

Profile and Plan Essentials

LEA Type	AUN	
Wyoming Valley West School District	118409302	
Address 1	450 North Maple Ave	
Address 2		
City	State	Zip Code
Kingston	PA	18704
Chief School Administrator	Chief School Administrator Email	
Dr Charles R Suppon Jr.	charles.suppon@wwwsd.org	
Single Point of Contact Name		
David Novrocki		
Single Point of Contact Email		
dnovrocki@wwwsd.org		
Single Point of Contact Phone Number		
(570)288-6551		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
David Novrocki	Administrator	Wyoming Valley West School District	dnovrocki@wwwsd.org
Marya Baratta	Administrator	Wyoming Valley West School District	mbaratta@wwwsd.org
Anthony Waskevich	Data Analyst	Wyoming Valley West School District	awaskevichi@wwwsd.org
Tara Carey	Administrator	Wyoming Valley West High School	tcarey@wwwsd.org
David Bond	Administrator	Wyoming Valley West Middle School	dbond@wwwsd.org
Jeff DeRocco	Administrator	Dana El Ctr/Chester St El School	jderocco@wwwsd.org
Rob Bonczewski	Staff Member	Wyoming Valley West High School	rbonczewski@wwwsd.org
Doug Shook	Staff Member	Wyoming Valley West High School	dshook@wwwsd.org
Melissa Bennett	Staff Member	Wyoming Valley West High School	mbennett@wwwsd.org
Karen Sebolka	Staff Member	Chester St El School	mpark@wwwsd.org
Jill Guyette	Staff Member	Third Ave El.	jpguyette@wwwsd.org
Sara McGrath	Staff Member	State El. Ctr	smcgrath@wwwsd.org
Rene Miller	Staff Member	Dana El. Ctr.	rmiller@wwwsd.org
Tim McGinley	Board Member	Wyoming Valley West School District	tmcginley@wwwsd.org
Dr. Jill Yurko	Other	Parent/Higher Ed	jillyurko@kings.edu
Jeff Coslett	Community Member	Kingston Mayor	mayor@kingstonpa.org
Anthony Diction	Administrator	Third Ave Elementary	adiction@wwwsd.org
Cayla Davies	Parent	Parent	Caycord1293@aol.com
Tim Needle	Administrator	State El Ctr	tneedle@wwwsd.org
John Sharkus	Staff Member	High School	jsharkus@wwwsd.org
Marissa Sholtis	Staff Member	Wyoming Valley West Middle School	msholtis@wwwsd.org

LEA Profile

The Wyoming Valley West School District is located in Luzerne County in the heart of the anthracite coal fields of Northeastern Pennsylvania. The district is in the Wyoming Valley which stretches along the Susquehanna River which is 140 miles west of New York City, 120 miles northwest of Philadelphia, and 120 miles north of Harrisburg. The Wyoming Valley is about three miles in width and 25 miles in length and cut down the middle by the Susquehanna River, which averages about 200 yards in width. The mountains on the eastern side of the valley have an average height of one thousand feet while the western range has an average height of eight hundred feet.

The Wyoming Valley West School District includes 14.7 square miles of land on the western bank of the Susquehanna River. The district is the result of the merging of nine districts in to one district in July of 1966 under the school district reorganization act known as Act 299. The communities comprising the district are Courtdale, Edwardsville, Forty-Fort, Kingston, Larksville, Luzerne, Plymouth, Pringle and Swoyersville. The communities are primarily residential with light industry and retail stores for the district's tax base. The jointure was mandated to enrich the school curriculum to meet the challenges of the future and to provide a comprehensive program of educational services for all of the children regardless of where they resided on the western bank of the river. In the fall of 1967, the eleventh and twelfth grade students of the jointure moved onto the old Kingston High School (currently the WVW Middle School) building while the ninth and tenth grade students reported to the old Plymouth High School for the opening day of class in the new jointure. The Agnes flood of 1972 struck our district and affected every one of our school buildings. The ninth through twelfth grade students were forced to go to school on double sessions in the Kingston High School building while renovations were being performed in the other school buildings.

In 1978, a building was constructed on a site in Plymouth to house grades nine through twelve. The old Kingston High School became a middle school housing grades six, seven and eight. Also, in 1978, the State Street Elementary Center was erected on the site of the former Larksville High School to house kindergarten through fifth grade students from Courtdale, Edwardsville, Larksville and Pringle. The remaining school buildings were Chester Street, Dana Street, Main Street, Pringle Street, Schuyler Ave and Third Avenue.

