

Profile and Plan Essentials

School	Wyoming Valley West School District		AUN/Branch
Address 1	150 Wadham Street		118409302
Address 2			
City	State	Zip Code	
Plymouth	PA	18651	
Chief School Administrator	Chief School Administrator Email		
David Tosh	dtosh@wwwsd.org		
Principal Name			
Tara Carey			
Principal Email			
tcarey@wwwsd.org			
Principal Phone Number	Principal Extension		
570-779-5361	12903		
School Improvement Facilitator Name	School Improvement Facilitator Email		
Deanna M. Mennig	dmennig@lu18.org		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
David Tosh	Chief School Administrator	Administrator	dtosh@wwsd.org
Marlya Baratta	Director of Spec. Ed.	Administrator	mbaratta@wwsd.org
David Novrocki	District Level Leaders	Administrator	dnovrocki@wwsd.org
Tara Carey	Principal	High School	tcarey@wwsd.org
Mallory Urbanski	Other	Assistant Principal High School	muranski@wwsd.org
Maria Ratchford	Special Education Teacher	High School/Teacher/ Spec. Ed.	mratchford@wwsd.org
Lisa Wren	Special Education Teacher	High School/Teacher/ Spec. Ed.	lwren@wwsd.org
John Sharkus	ELA Department Chair	High School Teacher/Regular Ed.	jsharkus@wwsd.org
Amy Dempsey	Parent	Parent	adempsy@gmail.com
Robert Bonczewski	Teacher	High School Teacher/Regular Ed	rbonczewski@wwsd.org
Danielle Ryncavage	Community Member	Area Resident	dryncavage@gmail.com
William Bell	Student	Student	bbell@gmail.com
Shelley Bartolomei	Other	Guidance Counselor	sbartolomei@wwsd.org
Douglas Shook	Teacher	Math Department Chairperson	dshook@wwsd.org
Joseph Jarski	Other	Assistant Principal	jjarski@wwsd.org
Kristopher Gildein	Other	Dean of Students	kdildein@wwsd.org
Deanna Mennig	Other	School Improvement Lead	dmennig@lu18.org

Vision for Learning

Vision for Learning

Students will successfully transition to college, career, or military upon graduation from high school. High School students will increase his/her achievement and growth in ELA, Math, and Science at or above the state cut score. High School students will increase his or her attendance rate at or above the state cut score each year. An equitable education will be provided so every student has the resources and support they need to be successful.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
The All Student Group is close to the statewide average for graduation rate.	The statewide average is 87.6% The High School is 87.1%.
The all student group for Science for percent proficient or advanced did not meet the statewide average but did show growth.	In 2022-2023 the All Student Group growth score is 32.9%. In 2023-2024 the All Student Group score is 36.1%.
The all student ELA group for percent proficient or advanced did not meet the statewide average but did show growth.	In 2022-2023 the growth score is 49.3%. In 2023-2024 the All Student Group percent proficient or advanced score is 50.2%.
The all student Math group for proficient or advanced did not meet the statewide average but did show growth.	In 2022-2023 the growth score is 24.0%. In 2023-2024 the growth score for the All Student Group percent proficient advanced score is 29.6%
The all student group for ELA exceeded the statewide average growth score.	The statewide average is 75.0%. The High School score is 77.0%.

Challenges

Indicator	Comments/Notable Observations
The All student group did not meet the Statewide Average Growth Score in Mathematics/Algebra.	The statewide average is 75.3%, our score is 50.0%.
The All student group did not meet the Statewide Average Growth Score in Science/Biology.	The statewide average is 75.1%, our score is 62.0%. Growth did occur from 2022-2023 from 56.0% to 62.0% in 2023-2024.
The All Student group did not meet the statewide average in Regular Attendance.	The statewide average is 78.1%, our score is 41.2%.
The All Student Group did not meet the Statewide Average in Career Standards Benchmark.	The statewide average is 91.4%, our score is 66.9%. The 2022-2023 High School score was 62.9%.
The all student groups did not meet the statewide average in ELA and Literature for Advanced and Proficient.	The statewide average is 53.9%, our score is 50.2%. The 2022-2023 score was 49.3% indicating growth.
The all student groups did not meet the statewide average in	The statewide average is 40.2%, our score is 29.6%. The High School 2022-2023

