

New Brighton Area El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
New Brighton Area El Sch		127045653
Address 1		
3200 43rd St		
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
724-843-1795		1
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Joe Guarino	Chief School Administrator	Administrator	jguarino@nbasd.org
Jason Hall	Principal	Administrator	jhall@nbasd.org
Nick Long	District Level Leaders	Administrator	nlong@nbasd.org
Lindsay Boffo	Teacher	Educator	lboffo@nbasd.org
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Tom Albanese	Community Member	Community	albanese@newbrightonpa.org
Robert Budacki	Parent	Parent	robert.budacki.jr@gmail.com

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

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

NBES saw a decrease in our scores for the previous year. We implemented full digital testing one-year prior to the state required roll-out and based on the decrease, we believe some was due to technological challenges of online testing and the focus of our students.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	We are seeing a multi-year trend of upward movement with this subgroup.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Fluctuations occur year over year in increases and decreases with this subgroup. We are not seeing consistent, incremental improvements.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

NBES saw a decrease in our scores for the previous year. We implemented full digital testing one-year prior to the state required roll-out and based on the decrease, we believe some was due to technological challenges of online testing and the focus of our students.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	This subgroup has experienced an upward trend in proficiency rates.
Students with Disabilities	Multi-year incremental trend of upward movement in proficiency rates that we are trying to capture moving forward.

Challenges

ESSA Student Subgroups	Indicator
White	Proficiency rates have remained stagnant over a three year period.

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

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

We are still trending below where we would expect to be in our overall growth of our students. As previously stated, we do believe a shift to fully online testing did contribute to student focus and growth levels, as this past year's data is inconsistent with previous years.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	We are meeting our growth targets at the 4th grade level.
White	We are meeting our growth targets at the 4th grade level.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students performance and projections are below or well below the growth targets.

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

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

We are still trending below where we would expect to be in our overall growth of our students. As previously stated, we do believe a shift to fully online testing did contribute to student focus and growth levels, as this past year's data is inconsistent with previous years.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	Students are performing at the growth level expectations.
Students with Disabilities	Students are performing at the growth level expectations.

Challenges

ESSA Student Subgroups	Indicator
White	Students performance and projections are below or well below the growth targets.

English Language Growth and Attainment

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Our attendance continues to meet or exceed the growth targets.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Consistently multi-year meeting or exceeding targets.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	We have seen a decrease in attendance attainment with this subgroup.

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Consistently surpassing state benchmarks in this area.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	Achieved 100% proficiency/attainment.
Students with Disabilities	Achieved 100% proficiency/attainment.

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	This is our only subgroup that was not in the "blue" level for the previous year's data.

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

We are seeing a multi-year trend of upward movement with this subgroup.
We are meeting our growth targets at the 4th grade level.
Consistently multi-year meeting or exceeding targets.

Our attendance continues to meet or exceed the growth targets.
Consistently surpassing state benchmarks in this area.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Fluctuations occur year over year in increases and decreases with this subgroup. We are not seeing consistent, incremental improvements.
Students performance and projections are below or well below the growth targets.
We are still trending below where we would expect to be in our overall growth of our students. As previously stated, we do believe a shift to fully online testing did contribute to student focus and growth levels, as this past year's data is inconsistent with previous years.
NBES saw a decrease in our scores for the previous year. We implemented full digital testing one-year prior to the state required roll-out and based on the decrease, we believe some was due to technological challenges of online testing and the focus of our students.
We are still trending below where we would expect to be in our overall growth of our students. As previously stated, we do believe a shift to fully online testing did contribute to student focus and growth levels, as this past year's data is inconsistent with previous years.

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

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

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 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	Operational

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

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?

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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?

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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
We are seeing a multi-year trend of upward movement with this subgroup.	False
We are meeting our growth targets at the 4th grade level.	False
Consistently multi-year meeting or exceeding targets.	False
Our attendance continues to meet or exceed the growth targets.	True
Consistently surpassing state benchmarks in this area.	False
Focused assistance for students with need from teachers in certain grade levels as identified by PVAAS.	False
3 year rolling averages show additional growth that exceeds what is seen from year over year growth measurement.	False
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.	True
Grant achievements have increased and allowed for expansion of STEM at the elementary level.	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
Significant partnerships with outside agencies to support our students and their families and assist in meeting their needs.	False
Teachers excel at identifying student needs and working to meet them where they are in their learning, provide support and push further.	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
Fluctuations occur year over year in increases and decreases with this subgroup. We are not seeing consistent, incremental improvements.	True
Students performance and projections are below or well below the growth targets.	False
We are still trending below where we would expect to be in our overall growth of our students. As previously stated, we do believe a shift to fully online testing did contribute to student focus and growth levels, as this past year's data is inconsistent with previous years.	True
NBES saw a decrease in our scores for the previous year. We implemented full digital testing one-year prior to the state required roll-out and based on the decrease, we believe some was due to technological challenges of online testing and the focus of our students.	False

