion Date**

Purchase Wilson Program for grades 7-12

09/01/2021 - 06/09/2022

Monitoring/Evaluation**Anticipated Output**

Critical foundational skills for students are emphasized, including phonemic awareness, phonics/word study, high frequency word study, reading fluency, vocabulary, comprehension strategies, handwriting, and spelling. The program is combined with a core/literature-based language arts program, which will provide an integrated and comprehensive approach to reading and spelling

Improved English language growth and achievement in content areas

Material/Resources/Supports Needed**PD Step****Comm Step**

no

yes



Action Steps**Anticipated Start/Completion Date**

Train Wilson Program staff member for grades 7-12

01/01/0001 - 01/01/0001

Monitoring/Evaluation**Anticipated Output**

Critical foundational skills for students are emphasized, including phonemic awareness, phonics/word study, high frequency word study, reading fluency, vocabulary, comprehension strategies, handwriting, and spelling. The program is combined with a core/literature-based language arts program, which will provide an integrated and comprehensive approach to reading and spelling

Improved English language growth and achievement in content areas

Material/Resources/Supports Needed**PD Step****Comm Step**

yes

no

Action Plan: School-Based Math Intervention

Action Steps**Anticipated Start/Completion Date**

Hire a Title 1 Math teacher for grades 7-12

09/01/2022 - 01/01/0001

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

no

yes

Action Steps**Anticipated Start/Completion Date**

Identify students eligible for school-based math intervention

10/11/2022 - 01/01/0001

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

no

yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the number of teachers trained in the Wilson Program by 50% over a three-year time frame. (Wilson Program)	Wilson Foundations	Train Wilson Program staff member for grades 7-12	01/01/0001 - 01/01/0001
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ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase district-wide attendance to 90% (Attendance)	Ripple Effects	Purchase Program	2021-09-01 - 2022-06-09
Increase district-wide attendance to 90% (Attendance)	Ripple Effects	Hire a home/school visitor	-
Increase district-wide attendance to 90% (Attendance)	Home/school visitor	Hire a home/school visitor	2022-09-01 - 2023-06-09
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Increase Title 1 services by 3% through the use of CDTs and Child Study to decrease the number of students identified as special education over a three-year time frame. (Increase Title 1 Services)	School-Based Math Intervention	Hire a Title 1 Math teacher for grades 7-12	2022-09-01 -

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase Title 1 services by 3% through the use of CDTs and Child Study to decrease the number of students identified as special education over a three-year time frame. (Increase Title 1 Services)	School-Based Math Intervention	Identify students eligible for school-based math intervention	2022-10-11 -

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Informational Parent Letter	Parents	Availability of Title 1 Math intervention services for grades 7-12

Anticipated Timeframe	Frequency	Delivery Method
10/11/2022 - 06/09/2023	Annually	Letter

Lead Person/Position
Building-Level Principals

Communication Step**Audience****Topics/Message of Communication**

Hiring of additional staff

Interested candidates

Anticipated Timeframe**Frequency****Delivery Method**

01/01/0001 - 01/01/0001

Blog

Lead Person/Position

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