Mathematics/Algebra for Advanced and Proficient.	score was 24.0% indicating growth.
The all student groups did not meet the statewide average in Science/Biology for Advanced and Proficient.	The statewide average is 59.2%; our score is 36.1%. The High School 2022-2023 score was 32.9% indicating growth.

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

Strengths

<p>Indicator The students with disabilities subgroup exceeded the statewide average growth score for Biology (75.1%) with a score of 82.0%.</p> <p>ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations The Students with Disabilities subgroup scored 82.0%.</p>
<p>Indicator The two or more races subgroup met the statewide average growth score for Biology (75.1%).</p> <p>ESSA Student Subgroups</p>	<p>Comments/Notable Observations The 2 or More Races subgroup scored 75.0%</p>
<p>Indicator Black, Hispanic, White, combined ethnicity, economically disadvantaged, students with disabilities exceeded the statewide average growth score for Literature.</p> <p>ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged</p>	<p>Comments/Notable Observations The Statewide average growth score is 75.0%. The subgroups scored Black (76.0%), Hispanic (77.0%), White (77.0%), Combined Ethnicity (75.0%), and Economically Disadvantaged (79.0%).</p>

Challenges

<p>Indicator Black, Hispanic, White, two or more races, economically disadvantaged, students with disabilities did not meet the statewide average career standards benchmark.</p> <p>ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations The Statewide Average is 91.4%. The subgroups scored Black (48.0%), Hispanic (50.0%), White (78.6%), Combined Ethnicity (50.3%), and Students with Disabilities (48.1%), Economically Disadvantaged (59.8%), and Two or More Races (56.5%).</p>
<p>Indicator ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>
<p>Indicator Black, Hispanic, two or more races, economically disadvantaged, and combined ethnicity subgroups did not</p>	<p>Comments/Notable Observations The Statewide average growth score is 75.3%. The subgroups scored Black (60.0%), Hispanic (51.0%), White (64.0%), Students with Disabilities (56.0%), and Economically Disadvantaged</p>

<p>meet the statewide average growth score for Algebra. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities</p>	<p>(50.0%), Combined Ethnicity (50.0%), Two or More Races (65.0%) .</p>
<p>Indicator Black, Hispanic, White, economically disadvantaged, and combined ethnicity did not meet the statewide average growth score for Biology. ESSA Student Subgroups African-American/Black, Hispanic, White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations The Statewide average growth score is 75.1%. The subgroups scored Black (67.0%), Hispanic (71.0%), White (65.0%), Economically Disadvantaged (74.0%), and Combined Ethnicity (68.0%). The Hispanic and Economically Disadvantaged subgroups are mere points below the score and are exceeding the Statewide Growth Standard and have met the statewide growth standard.</p>
<p>Indicator Black, Hispanic, economically disadvantaged, students with disabilities, and combined ethnicity subgroups did not meet the statewide average for advanced for Literature. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations The Statewide average is 12.4%. The High School score is 4.9%. The subgroups scored Black (2.4%), Hispanic (0.0%), White (7.2%) Students with Disabilities (1.5%), Economically Disadvantaged (1.6%), and Combined Ethnicity (1.7%).</p>
<p>Indicator Black, Hispanic, White, two or more races, economically disadvantaged, students with disabilities did not meet the statewide average for advanced for Algebra. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations The Statewide average is 15%. The High School score is 11.5%. The subgroups scored Black (2.5%), Hispanic (4.9%), White (15.5%), Students with Disabilities (3.1%), Economically Disadvantaged (3.3%) and Combined Ethnicity (5%).</p>
<p>Indicator Black, Hispanic, White, economically disadvantaged, students with disabilities, and combined ethnicity subgroups did not meet the statewide average for advanced for Biology. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations The Statewide average is 25.8%. The High School score is 11.1%. The subgroups scored Black (4.9%), Hispanic (4.9%), White (15.5%), Students with Disabilities (1.5%), Economically Disadvantaged (5.9%), and Combined Ethnicity (4.1%).</p>
<p>Indicator</p>	<p>Comments/Notable Observations</p>

