

Profile and Plan Essentials

School		AUN/Branch
New Brighton Elementary School		127045653
Address 1		
3200 43rd Street		
Address 2		
City	State	Zip Code
New Brighton	PA	15066
Chief School Administrator		Chief School Administrator Email
Dr. Joseph A. Guarino		jguarino@nbasd.org
Principal Name		
Dr. Jason Hall		
Principal Email		
jhall@nbasd.org		
Principal Phone Number		Principal Extension
7248431795		1
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Joseph Guarino	Superintendent	Administration	jguarino@nbasd.org
Jason Hall	Elementary School Principal	Administration	jhall@nbasd.org
Nick Long	Director of Student Services	Administration	nlong@nbasd.org
Lindsay Boffo	Teacher	Educator	lboffo@nbasd.org
Melisa Smith-Frank	Teacher	Educator	msmithfrank@nbasd.org
Christeen Ceratti	Board of Education	Board of Education	cceratti@nbasd.org
Bernadette Mattica	Board of Education	Board of Education	bmattica@nbasd.org
Robert Budacki	Parent	Parent	robert.budacki.jr@gmail.com
Molly Walton	Parent	Parent	richandmol@aol.com
Dana Kwidis	Community Member	Community	dana.kwidis@gmail.com
Tracey Mannarino	Social Worker	Educator	tmannarino@nbasd.org
Kelly King	Guidance Counselor	Educator	kking@nbasd.org
Emma Ackerman	Student	Student	26ackerman@nbasd.org
Tom Albanese	Community Member	Community	albanese@newbrightonpa.org

Vision for Learning

Vision for Learning

As all New Brighton students progress through the educational experience they will • leave the elementary school with the academic skills necessary to handle the increasing challenges presented in the middle school curriculum. • leave the middle school with the increased academic skills along with the social and emotional maturity to deal with the many opportunities available in the high school curriculum. • graduate from the New Brighton Area School District with the skills and knowledge for a successful and fulfilling life. • graduate from the New Brighton Area School District with a plan for their future that reflects their interests and aptitudes. • graduate from the New Brighton Area School District with an ability to pursue individual future endeavors.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
All student group is showing growth in ELA.	
All student group is exceeding the attendance standard.	
All student group exceed the interim goal in science.	

Challenges

Indicator	Comments/Notable Observations
All student group is performing below the interim standard in ELA.	
All student group is performing below the interim standard in Math.	
All student group is not showing the standard to demonstrate growth in Math.	

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

Strengths

Indicator Students meeting or exceeding the standard for growth in ELA. ESSA Student Subgroups Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations
Indicator Students meeting or exceeding the standard for growth in ELA. ESSA Student Subgroups Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations
Indicator Students improving toward the standard for growth in Math. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations

Challenges

Indicator Students meeting or exceeding the standard for growth in Math. ESSA Student Subgroups Multi-Racial (not Hispanic)	Comments/Notable Observations
Indicator Students meeting or exceeding the interim performance goal in ELA. ESSA Student Subgroups White	Comments/Notable Observations

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.

All student group is showing growth in ELA.
All student group is exceeding the attendance standard.

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.

All student group is performing below the interim standard in ELA.
All student group is not showing the standard to demonstrate growth in Math.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PVAAS Data for ELA	Demonstrates specific areas of growth for populations within subgroups and grade levels.
CDT Data	Identifies specific categories where standards are being met or exceeded.

English Language Arts Summary

Strengths

3 year rolling averages show additional growth that exceeds what is seen from year over year growth measurement.
Focused assistance for students with need from teachers in certain grade levels as identified by PVAAS.

Challenges

Subgroups continue to struggle in growth, at times in particular the economically disadvantaged subgroup.
Availability of resources to update our ELA curriculum is a struggle and must be addressed.

Mathematics

Data	Comments/Notable Observations
PVAAS Data	3 year rolling averages identify specific areas of growth.
STAR Data	Star scores identify subgroups that are exceeding grade level proficiency

Mathematics Summary

Strengths

Updated math curriculum and textbook series that is fully aligned to Common Core standards.
Additional professional development for staff and focus on instructional strategies.

Challenges

Subgroups continue to struggle in areas of achievement and growth.
Support outside of school for students to continue building upon skill growth and development.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PVAAS	Limited data but overall ES growth and achievement is high.

Science, Technology, and Engineering Education Summary

Strengths

Grant achievements have increased and allowed for expansion of STEM at the elementary level.
Involvement with Learning 2025 through AASA to bring enhanced STEM activities to the elementary school.