We are still trending below where we would expect to be in our overall growth of our students. As previously stated, we do believe a shift to fully online testing did contribute to student focus and growth levels, as this past year's data is inconsistent with previous years.	False
Subgroups continue to struggle in growth, at times in particular the economically disadvantaged subgroup.	False
Availability of resources to update our ELA curriculum is a struggle and must be addressed.	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
Time allotment to focus on STEM while ELA and Math often take more time.	False
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
The availability of resources both within the school and the community is often a challenge in meeting our student's needs.	False
The ability to provide programs and supports that our families will engage in and participate within.	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
Fluctuations occur year over year in increases and decreases with this subgroup. We are not seeing consistent, incremental improvements.	ELA instructional practices aligned with student entry points into school along with supplemental materials to compliment a our ELA series and meet our student needs K-5. Building this beginning in Kindergarten through a multi-year approach with support from PaTTAN and our local IU.	True
We are still trending below where we would expect to be in our overall growth of our students. As previously stated, we do believe a shift to fully online testing did contribute to student focus and growth levels, as this past year's data is inconsistent with previous years.	A focus on preparation for the test, as well as the material on the test. While the focus on preparation may seem less direct than instruction or instructional practices, the simple fact is we believe practice of the skills needed "for" the test is important in students feeling prepared and being able to demonstrate what they have learned.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Our attendance continues to meet or exceed the growth targets.	Working with our partners to create a unified system for our students and families to navigate and counselors who have a keen focus on student attendance leading to growth.
Additional professional development for staff and focus on instructional strategies.	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 update our instructional practices and curriculum resources to meet the needs of our students and how we are measured.
	We must focus on the skills of demonstration so our students feel ready to actually demonstrate their gained knowledge.

Goal Setting

Priority: We must update our instructional practices and 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 our instructional practices and curriculum 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 & ECRI through NBES			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Begin partnership with PaTTAN for training in ECRI instructional techniques and begin PaTTAN and BVIU observations of staff implementation with team meeting debriefs.	Reconvene curriculum review team to review implementation of ELA series and continued needs based on supplementals and assessments.	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 2026-2027.

Priority: We must focus on the skills of demonstration so our students feel ready to actually demonstrate their gained knowledge.

Outcome Category			
Other			
Measurable Goal Statement (Smart Goal)			
We will focus on training our students in how to use the devices and resources available to them to best focus and demonstrate knowledge while in the online testing environment.			
Measurable Goal Nickname (35 Character Max)			
Online Assessments			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Convene a team of educators who have witnessed the student performance in the online testing. Develop a list of items we saw students "do" that did not help their testing. Identify skills needed to be successful in online testing and develop list of resources available.	Train all grade level teachers in how to practice online test taking skills with students. Show the sites that are available, such as the CDT Online Skills site. Begin having teachers conduct the skills practice at least once every 2 weeks.	Continue online skills practice with students. Utilize special subject teachers during non-specials time to pull out and work with students who need additional help in understanding online tools and using them.	Monitor skills usage and work toward attainment of skill development.

Action Plan

Measurable Goals

ELA & ECRI through NBES	Online Assessments
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Action Plan For: ECRI

Measurable Goals:
We will focus on aligning our instructional practices and curriculum 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 Date	Anticipated 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 3 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.		2026-08-25	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jason Hall, Elementary School Principal	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 Date	Anticipated Completion Date
Conduct initial ECRI training with PaTTAN staff. This year it will be with Grade 2, with a follow-up training with Kdg, who is now in year 2.		2026-08-25	2026-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jason Hall, Elementary School Principal	Time for the team to work and review learning.	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
ECRI training specific to those providing support services to students in literacy instruction, i.e. Reading Specialists, Special Education teachers, etc.		2026-11-01	2027-04-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jason Hall, Elementary School Principal	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.

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.

eGgrant 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 focus heavily on our ECRI partnership with PaTTAN and the PDE, including new focus on instructional techniques, standards alignment, and monitoring of student engagement.	513826	
Other Expenditures	ECRI	Funds will help support a liaison to coordinate collaboration with parents, engagement with student data, and parental involvement and learning of their child's educational progress through data and resources to use at home.	3000	
Total Expenditures				516826

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 3 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 2, 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 2, 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
Jason Hall, Elementary School Principal	2026-08-25	2027-06-30

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 - Specialists

Action Step
Conduct initial ECRI training with PaTTAN staff. This year it will be with Grade 2, 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
Jason Hall, Elementary School Principal	2026-08-25	2027-06-30

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
Comprehensive Plan - Board Affirmation Statement.pdf

Chief School Administrator	Date
Joseph A. Guarino	2026-08-10
Building Principal Signature	Date
Jason F. Hall	2026-08-10
School Improvement Facilitator Signature	Date