<p>Black, Hispanic, White, two or more races, economically disadvantaged, students with disabilities, English learners, and combined ethnicity did not meet the statewide average for regular attendance.</p> <p>ESSA Student Subgroups</p> <p>African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>The Statewide average is 78.1%. The High School score is 41.2%. The subgroups scored Black (32.4%), Hispanic (34.6%), White (44.9%), 2 or More Races (41.9%), Students with Disabilities (36.8%), Economically Disadvantaged (36.8%) Combined Ethnicity (35 %) and English Learner (32.4%).</p>
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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.

<p>The Hispanic Student Group exceeded the standard, demonstrating growth in ELA/Literature.</p>
<p>The Students with Disabilities Group exceeded the standard, demonstrating growth in Science/Biology.</p>
<p>The Black Student Group exceeded the standard, demonstrating growth in ELA/Literature.</p>
<p>The All Student Group exceeded the statewide average growth score in ELA/Literature.</p>
<p>The Students with Disabilities Group met the statewide average growth score in ELA/Literature.</p>

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.

<p>The All Student Group did not meet the statewide average for the Career Standards Benchmark.</p>
<p>The All Student Group did not meet the performance standard for Regular Attendance.</p>
<p>The All student group did not meet the Statewide Average Growth Score in Science/Biology.</p>
<p>Black, Hispanic, White, two or more races, economically disadvantaged, students with disabilities, and combined ethnicity did not meet the statewide average growth score for Algebra.</p>

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Local data - End of Chapter Formative Assessments	Students attending school on a regular basis are meeting the course requirements.
Pennsylvania Classroom Diagnostic Tool	The use of the tool assisted teachers in identifying student academic strengths and areas in need of improvement in relation to the Pennsylvania Assessment Anchors & Eligible Content and Keystone Assessment Anchors & Eligible Content. The 2024 CDT data for Literature indicates students are well above the growth standard for the Keystone Assessment.
Pennsylvania Firefly Pilot	The use of the interim benchmarking tool as a performance predictor for the Keystone Exams.

English Language Arts Summary

Strengths

The use of diagnostic testing and skill building interventions were incorporated into the coursework providing the resources needed to support student achievement.

The Hispanic Group continues to meet standard demonstrating growth in Literature due to the course modifications to address the foundational and prerequisite skills.

Challenges

Improving Regular Student Attendance from 41.2% to meet the statewide average at 78.1%.

Focusing on the White and Economically Disadvantaged improving the growth score to meet the statewide average score.

Mathematics

Data	Comments/Notable Observations
Pennsylvania Classroom Diagnostic Tool	The use of the tool assisted teachers in identifying student academic strengths and areas in need of improvement. The 2024 CDT data for Algebra indicates students are meeting the growth standard for the Keystone Assessment.
Local data - End of Chapter Formative Assessments	Students attending school on a regular basis are meeting the course requirements.
Pennsylvania Firefly Pilot	The use of the interim benchmarking tool as a performance predictor for the Keystone Exams.

Mathematics Summary

Strengths

The white sub-group continues to meet academic growth.

Challenges

Improving regular student attendance from 41.2% to meet the statewide average at 78.1%.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Pennsylvania Classroom Diagnostic Tool	The use of the tool assisted teachers in identifying student academic strengths and areas in need of improvement. The 2024 CDT data for Biology indicates students are meeting the growth standard for the Keystone Assessment.
End of Chapter Formative Assessments	Students attending school on a regular basis are meeting the course requirements.