Challenges

Time allotment to focus on STEM while ELA and Math often take more time.
Professional development is needed to work to combine STEM, ELA, and Math so they work in unison.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Review of standards	Meeting and exceeding standards at all grade levels.

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.

Elementary Guidance Counselor has adopted the Career programs and offers a full K-5 program.
Significant community support to promote career readiness in our Elementary school.

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.

Further integration of the career standards into our curriculum areas so they are not stand alone activities.

Additional outside resources to help manage the career program so it is not a conglomeration of individual programs working alone. So far it works well, but it will need refined over time.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PSSA Data	Growth and achievement fluctuate widely over time and year over year with this subgroup.

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.

Economically Disadvantaged subgroups has show growth in ELA over time.
Economically Disadvantaged subgroup improved in achievement year over year.

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.

Economically Disadvantaged subgroup does not meet the standard for achievement in ELA.
Economically Disadvantaged subgroup did not meet the standard for achievement in Math.

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	Operational
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	Emerging
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	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

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?

Significant partnerships with outside agencies to support our students and their families and assist in meeting their needs.
Teachers excel at identifying student needs and working to meet them where they are in their learning, provide support and push further.

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?

The availability of resources both within the school and the community is often a challenge in meeting our student's needs.
The ability to provide programs and supports that our families will engage in and participate within.

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
All student group is showing growth in ELA.	False
All student group is exceeding the attendance standard.	False
3 year rolling averages show additional growth that exceeds what is seen from year over year growth measurement.	False
Focused assistance for students with need from teachers in certain grade levels as identified by PVAAS.	False
Grant achievements have increased and allowed for expansion of STEM at the elementary level.	False
Teachers excel at identifying student needs and working to meet them where they are in their learning, provide support and push further.	True
Significant partnerships with outside agencies to support our students and their families and assist in meeting their needs.	True
Updated math curriculum and textbook series that is fully aligned to Common Core standards.	False
Additional professional development for staff and focus on instructional strategies.	False
Involvement with Learning 2025 through AASA to bring enhanced STEM activities to the elementary school.	False
Elementary Guidance Counselor has adopted the Career programs and offers a full K-5 program.	False
Significant community support to promote career readiness in our Elementary school.	False
Economically Disadvantaged subgroups has show growth in ELA over time.	False
Economically Disadvantaged subgroup improved in achievement year over year.	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
All student group is performing below the interim standard in ELA.	False
All student group is not showing the standard to demonstrate growth in Math.	False
Subgroups continue to struggle in growth, at times in particular the economically disadvantaged subgroup.	False
Subgroups continue to struggle in areas of achievement and growth.	False
Support outside of school for students to continue building upon skill growth and development.	False
The availability of resources both within the school and the community is often a challenge in meeting our student's needs.	True
The ability to provide programs and supports that our families will engage in and participate within.	True

Availability of resources to update our ELA curriculum is a struggle and must be addressed.	True
Time allotment to focus on STEM while ELA and Math often take more time.	True
Professional development is needed to work to combine STEM, ELA, and Math so they work in unison.	False
Further integration of the career standards into our curriculum areas so they are not stand alone activities.	False
Additional outside resources to help manage the career program so it is not a conglomeration of individual programs working alone. So far it works well, but it will need refined over time.	False
Economically Disadvantaged subgroup does not meet the standard for achievement in ELA.	False
Economically Disadvantaged subgroup did not meet the standard for achievement in Math.	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 connection between school and community is strong and there are many partners, but all seem to often struggle with availability of resources and engagement of families once the resources are discovered.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The availability of resources both within the school and the community is often a challenge in meeting our student's needs.	Many resources exist but are we using them in a purposeful fashion and are students/families participating.	True
The ability to provide programs and supports that our families will engage in and participate within.		False
Availability of resources to update our ELA curriculum is a struggle and must be addressed.	ELA supplemental materials to compliment a new ELA series and meet our student needs K-5.	True
Time allotment to focus on STEM while ELA and Math often take more time.	Focus on new STEEL standards and integration into K-5 curriculum, not just science related areas.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Significant partnerships with outside agencies to support our students and their families and assist in meeting their needs.	Working with our partners to create a unified system for our students and families to navigate.
Teachers excel at identifying student needs and working to meet them where they are in their learning, provide support and push further.	Identifying what works in our small successes and trying to replicate that across student groups, grade levels, or on a larger scale.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We must create a unified system of care for our students and families that is easy to navigate and understand.
	We must update our curriculum resources to meet the needs of our students and how we are measured.
	We must focus on how the STEEL standards not just show new standards to meet but help us define a way to teach that reaches all students and engages them in Science in new and innovative ways.

