

Profile and Plan Essentials

School	Wyoming Valley West Middle School		AUN/Branch
Address 1	201 Chester Street		118409302
Address 2			
City	State	Zip Code	
Kingston	PA	18704	
Chief School Administrator	Chief School Administrator Email		
David Tosh	dtosh@wwwsd.org		
Principal Name			
David Bond			
Principal Email			
dbond@wwwsd.org			
Principal Phone Number	Principal Extension		
570-287-2131			
School Improvement Facilitator Name	School Improvement Facilitator Email		
Deanna Mennig	dmennig@liu18.org		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
David Bond	Principal	Middle School	dbond@wwwsd.org
Christopher Gagaris	Principal	Middle School	cgagaris@wwwsd.org
Tara Shook	Principal	Middle School	tshook@wwwsd.org
Pamela Oliveira	Teacher	Middle School	poliveira@wwwsd.org
Holly Pick	Teacher	Middle School	hpick@wwwsd.org
Chris Uter	Teacher	Middle School	cuter@wwwsd.org
Rae Barrett	Parent	Middle School	raelbarrett@gmail.com
David Tosh	Chief School Administrator	Middle School	dtosh@wwwsd.org
David Novrocki	District Level Leaders	Middle School	dnovrocki@wwwsd.org
Jessica DePhillips	Education Specialist	Middle School	jdephillips@wwwsd.org
Kristin Kaminski	Education Specialist	Middle School	kkaminski@wwwsd.org
Alexa Yankosky	Education Specialist	Middle School	ayankosky@wwwsd.org
Tiffany Kopec	Teacher	Middle School	tkopec@wwwsd.org
Stanley Motyka	Community Member	Middle School	
Tim McGinley	Board Member	Middle School	timothy.mcginley@wwwsd.org
Anthony Dicton	District Level Leaders	Middle School	adicton@wwwsd.org
Janet Cussatt	Board Member	Middle School	jcussatt@wwwsd.org
William Hardwick	Board Member	Middle School	william.hardwick@wwwsd.org
Russell Singer	Education Specialist	Middle School	rsinger@wwwsd.org
Micah Barrett	Student	Middle School	
Asher Dicton	Student	Middle School	

Vision for Learning

Vision for Learning

The Wyoming Valley West Middle School, in partnership with home and community, will promote academic excellence in a safe and nurturing environment to ensure that all students become lifelong learners and are able to successfully develop critical thinking and problem-solving skills, positive attitudes, and knowledge necessary to become productive and socially responsible citizens in a technology-based global society.

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	True 6
True 7	True 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
In 2023-2024, Math growth increased from the prior year 24.0% (90.0%) reflecting the best growth for our Middle School building.	
In 2023-2024, ELA growth increased from the prior year 28.0% (85.0%) reflecting the second best growth for our Middle School building.	
In 2023-2024, Science growth increased from the prior year 19.0% (81.0%) reflecting the third best growth for our Middle School building.	
In 2023-2024, Career Readiness improved 35.4% (78.4%) from the prior year for our Middle School building.	

Challenges

Indicator	Comments/Notable Observations
In 2023-2024, Math achievement was 10.1%, a negative 0.1% change from the prior year, and reflecting the lowest achievement for our Middle School building and below the state average.	
In 2023-2024, ELA achievement was 36.9%, a negative 1.8% change from the prior year, and reflecting the second lowest achievement for our Middle School building and below the state average.	
In 2023-2024, Science achievement was 38.2%, a negative 4.9% change from the prior year, and reflecting the third lowest achievement for our Middle School building and below the state average.	
In 2022-2023, Regular Attendance data dropped 2.9% (44.3%) for our Middle School building and significantly below the state average.	

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

Strengths

Indicator	Comments/Notable Observations
In 2023-2024, English Learners achieved a Math growth score of 100.0% for our Middle School building.	