Science, Technology, and Engineering Education Summary

Strengths

- The Hispanic Group met the state standard demonstrating growth in Science/Biology due to the utilization of the Science Keystone released test questions in the trigger course to support student achievement.
- The Students with Disabilities Group continues to meet standard demonstrating growth in Biology utilization of the Science Keystone released test questions in the trigger course to support student achievement.
- The Economically Disadvantaged Group met the state standard demonstrating growth in Science/Biology due to the utilization of the Science Keystone released test questions in the trigger course to support student achievement.
- The 2 or More Races subgroup continues to meet standard demonstrating growth in Biology utilization of the Science Keystone released test questions in the trigger course to support student achievement.

Challenges

Improving regular student attendance from 41.2% to meet the statewide average at 78.1%.

Related Academics

Career Readiness

Data	Comments/Notable Observations
PA Future Ready Index	All Student Group did not meet the Career Standards Benchmark performance standard statewide average of 91.4%. Our score was 66.9%. The high student absenteeism rate contributed to our score.
PA Future Ready Index	For the 2021-2022 school year the All Student Group post secondary transition percent graduates (48.5%) did not meet of the statewide average 76.4%.
PA Future Ready Index	The All Student Group exceeded the statewide Interim Goal/Improvement Target average of 90.0% for the percent graduation five-year cohort. Our score was 90.1%. The following contributed to the goal being met: parental communication improved, the utilization of the parent portal increased, check in frequency with twelfth grade students struggling to attend school daily increased.

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.

Increased parent communication positively impacted the All Student Group exceeding the statewide Interim Goal/Improvement Target average of 90.0% for the

percent graduation five-year cohort. Our score was 90.1%.

Career fairs positively impacted the All Student Group meeting the percent career standards benchmark of 66.9%.

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.

Improving our All Student Group regular attendance from 41.2% to meet the statewide average of 78.1% will help students to successfully transition to college, career, or military upon graduation from high school.

Improving our All Student Group regular attendance from 41.2% to meet the statewide average of 78.1% will help students to increase their achievement and growth in ELA/Literature, Mathematics/Algebra, and Science/Biology.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Local data - End of Chapter Formative Assessment	Students attending school on a regular basis are meeting the course requirements.
Pennsylvania Classroom Diagnostic Tool	The use of the tool assisted teachers in identifying student academic strengths and areas in need of improvement.
Pennsylvania Firefly Pilot	The use of the interim benchmarking tool as a performance predictor for the Keystone Exams.

Students with Disabilities

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

Data	Comments/Notable Observations
Local data - End of Chapter Formative Assessment	Students attending school on a regular basis are meeting the course requirements.
Pennsylvania Classroom Diagnostic Tool	The use of the tool assisted teachers in identifying student academic strengths and areas in need of improvement.
Pennsylvania Firefly Pilot	The use of the interim benchmarking tool as a performance predictor for the Keystone Exams.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Local data - End of Chapter Formative Assessment	Students attending school on a regular basis are meeting the course requirements.
Pennsylvania Classroom Diagnostic Tool	The use of the tool assisted teachers in identifying student academic strengths and areas in need of improvement.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Local data - Students attending school on a regular basis are meeting the course requirements.
Hispanic	Local data - Students attending school on a regular basis are meeting the course requirements.
2 or More Races	Local data - Students attending school on a regular basis are meeting the course requirements.
White	Local data - Students attending school on a regular basis are meeting the course requirements.

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.

Emphasizing the importance of student attendance.
Continued utilization with fidelity of the skill building interventions to support student achievement.

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.

Student absenteeism is contributing to the lack of academic success by creating educational gaps. Regular school attendance will lessen the gaps and help students to increase his/her achievement and growth in Literature, Algebra, or Biology at or above the state cut score.
An equitable education will be provided so every student has the resources and support they need to be successful. Providing additional interventions will ensure student success.