Goal Setting

Priority: We must create a unified system of care for our students and families that is easy to navigate and understand.

Outcome Category			
Community Engagement			
Measurable Goal Statement (Smart Goal)			
We will identify all resources and safety nets that exist for our students within the school and within the community related to academics, social emotional health and wellness, and other related categories.			
Measurable Goal Nickname (35 Character Max)			
All resources available			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Convene a core team to review the needs and build upon previous work with Dr. Sheffield on building equity through opportunity.	Work with our local IU, the BVIU 27, to focus on all aspects of education and building resources that meet the needs of all students in all environments. Also, review options for how to share this information and determine key information to share and location(s) for sharing.	Create template for sharing of information ensuring information is available to all potentially interested individuals.	Publicize resources and safety nets for the community. And, help the BVIU 27 put additional resources in place that all schools can benefit from and allow students to grow.

Priority: We must update our curriculum resources to meet the needs of our students and how we are measured.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
We will focus on aligning supplemental curriculum materials and assessment materials to work together and have a fully updated ELA curriculum in place and aligned to our student needs in K-5.			
Measurable Goal Nickname (35 Character Max)			
ELA Curriculum Resources			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Reconvene curriculum review team to review implementation of ELA series and continued needs based on supplementals and assessments.	Review assessments used, by grade level and purpose. Review data that is achieved from assessments. Analyze how data is being used.	Compare current assessments and supplementals against additional resources that are available. Make decisions on what will remain, or be adopted.	Conduct trainings and information sharing on all assessments that will be used for 2025-2026.

Priority: We must focus on how the STEEL standards not just show new standards to meet but help us define a way to teach that reaches all students and engages them in Science in new and innovative ways.

Outcome Category			
STEM			

Measurable Goal Statement (Smart Goal)			
We will convene our teachers who are teaching Science in grades K-12 and we will begin our work on integration of the new STEEL standards. The initial steps will involve curriculum discussion and review, along with a working, hands-on knowledge of how instructional practices align with STEEL standards.			
Measurable Goal Nickname (35 Character Max)			
STEEL Standards Growth and Implementation			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Convene core team who has already been trained in the STEEL standards to develop outline for upcoming time together with larger team and deployment of learning goals and STEEL standards.	Work with all teachers in Grades K-2 to review STEEL standards, break them down to what they mean in the classroom, and review lesson samples to better understand them. Secondly, begin work with K-2 and a better understanding of science in those grades and cross curricular connections.	Work with Grades K-2 team on practice with instructional strategies and further discuss curriculum K through 12 to ensure there is continuity.	Prepare for and be ready to implement in August 2025, so conclude discussions and determine next steps for what we need to know, find or discover.

Action Plan

Measurable Goals

All resources available	ELA Curriculum Resources
STEEL Standards Growth and Implementation	

Action Plan For: ECRI

Measurable Goals:
- We will convene our teachers who are teaching Science in grades K-12 and we will begin our work on integration of the new STEEL standards. The initial steps will involve curriculum discussion and review, along with a working, hands-on knowledge of how instructional practices align with STEEL standards. - We will focus on aligning supplemental curriculum materials and assessment materials to work together and have a fully updated ELA curriculum in place and aligned to our student needs in K-5.

Action Step		Anticipated Start/Completion Date	
Review core team engaged in reviewing and analyzing current ELA curriculum and look at ELA teachers in K-2, plus Special Education, to continue Year 2 of our partnership with PaTTAN and our local BVIU #27 to engage in ECRI and Check and Connect with a focus on future needs. Secondly, utilize a core team of STEEL standards and follow same protocol to begin curricular work on alignment, implementation, and enhancement of instructional strategies.		2025-08-31	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Joe Guarino, Superintendent	Training provided for ECRI and Check and Connect via our BVIU #27 and PaTTAN Pittsburgh. Resources and materials will include training resources focused on key literacy strategies for young learners, instructional techniques for students performing below grade level, and instructional techniques for students with behavioral concerns.	Yes	
Action Step		Anticipated Start/Completion Date	
Conduct initial ECRI training with PaTTAN staff. This year it will be with Grade 1, with a follow-up training with Kdg, who is now in year 2.		2025-08-21	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Joe Guarino, Superintendent	Time for the team to work and review learning.	Yes	
Action Step		Anticipated	

		Start/Completion Date	
ECRI training specific to those providing support services to students in literacy instruction, i.e. Reading Specialists, Special Education teachers, etc.		2025-12-01	2026-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Joe Guarino, Superintendent	Time for implementation; Administrative and Colleague observations within classrooms; Further research on additional materials or professional development that is available.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Implementation of a supporting curriculum items, assessment and materials, and appropriate alignment of staffing resources with newly implemented instructional techniques and use of funds for staffing to accompany ELA curriculum.	Action plan is created with steps, names, and deadlines at the end of every meeting; Full implementation in the first semester with future needs identified no later than April 1.