<p>ESSA Student Subgroups English Learners</p>	
<p>Indicator In 2023-2024, Students with Disabilities achieved an ELA growth score of 89.0%, a 10.0% increase from the prior year, for our Middle School building. ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations</p>
<p>Indicator In 2023-2024, 2 or More Races student group achieved a Math growth score of 92.0%, a increase of 25.0% from the prior year, for our Middle School building. ESSA Student Subgroups Multi-Racial (not Hispanic)</p>	<p>Comments/Notable Observations</p>
<p>Indicator In 2023-2024, the Black student group achieved a growth score of 87.0%, a 16.0% increase from the prior year, for our Middle School building. ESSA Student Subgroups African-American/Black</p>	<p>Comments/Notable Observations</p>
<p>Indicator In 2023-2024, the White student group achieved a Science growth score of 89.0%, a 30.0% increase from the prior year, for our Middle School building. ESSA Student Subgroups White</p>	<p>Comments/Notable Observations</p>
<p>Indicator In 2023-2024, the Economically Disadvantaged student group achieved a 82.0% Math growth score, a 11.0% increase from the prior year, for our Middle School building. ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations</p>
<p>Indicator In 2023-2024, the Combined Ethnicity student group achieved a 91.0% Math growth score, a 21.0% increase from the prior year, for our Middle School building. ESSA Student Subgroups Combined Ethnicity</p>	<p>Comments/Notable Observations</p>
<p>Indicator In 2023-2024, the Hispanic student group achieved 77.0% growth score in Math, a 2.0% increase from the prior year, and a 72.0% growth score in Science, a positive 2.0% increase from the prior year, for the Middle School building. ESSA Student Subgroups Hispanic</p>	<p>Comments/Notable Observations</p>
<p>Indicator</p>	<p>Comments/Notable</p>

<p>In 2023-2024, all student groups' Career Readiness score increased from the prior year.</p> <p>ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p>Observations</p>
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Challenges

<p>Indicator In 2023-2024, the Black student group ELA achievement score was 21.3%, a 3.5% decrease from the prior year, for the Middle School building. ESSA Student Subgroups African-American/Black</p>	<p>Comments/Notable Observations</p>
<p>Indicator In 2023-2024, the Students with Disabilities group ELA achievement was 14.2%, a 2.6% decrease from the prior year, for the Middle School building. ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations</p>
<p>Indicator In 2023-2024, the Hispanic group Science achievement was 22.8%, a 9.6% decrease from the prior year, for the Middle School building. ESSA Student Subgroups Hispanic</p>	<p>Comments/Notable Observations</p>
<p>Indicator In 2023-2024, the White group Science achievement was 46.0%, a 5.6% decrease from the prior year, for the Middle School building. ESSA Student Subgroups White</p>	<p>Comments/Notable Observations</p>
<p>Indicator In 2023-2024, the Combined Ethnicity group Science achievement was 26.1%, a 5.5% decrease from the prior year, for the Middle School building. ESSA Student Subgroups Combined Ethnicity</p>	<p>Comments/Notable Observations</p>
<p>Indicator In 2023-2024, the 2 or More Races group in ELA, Math and Science achievement score falls below the state average. ESSA Student Subgroups Multi-Racial (not Hispanic)</p>	<p>Comments/Notable Observations</p>
<p>Indicator In 2023-2024, the Economically Disadvantaged group Science achievement was 29.8%, a 5.7% decrease from the prior year, for the Middle School building.</p>	<p>Comments/Notable Observations</p>

<p>ESSA Student Subgroups Economically Disadvantaged</p>	
<p>Indicator In 2023-2024, the English Learners group ELA and Math achievement score falls below the state average. ESSA Student Subgroups English Learners</p>	<p>Comments/Notable Observations</p>
<p>Indicator In 2022-2023, all student groups' Attendance was 44.3%, a 2.9% decrease from the prior recorded year, for the Middle School building. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations</p>
<p>Indicator In 2023-2024, all student groups' Career Readiness score was 78.4%, 13% below the statewide average for the Middle School building. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations</p>