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	Emerging
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	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

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	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
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	Emerging

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

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Curricular materials and lesson plans are aligned to the PA Standards.

A positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually and physically has been a major focus.

The PBIS program is being implemented for the 2025-2026 school year with new initiatives.

Teachers are trained to implement the PA STEELS Standards.

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 ability to monitor and evaluate the impact of professional learning on staff practices and student learning would improve targets on State Assessment Measures.

The implementation of a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices would be beneficial to meet the Future Ready PA Index interim targets in State Assessment Measures..

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
The All Student Group exceeded the statewide average growth score in ELA/Literature.	True
The All Student Group exceeded the statewide average for graduation rate.	False
The Hispanic Student Group exceeded the standard, demonstrating growth in ELA/Literature.	False
The use of diagnostic testing and skill building interventions were incorporated into the coursework providing the resources needed to support student achievement.	False
The Hispanic Group continues to meet standard demonstrating growth in Literature due to the course modifications to address the foundational and prerequisite skills.	False
Emphasizing the importance of student attendance.	False
	False
The Black Student Group exceeded the standard, demonstrating growth in ELA/Literature.	False
The Students with Disabilities Group continues to meet standard demonstrating growth in Biology utilization of the Science Keystone released test questions in the trigger course to support student achievement.	True
The Economically Disadvantaged Group met the state standard demonstrating growth in Science/Biology due to the utilization of the Science Keystone released test questions in the trigger course to support student achievement.	False
The 2 or More Races subgroup continues to meet standard demonstrating growth in Biology utilization of the Science Keystone released test questions in the trigger course to support student achievement.	False
The Students with Disabilities Group exceeded the standard, demonstrating growth in Science/Biology.	False
The white sub-group continues to meet academic growth.	True
The Hispanic Group met the state standard demonstrating growth in Science/Biology due to the utilization of the Science Keystone released test questions in the trigger course to support student achievement.	False
The Students with Disabilities Group met the statewide average growth score in ELA/Literature.	False
	False
Continued utilization with fidelity of the skill building interventions to support student achievement.	True
Increased parent communication positively impacted the All Student Group exceeding the statewide Interim Goal/Improvement Target average of 90.0% for the percent graduation five-year cohort. Our score was 90.1%.	False
A positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually and physically has been a major focus.	True
Curricular materials and lesson plans are aligned to the PA Standards.	False
	False

The PBIS program is being implemented for the 2025-2026 school year with new initiatives.	False
Career fairs positively impacted the All Student Group meeting the percent career standards benchmark of 66.9%.	False
	False
	False
Teachers are trained to implement the PA STEELS Standards.	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
The All Student Group did not meet the statewide average for the Career Standards Benchmark.	False
The All Student Group did not meet the performance standard for Regular Attendance.	False
The All student group did not meet the Statewide Average Growth Score in Science/Biology.	False
Black, Hispanic, White, two or more races, economically disadvantaged, students with disabilities, and combined ethnicity did not meet the statewide average growth score for Algebra.	True
The All student group did not meet the Statewide Average Growth Score in Science/Biology.	False
Improving Regular Student Attendance from 41.2% to meet the statewide average at 78.1%.	False
The ability to monitor and evaluate the impact of professional learning on staff practices and student learning would improve targets on State Assessment Measures.	False
Improving our All Student Group regular attendance from 41.2% to meet the statewide average of 78.1% will help students to successfully transition to college, career, or military upon graduation from high school.	True
Student absenteeism is contributing to the lack of academic success by creating educational gaps. Regular school attendance will lessen the gaps and help students to increase his/her achievement and growth in Literature, Algebra, or Biology at or above the state cut score.	True
	False
Improving our All Student Group regular attendance from 41.2% to meet the statewide average of 78.1% will help students to increase their achievement and growth in ELA/Literature, Mathematics/Algebra, and Science/Biology.	False
Improving regular student attendance from 41.2% to meet the statewide average at 78.1%.	False
The implementation of a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices would be beneficial to meet the Future Ready PA Index interim targets in State Assessment Measures..	False
The All student group did not meet the Statewide Average Growth Score in Mathematics/Algebra.	False
Focusing on the White and Economically Disadvantaged improving the growth score to meet the statewide average score.	False
Improving regular student attendance from 41.2% to meet the statewide average at 78.1%.	False