Action Plan For: Social Learning from WWC

Measurable Goals:
We will identify all resources and safety nets that exist for our students within the school and within the community related to academics, social emotional health and wellness, and other related categories.

Action Step		Anticipated Start/Completion Date	
Create core team of K-12 district staff and community partners to review resources and safety nets available for students and families.		2025-08-31	2025-09-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Nick Long, Director of Student Services	Funds will be used to support items for parent involvement and community engagement. Items may include pamphlets and educational materials that support parent and family engagement. Additionally, funds will be allocated to support students experiencing homelessness and needs in personal items and/or transportation.	No	
Action Step		Anticipated Start/Completion Date	
Generate listing of all current internal and external resources and safety nets that are available for students and families. Include names, contact, purpose of that resources, how it is ascertained by student/family, and costs associated.		2025-10-01	2025-11-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Nick Long, Director of Student Services	Materials to determine outside internal resources, handbooks, fliers, communication templates, etc.	No	
Action Step		Anticipated Start/Completion Date	
Create chart, flow chart, or similar format to take what we have discovered and place in an easy to use format for school staff, students, and families.		2025-12-01	2026-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Nick Long, Director of Student Services	Formatting of a document; printing to produce documents; method for sharing.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Document that can be widely shared to demonstrate all internal and community based resources available to students and families.	Review of final document; check on progress towards the final document; submission of an action plan review at the end of each step.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	ECRI	Staff funding to support learning initiatives with staff in Title I. Learning will be focused on ELA, but will also include STEEL as significant portions of new standards and implementation will require multiple aspects of literacy skills to grasp and work within the STEEL learning curriculum.	522052
Total Expenditures			522052

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
ECRI	Review core team engaged in reviewing and analyzing current ELA curriculum and look at ELA teachers in K-2, plus Special Education, to continue Year 2 of our partnership with PaTTAN and our local BVIU #27 to engage in ECRI and Check and Connect with a focus on future needs. Secondly, utilize a core team of STEEL standards and follow same protocol to begin curricular work on alignment, implementation, and enhancement of instructional strategies.
ECRI	Conduct initial ECRI training with PaTTAN staff. This year it will be with Grade 1, with a follow-up training with Kdg, who is now in year 2.

ECRI Training

Action Step		
Conduct initial ECRI training with PaTTAN staff. This year it will be with Grade 1, with a follow-up training with Kdg, who is now in year 2.		
Audience		
Core group of staff who are part of selection process and implementation working group.		
Topics to be Included		
Review of highly effective, research based instructional techniques in literacy; techniques particular to students who are struggling; techniques for behavior management in a literacy environment; data review and analysis and how it impacts instructional planning.		
Evidence of Learning		
NBES team will work directly with ECRI trainers from PaTTAN who will conduct site visits, observations, and debrief sessions with individuals and the team.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Joe Guarino, Superintendent	2025-08-21	2026-06-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Meet at a minimum once per month
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 4a: Reflecting on Teaching 4d: Participating in a Professional Community	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

ECRI Training - Specialists Focused

Action Step
Conduct initial ECRI training with PaTTAN staff. This year it will be with Grade 1, with a follow-up training with Kdg, who is now in year 2.

Audience		
Specialists, i.e. Reading Specialists, Special Education Teachers, etc. will be working with the ECRI team on specialist specific training to compliment the core ECRI training.		
Topics to be Included		
Similar topics as above, but this will be focused on the needs of Specialists -- Review of highly effective, research based instructional techniques in literacy; techniques particular to students who are struggling; techniques for behavior management in a literacy environment; data review and analysis and how it impacts instructional planning.		
Evidence of Learning		
ECRI team, from PaTTAN, will conduct site visits, observations and continued working sessions with the Specialists team.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Joe Guarino, Superintendent	2025-08-21	2026-06-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Meet once per month to review progress and action plan next steps.
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 4d: Participating in a Professional Community	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files
NBASD - Approval.pdf

Chief School Administrator	Date
Joseph A. Guarino	2025-10-08
Building Principal Signature	Date
Jason Hall	2025-10-08
School Improvement Facilitator Signature	Date