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>In 2023-2024, Math growth increased from the prior year 24.0% (90.0%) reflecting the best growth for our Middle School building.</p>
<p>In 2023-2024, ELA growth increased from the prior year 28.0% (85.0%) reflecting the second best growth for our Middle School building.</p>
<p>In 2023-2024, Career Readiness improved 35.4% (78.4%) from the prior year for our Middle School building.</p>
<p>In 2023-2024, the White student group achieved an ELA growth score of 83.0%, a 30.0% increase from the prior year, for our Middle School building.</p>
<p>In 2023-2024, 2 or More Races student group achieved a Math growth score of 92.0%, a increase of 25.0% from the prior year, for our Middle School building.</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>In 2023-2024, the Students with Disabilities group ELA achievement was 14.2%, a 2.6% decrease from the prior year, for the Middle School building.</p>
<p>In 2023-2024, the Hispanic group Science achievement was 22.8%, a 9.6% decrease from the prior year, for the Middle School building.</p>
<p>In 2023-2024, the Economically Disadvantaged group Science achievement was 29.8%, a 5.7% decrease from the prior year, for the Middle School building.</p>
<p>In 2022-2023, Regular Attendance data dropped 2.9% (44.3%) for our Middle School building and significantly below the state average.</p>
<p>In 2023-2024, the Black student group ELA achievement score was 21.3%, a 3.5% decrease from the prior year, for the Middle School building.</p>

Local Assessment

English Language Arts

Data	Comments/Notable Observations
IXL	Benchmark Testing

English Language Arts Summary

Strengths

Based on midpoint 2024-2025 IXL Data for ELA, the WVVWMS identifies that there is a growth increase of 51.6 in our average scaled score for the middle school building.

Based on midpoint 2024-2025 IXL Data for ELA, the WVVWMS demonstrates that vocabulary and writing strategies are consistently the top two performing growth strands for the middle school building.

Based on midpoint 2024-2025 IXL Data for ELA, the WVVWMS grade six and seven exhibit 68-point and 70-point growth score respectively, so can infer the possibility that by the end of the school year both grades may begin closing the achievement gap presuming the respective scores exceed 100-points.

Challenges

Based on midpoint 2024-2025 IXL Data for ELA, the WVVWMS greatest challenge resides in eighth-grade as there is regression of 25-points and 14-points respectively in reading level and reading strategies.

Based on the 2024-2025 IXL Data for ELA, the WVVWMS seventh-grade is 16% 'at-grade level or above' while eighth-grade is 15% 'at-grade level or above'.

Based on the 2024-2025 IXL Data for ELA, the WVVWMS the eighth-grade Hispanic subgroup is 4% 'at-grade level or above'.

Mathematics

Data	Comments/Notable Observations
IXL	Benchmark Testing System recently upgraded original data is what is available.

Mathematics Summary

Strengths

Based on midpoint 2024-2025 IXL Data for Math, the WVVWMS greatest strength is Numbers and Operations with 96-points of growth.

Based on midpoint 2024-2025 IXL Data for Math, the WVVWMS second greatest strength is Geometry with 45-points of growth.

Based on midpoint 2024-2025 IXL Data for Math, the WVVWMS identifies that there is a growth increase of 53.0 in our average scaled score for the middle school building.

Challenges

Based on midpoint 2024-2025 IXL Data for Math, the WVVWMS greatest weakness is Data, Statistics and Probability with 18-points of growth.

Based on midpoint 2024-2025 IXL Data for Math, the WVVWMS overall has 57 students or 6% of the student population that is 'at-grade level' or 'above-grade level'.

Based on midpoint 2024-2025 IXL Data for Math, the WVVWMS Hispanic subgroup has 5 students or 2% of the student population that is 'at-grade level' or 'above-grade level'.
Based on midpoint 2024-2025 IXL Data for Math, the WVVWMS Black subgroup has 5 students or 2% of the student population that is 'at-grade level' or 'above-grade level'.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Marking period grades	Four Quarters

Science, Technology, and Engineering Education Summary

Strengths

Based on 2023-2024 marking period grades, the WVVWMS eighth grade greatest strength is magnetism and electricity.

Challenges

Based on 2023-2024 marking period grades, the WVVWMS eighth grade greatest challenge is inside earth.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Choices360	

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.

Based on 2023-2024 Choices360 Data, the WVVWMS strength in Career Readiness is Career Planning: Career Cluster Survey at 91.3%.

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.

Based on 2022-2023 Choices360 Data, the WVVWMS challenge in Career Readiness is Career Planning: Career Plan Builder at 84.9%.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Future Ready Index 2023-2024	The English Learners student group increased performance from the previous year and meets or exceeds the statewide goal in Math growth with a score of 100.0.
Future Ready Index 2023-2024	The English Learners student group is not meeting statewide goals in math achievement with 5.3% of students scoring proficient or advanced.