	False
An equitable education will be provided so every student has the resources and support they need to be successful. Providing additional interventions will ensure student success.	False
	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.

Regular school attendance has a profound impact on student learning and test scores. When students attend school consistently, they benefit from continuous instruction and reinforcement of key concepts, which fosters a deeper understanding of the material. Regular attendance ensures that students are actively engaged in classroom activities, discussions, and hands-on learning experiences, all of which contribute to better comprehension and retention of information. Additionally, consistent attendance allows students to build strong relationships with their teachers and peers, creating a supportive learning environment. This sense of community can boost motivation and confidence, further enhancing academic performance. Over time, the cumulative effect of regular attendance is reflected in higher test scores, as students are better prepared and more familiar with the content being assessed. In essence, regular school attendance not only strengthens academic skills but also promotes a positive and enriching educational experience, setting the foundation for future success.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
<p>Black, Hispanic, White, two or more races, economically disadvantaged, students with disabilities, and combined ethnicity did not meet the statewide average growth score for Algebra.</p>	<p>The data indicates that Black, Hispanic, White, students identifying as two or more races, economically disadvantaged students, students with disabilities, and the combined ethnicity subgroup all fell below the statewide average growth score in Algebra. This trend suggests systemic gaps in academic growth that may be influenced by instructional practices, access to rigorous coursework, or support services. We must examine the root causes—such as curriculum alignment, differentiated instruction, and intervention models—and consider targeted strategies to support equitable growth for all student groups</p>	<p>True</p>
<p>Improving our All Student Group regular attendance from 41.2% to meet the statewide average of 78.1% will help students to successfully transition to college, career, or military upon graduation from high school.</p>	<p>Modifying the attendance policy to include supportive, data-driven interventions could improve student engagement and academic growth, particularly in underperforming subgroups.</p>	<p>True</p>
<p>Student absenteeism is contributing to the lack of academic success by creating educational gaps. Regular school attendance will lessen the gaps and help students to increase his/her achievement and growth in Literature, Algebra, or Biology at or above the state cut score.</p>	<p>Increase parental awareness of the importance of attendance in relation to academic, social, and functional growth.</p>	<p>True</p>

Analyzing Strengths

Analyzing Strengths	Discussion Points
<p>Continued utilization with fidelity of the skill building interventions to support student achievement.</p>	<p>Focus on curriculum and modifications to courses to address the lacking foundational and prerequisite skills due to a lack of instruction during the pandemic.</p>
<p>The Students with Disabilities Group continues to meet standard demonstrating growth in Biology utilization of the Science Keystone released test questions in the trigger course to support student achievement.</p>	<p>The Students with Disabilities group continues to meet growth standards in Biology, highlighting the positive impact of integrating Science Keystone released test questions into the trigger course to support achievement.</p>
<p>The All Student Group exceeded the statewide average growth score in ELA/Literature.</p>	<p>The All Student Group exceeded the statewide average growth score in ELA/Literature, indicating effective instructional strategies that could be analyzed and potentially replicated across other content areas and student subgroups.</p>
<p>The white sub-group continues to meet academic growth.</p>	<p>Equity in education.</p>

A positive school environment where all members feel welcomed, supported, and safe in school socially, emotionally, intellectually and physically has been a major focus.