Students with Disabilities

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

Data	Comments/Notable Observations
Future Ready Index 2023-2024	The Students with Disabilities subgroup math growth meets or exceeds statewide goal with a score of 80.0.
Future Ready Index 2023-2024	The Students with Disabilities subgroup is not meeting statewide goals and have a decrease in performance from the prior year in ELA, Math and Science achievement.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready Index 2023-2024	The Students Considered Economically Disadvantaged subgroup meets or exceeds the interim target for ELA growth with a score of 78.0.
Future Ready Index 2023-2024	The Students Considered Economically Disadvantaged subgroup meets or exceeds the statewide goal for Math growth with a score of 82.0.

Future Ready Index 2023-2024	The Students Considered Economically Disadvantaged subgroup is not meeting statewide goals or interim targets in Math achievement with 6.7% scoring proficient or advanced.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	The Black student subgroup is meeting or exceeding math growth with a score of 87.0. However, the Black student group is not meeting statewide goals or interim targets in math achievement as 4.1% have scored proficient or advanced.
Hispanic	The Hispanic student group meets or exceeds the interim target for math growth, score of 77.0, and ELA growth with a score of 75.0. However, the Hispanic student group math achievement is not meeting statewide goal or interim targets with 5.4% scoring proficient or advanced.
2 or More Races	

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.

The English Learners student group increased performance from the previous year and meets or exceeds the statewide goal in Math growth with a score of 100.0.
The Students with Disabilities subgroup math growth meets or exceeds statewide goal with a score of 80.0.
The Students Considered Economically Disadvantaged subgroup meets or exceeds the interim target for ELA growth with a score of 78.0.
The Students Considered Economically Disadvantaged subgroup meets or exceeds the statewide goal for Math growth with a score of 82.0.
The Black student subgroup is meeting or exceeding math growth with a score of 87.0.

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.

The English Learners student group is not meeting statewide goals in math achievement with 5.3% of students scoring proficient or advanced.
The Students with Disabilities subgroup is not meeting statewide goals and have a decrease in performance from the prior year in ELA, Math and Science

achievement.
The Students Considered Economically Disadvantaged subgroup is not meeting statewide goals or interim targets in Math achievement with 6.7% scoring proficient or advanced.
The Black student group is not meeting statewide goals or interim targets in math achievement as 4.1% have scored proficient or advanced.
The Hispanic student group math achievement is not meeting statewide goal or interim targets with 5.4% scoring proficient or advanced.

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	Emerging
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	Emerging
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	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	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?

The WVWVMS continually maintains a school-wide PBIS program whose goal is be respectful, be responsible and be kind in an effort to continue a positive school climate.

The WVWVMS continually conducts periodic lesson plan reviews to include correlation between stated objectives and PA Academic Standards as well as conducting teacher observations for application of PA Academic Standards.

The WVWVMS subject area departments chairs meet annually in collaboration with departmental teachers to review curricular strengths and weaknesses and communicates related adjustments to departmental teachers.

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 WVWVMS lacks consistent use with fidelity of a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.

The WVWVMS insufficiently promotes and sustains with fidelity a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.

The WVWVMS insufficiently identifies and addresses individual student learning needs.

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
In 2023-2024, Math growth increased from the prior year 24.0% (90.0%) reflecting the best growth for our Middle School building.	True
In 2023-2024, ELA growth increased from the prior year 28.0% (85.0%) reflecting the second best growth for our Middle School building.	True
In 2023-2024, Career Readiness improved 35.4% (78.4%) from the prior year for our Middle School building.	False
Based on midpoint 2024-2025 IXL Data for ELA, the WVWMS identifies that there is a growth increase of 51.6 in our average scaled score for the middle school building.	True
Based on midpoint 2024-2025 IXL Data for ELA, the WVWMS demonstrates that vocabulary and writing strategies are consistently the top two performing growth strands for the middle school building.	False
In 2023-2024, 2 or More Races student group achieved a Math growth score of 92.0%, a increase of 25.0% from the prior year, for our Middle School building.	False
Based on midpoint 2024-2025 IXL Data for ELA, the WVWMS grade six and seven exhibit 68-point and 70-point growth score respectively, so can infer the possibility that by the end of the school year both grades may begin closing the achievement gap presuming the respective scores exceed 100-points.	False
In 2023-2024, the White student group achieved an ELA growth score of 83.0%, a 30.0% increase from the prior year, for our Middle School building.	False
The WVWMS continually conducts periodic lesson plan reviews to include correlation between stated objectives and PA Academic Standards as well as conducting teacher observations for application of PA Academic Standards.	False
Based on 2023-2024 Choices360 Data, the WVWMS strength in Career Readiness is Career Planning: Career Cluster Survey at 91.3%.	False
Based on 2023-2024 marking period grades, the WVWMS eighth grade greatest strength is magnetism and electricity.	False
Based on midpoint 2024-2025 IXL Data for Math, the WVWMS greatest strength is Numbers and Operations with 96-points of growth.	False
Based on midpoint 2024-2025 IXL Data for Math, the WVWMS second greatest strength is Geometry with 45-points of growth.	False
The WVWMS continually maintains a school-wide PBIS program whose goal is be respectful, be responsible and be kind in an effort to continue a positive school climate.	False
The WVWMS subject area department chairs meet annually in collaboration with departmental teachers to review curricular strengths and weaknesses and communicates related adjustments to departmental teachers.	False
Based on midpoint 2024-2025 IXL Data for Math, the WVWMS identifies that there is a growth increase of 53.0 in our average	False

scaled score for the middle school building.	
The English Learners student group increased performance from the previous year and meets or exceeds the statewide goal in Math growth with a score of 100.0.	False
The Students with Disabilities subgroup math growth meets or exceeds statewide goal with a score of 80.0.	False
The Students Considered Economically Disadvantaged subgroup meets or exceeds the interim target for ELA growth with a score of 78.0.	True
The Students Considered Economically Disadvantaged subgroup meets or exceeds the statewide goal for Math growth with a score of 82.0.	True
The Black student subgroup is meeting or exceeding math growth with a score of 87.0.	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
In 2022-2023, Regular Attendance data dropped 2.9% (44.3%) for our Middle School building and significantly below the state average.	True
In 2023-2024, the Students with Disabilities group ELA achievement was 14.2%, a 2.6% decrease from the prior year, for the Middle School building.	False
In 2023-2024, the Hispanic group Science achievement was 22.8%, a 9.6% decrease from the prior year, for the Middle School building.	False
In 2023-2024, the Economically Disadvantaged group Science achievement was 29.8%, a 5.7% decrease from the prior year, for the Middle School building.	False
Based on midpoint 2024-2025 IXL Data for Math, the WVWMS greatest weakness is Data, Statistics and Probability with 18-points of growth.	False
Based on midpoint 2024-2025 IXL Data for ELA, the WVWMS greatest challenge resides in eighth-grade as there is regression of 25-points and 14-points respectively in reading level and reading strategies.	True
Based on the 2024-2025 IXL Data for ELA, the WVWMS seventh-grade is 16% 'at-grade level or above' while eighth-grade is 15% 'at-grade level or above'.	False
Based on the 2024-2025 IXL Data for ELA, the WVWMS the eighth-grade Hispanic subgroup is 4% 'at-grade level or above'.	False
Based on midpoint 2024-2025 IXL Data for Math, the WVWMS overall has 57 students or 6% of the student population that is 'at-grade level' or 'above-grade level'.	False
Based on 2022-2023 Choices360 Data, the WVWMS challenge in Career Readiness is Career Planning: Career Plan Builder at 84.9%.	False
Based on 2023-2024 marking period grades, the WVWMS eighth grade greatest challenge is inside earth.	False
In 2023-2024, the Black student group ELA achievement score was 21.3%, a 3.5% decrease from the prior year, for the Middle	False