The effect of a positive school culture meets the needs of student wellbeing therefore able to learn.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	<p>Improve Algebra growth outcomes for all student subgroups—particularly Black, Hispanic, White, students identifying as two or more races, economically disadvantaged students, students with disabilities, and the combined ethnicity group—by implementing targeted, data-driven instructional strategies and supports to close achievement gaps and promote equitable academic growth.</p>
	<p>Modification of attendance policy. Improve attendance.</p>
	<p>Increase parental awareness of the importance of attendance in relation to academic, social, and functional growth.</p>

Goal Setting

Priority: Modification of attendance policy. Improve attendance.

Outcome Category				
Regular Attendance				
Measurable Goal Statement (Smart Goal)				
Students will increase their attendance rate by 10.0%.				
Measurable Goal Nickname (35 Character Max)				
Regular Attendance				
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter	
By the end of 1st quarter will increase 2.5%.	By the end of 2nd quarter will increase 2.5%.	By the end of 3rd quarter will increase 2.5%.	By the end of 4th quarter will increase 2.5%.	

Priority: Increase parental awareness of the importance of attendance in relation to academic, social, and functional growth.

Outcome Category				
Essential Practices 1: Focus on Continuous Improvement of Instruction				
Measurable Goal Statement (Smart Goal)				
Educate parents in the importance of attendance as it pertains to academic success.				
Measurable Goal Nickname (35 Character Max)				
Improve performance by improving time in the classroom.				
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter	
Beginning of year session distribution of the district attendance policy and family letter issued by district attendance officer.	Parent/teacher conferencing parents to discuss correlation between attendance and academic success.	Identify students who are not meeting the attendance requirements.	Provide intervention to students not meeting the attendance requirement.	

Priority: Improve Algebra growth outcomes for all student subgroups—particularly Black, Hispanic, White, students identifying as two or more races, economically disadvantaged students, students with disabilities, and the combined ethnicity group—by implementing targeted, data-driven instructional strategies and supports to close achievement gaps and promote equitable academic growth.

Outcome Category				
Mathematics				
Measurable Goal Statement (Smart Goal)				
Improve academic growth outcomes for all students.				
Measurable Goal Nickname (35 Character Max)				
Improve Algebra growth outcomes.				
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter	
For each ATSI subgroup using	Implement targeted Math	Implement targeted Math	Evaluate the impact of instructional	

diagnostic assessments and prior PVAAS growth scores.	interventions for students not demonstrating growth.	interventions for students not demonstrating growth.	interventions, and document effective practices to modify future cycles.
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Action Plan

Measurable Goals

Regular Attendance	Improve performance by improving time in the classroom.
Improve Algebra growth outcomes.	

Action Plan For: Check and Connect

Measurable Goals:

- Students will increase their attendance rate by 10.0%.

Action Step	Anticipated Start/Completion Date
Training in Trauma Informed Practices	2025-09-04
Lead Person/Position	Material/Resources/Supports Needed
Assistant Principals	Laptops
Action Step	PD Step?
Identify Student absenteeism based on trauma informed events	Yes
Lead Person/Position	Anticipated Start/Completion Date
Guidance Counselor	2025-09-04
	Material/Resources/Supports Needed
	Absentee logs
	PD Step?
	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students feel safe attending school.	Attendance logs reviewed by Assistant Principals on a monthly basis.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Check and Connect	Training in Trauma Informed Practices

How Trauma Informed Practices Can Help Create Inclusive and Safe Schools

Action Step	<ul style="list-style-type: none"> Training in Trauma Informed Practices 	
Audience	Teachers	
Topics to be Included	Trauma Informed Practices	
Evidence of Learning	Teachers understand the effects of trauma on attendance.	
Lead Person/Position	Anticipated Start	Anticipated Completion
Tina Gelso/ LIU 18	2025-09-04	2026-06-15

Learning Format

Type of Activities	Frequency
Inservice day	Twice per year.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
At least 1-hour of Trauma-informed Care Training for All Staff	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Tara Carey	2025-07-25
School Improvement Facilitator Signature	Date
Deanna Mennig	2025-07-30