School building.	
Based on midpoint 2024-2025 IXL Data for Math, the WVVWMS Hispanic subgroup has 5 students or 2% of the student population that is 'at-grade level' or 'above-grade level'.	False
The WVVWMS lacks consistent use with fidelity of a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	False
The WVVWMS insufficiently promotes and sustains with fidelity a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	False
The WVVWMS insufficiently identifies and addresses individual student learning needs.	False
Based on midpoint 2024-2025 IXL Data for Math, the WVVWMS Black subgroup has 5 students or 2% of the student population that is 'at-grade level' or 'above-grade level'.	False
The English Learners student group is not meeting statewide goals in math achievement with 5.3% of students scoring proficient or advanced.	False
The Students with Disabilities subgroup is not meeting statewide goals and have a decrease in performance from the prior year in ELA, Math and Science achievement.	False
The Students Considered Economically Disadvantaged subgroup is not meeting statewide goals or interim targets in Math achievement with 6.7% scoring proficient or advanced.	True
The Black student group is not meeting statewide goals or interim targets in math achievement as 4.1% have scored proficient or advanced.	False
The Hispanic student group math achievement is not meeting statewide goal or interim targets with 5.4% scoring proficient or advanced.	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
In 2022-2023, Regular Attendance data dropped 2.9% (44.3%) for our Middle School building and significantly below the state average.		True
Based on midpoint 2024-2025 IXL Data for ELA, the WVWMS greatest challenge resides in eighth-grade as there is regression of 25-points and 14-points respectively in reading level and reading strategies.		True
The Students Considered Economically Disadvantaged subgroup is not meeting statewide goals or interim targets in Math achievement with 6.7% scoring proficient or advanced.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Based on midpoint 2024-2025 IXL Data for ELA, the WVWMS identifies that there is a growth increase of 51.6 in our average scaled score for the middle school building.	
In 2023-2024, Math growth increased from the prior year 24.0% (90.0%) reflecting the best growth for our Middle School building.	
In 2023-2024, ELA growth increased from the prior year 28.0% (85.0%) reflecting the second best growth for our Middle School building.	
The Students Considered Economically Disadvantaged subgroup meets or exceeds the interim target for ELA growth with a score of 78.0.	
The Students Considered Economically Disadvantaged subgroup meets or exceeds the statewide goal for Math growth with a score of 82.0.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The WVWMS will improve its regular attendance rate by growing its Parent and Family Engagement via increased Remind Messages Home and potentially hiring a Parent Community Liaison, in effort to improve and promote a safe school environment and reviewing potential re-assignment of early warning attendance notifications.
	The WVWMS will improve upon its low ELA achievement score via implementation of an intervention ELA resource person and utilization of IXL assessment tool thus providing more frequent summative and formative data.
	The WVWMS will improve low socio-economic status student math achievement via creation and implementation of a parent and family engagement math intervention after-school program.

Goal Setting

Priority: The WVVWMS will improve its regular attendance rate by growing its Parent and Family Engagement via increased Remind Messages Home and potentially hiring a Parent Community Liaison, in effort to improve and promote a safe school environment and reviewing potential re-assignment of early warning attendance notifications.

Outcome Category				
Regular Attendance				
Measurable Goal Statement (Smart Goal)				
The WVVWMS will improve daily regular attendance by five percent (baseline of 88.3% based on Skyward Attendance Report as of 05/23/25) by the end of the 2025-2026 school year.				
Measurable Goal Nickname (35 Character Max)				
Attendance for 2025-2026				
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter	
Skyward Attendance will reach or exceed 89.6%.	Skyward Attendance will reach or exceed 90.8%.	Skyward Attendance will reach or exceed 92.0%.	Skyward Attendance will reach or exceed 93.3%.	

Priority: The WVVWMS will improve upon its low ELA achievement score via implementation of an intervention ELA resource person and utilization of IXL assessment tool thus providing more frequent summative and formative data.

Outcome Category				
English Language Arts				
Measurable Goal Statement (Smart Goal)				
The WVVWMS will improve ELA achievement by five percent (baseline of 36.9% from 2023-2024) by the end of the 2025-2026 school year.				
Measurable Goal Nickname (35 Character Max)				
ELA Achievement				
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter	
The ELA Department will use IXL benchmarking and monitoring to improve Reading Strategies and Reading Levels by 10% each.	TBD based on Spring 2025 monitoring data	TBD based on Spring 2025 monitoring data	TBD based on Spring 2025 monitoring data	

Priority: The WVVWMS will improve low socio-economic status student math achievement via creation and implementation of a parent and family engagement math intervention after-school program.

Outcome Category				
Mathematics				
Measurable Goal Statement (Smart Goal)				
The WVVWMS will improve low socio-economic status student PSSA-Math achievement by six percent (baseline of 6.7% from 2023-2024) by the end of the 2025-2026 school year.				
Measurable Goal Nickname (35 Character Max)				

Math low SES achievement				
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter	
The Math Department will use IXL benchmarking and monitoring to improve overall math achievement with baselines from Spring 2025 as follows: 6th grade: 13% at or above grade level 7th grade: 7% at or above grade level 8th grade: 3% at or above grade level	At the conclusion of quarter two, using the IXL Benchmark assessment, we will show an increase of 2.0% across each grade level as follows: 6th grade: 15% target at or above grade level 7th grade: 9% target at or above grade level 8th grade: 5% target at or above grade level	At the conclusion of quarter two, using the IXL Benchmark assessment, we will show an increase of 2.0% across each grade level as follows: 6th grade: 17% target at or above grade level 7th grade: 11% target at or above grade level 8th grade: 7% target at or above grade level	At the conclusion of quarter two, using the IXL Benchmark assessment, we will show an increase of 2.0% across each grade level as follows: 6th grade: 19% target at or above grade level 7th grade: 13% target at or above grade level 8th grade: 9% target at or above grade level	

Action Plan

Measurable Goals

Attendance for 2025-2026	ELA Achievement
Math low SES achievement	

Action Plan For: Remind Messages Home

Measurable Goals:

- The WWVWMS will improve daily regular attendance by five percent (baseline of 88.3% based on Skyward Attendance Report as of 05/23/25) by the end of the 2025-2026 school year.

Action Step	Anticipated Start/Completion Date	Anticipated Start/Completion Date
Increase Remind messages home	2025-09-04	2026-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Ms. Moses/Social Studies Teacher Mrs. Holodick/Social Studies Teacher Mrs. Kopeck/Social Studies Teacher	Remind application	No
Action Step	Anticipated Start/Completion Date	
Increase school support through a Parent-Family Liaison to aid in monitoring of attendance, conduct SALPs, and communicate with families regarding local resources	2025-09-04	2026-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Dean of Students: Mary Jo Walsh in conjunction with Parent-Family Liaison (new position)	Parent-Family Liaison new hire Skyward attendance reporting	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in daily attendance	Monthly

Action Plan For: IXL English Language Arts

Measurable Goals:

- The WWVWMS will improve ELA achievement by five percent (baseline of 36.9% from 2023-2024) by the end of the 2025-2026 school year.

Action Step	Anticipated Start/Completion Date

Implementation of an ELA resource person		2025-09-04	2026-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal: David Bond ELA Department Chair: Holly Pick	Title I financial support	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved ELA achievement on IXL and PSSA	IXL - quarterly PSSA - yearly

Action Plan For: IXL Math

Measurable Goals:
<ul style="list-style-type: none"> The WWVWMS will improve low socio-economic status student PSSA-Math achievement by six percent (baseline of 6.7% from 2023-2024) by the end of the 2025-2026 school year.

Action Step	Anticipated Start/Completion Date
Implementation of Parent and Family Engagement After-School Math Intervention Support for low socio-economic status students and families	2025-10-01 2026-06-15
Lead Person/Position	Material/Resources/Supports Needed
Math Department Chair: Pamela Oliveira Assistant Principals: Tara Shook and Christopher Gegaris	Title I - financial support Math curriculum Human resources - math teachers
	PD Step?
	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved Math achievement on IXL and PSSA	IXL - quarterly PSSA - yearly

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	<ul style="list-style-type: none"> Remind Messages Home IXL English Language Arts IXL Math 	Title I Teacher Salary & Benefits	615051	
Instruction	<ul style="list-style-type: none"> Remind Messages Home IXL English Language Arts IXL Math 	Title I Reading and Math Intervention Supplies and Materials	20000	
Other Expenditures	<ul style="list-style-type: none"> Remind Messages Home IXL English Language Arts IXL Math 	Teacher Professional Development	8955	
Total Expenditures				644006

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
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Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
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Observation and Practice Framework Met in this Plan

This Step Meets the Requirements of State Required Trainings

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date