In 2011, the district closed Pringle Street and Main Street Elementary schools with those students attending the expanded State Elementary Center. In September of 2013, the district started its own Cyber School for Wyoming Valley West students. The district was educationally organized into five elementary buildings as of 2014. In 2022, the district closed Schuyler Avenue and the four remaining elementary buildings include Dana Elementary Center, State Elementary Center, Chester Street Elementary, and Third Avenue Elementary. On the secondary level, the Wyoming Valley West Middle School (6-8), and the Wyoming Valley West High School (9-12) comprise students from the district. In addition, the West Side Career and Technical Center (WSCTC) and Wilkes-Barre Career and Technical Center (WBCTC) educate students from the district. Finally, in September of 2013 the district started its own Cyber School for Wyoming Valley West students.

Other final facts that can give a recent picture of the district are the following. Since the formation of the district, the percent of economically disadvantaged students has increased to 71.4%. Also, since the start of the district, the percent of enrollment by race/ethnicity has become more diverse with an increase of Hispanic and Black students illustrated by 19.9% and 13.6% respectively. Nearly 10% of the student population is made up of 2 or more races. Another piece that has significance in the district make up is the percent of special education students. Students that are identified with special needs now make up a little over 20%. The percent of gifted students has remained the same recently around 1.6%. Charter school enrollment is around 250 students. English language learners make up 2.5%. Overall, the district faces many challenges but has been able to address the challenges with after school tutoring, summer enrichment

programs and a new reading intervention program. These programs are available across K-12. The district continues to move forward and continues to strive to educate and address the needs of all students in the best possible way.

Mission and Vision

Mission

The Mission of the Wyoming Valley West School District is to provide all students with equal learning opportunities that will maximize their ability to achieve, enhance their capacity to compete in today's global economy, focus on career pathways, and increase their awareness regarding the importance of life-long learning.

Vision

The Vision of the Wyoming Valley West School District encompasses the following points: 1. Foster a culture that accepts all students despite their individual differences. 2. Create learning environments that differentiate instruction for each child. 3. Integrate technology to enhance the way teachers and students learn. 4. Continually align all curricular areas to state anchors and eligible content. 5. Design benchmark assessments aligned to anchors in all curricular areas. 6. Provide students with greater opportunities in preparation for life beyond high school including a focused career path, which leads to entering the workforce, military service, 2 year degree or 4 year degree career requirements.

Educational Values

Students

Students will actively participate in all areas of the Wyoming Valley West Mission. Students will be able to communicate the main idea of the mission with the goal for them to reach the upper level of Bloom's Taxonomy.

Staff

The staff needs to make the mission and vision a part of their class. Through differentiated methods, the staff at Wyoming Valley West will take all avenues to ensure that the students go after and accomplish our district goals.

Administration

Wyoming Valley West administration must give the means to the Wyoming Valley West staff to complete the district vision for our plan. Through scheduling and resources our administration will do everything possible to ensure that the staff is equipped to lead district students to the accomplishment of the vision.

Parents

Parents of Wyoming Valley West students will assist in the district's mission and vision. Parents will be made aware of district goals through communication. District parents can be part of this and find ways to communicate and be an active participant in their child's education.

Community

The Wyoming Valley West community can help the district achieve its goals by giving the real world information to the district. The community can see what our vision is and let us know what is expected in our society with the workforce, military and post secondary education. This practical communication can move the district beyond the finish line of the vision.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
In ELA, % of Proficient or Advanced on Keystone ELA has increased from 46.8% to 49.3% from 21-22 to 22-23.	Closed the gap from the State average of Proficient or Advanced by 2.1% over 21-22 to 22-23.
In 21-22, Proficient/Advanced Algebra was 9.4%. In 22-23, Proficient/Advanced was 24%.	Closed the gap from the statewide average of Proficient/Advanced by 12% over 21-22 to 22-23.
In 21-22, Proficient/Advanced Biology was 14.8%. In 22-23, Proficient/Advanced was 32.9%.	Closed the gap from the statewide average of Proficient/Advanced by 13.6% over 21-22 to 22-23.
At the Middle School, Science achievement increased from the prior year 8.4% (43.1%)achieving Advanced/Proficient on PSSA-Science	
In 22-23 at the Middle School, Early indicators of success in Math grew 3% (13.6%).	

Challenges

Indicator	Comments/Notable Observations
Career Standard Benchmark was 68.6% in 21-22 fell to 62.3% in 22-23. (High School)	Statewide average increased which increased our gap by 7.6%
In 22-23 the High School is still below the state average in ELA by 5.2%. (Proficient/Advanced).	The statewide average increased in this category by 0.4%.
In 22-23 the High School is still below the statewide average in Algebra by 14.3%. (Proficient/Advanced)	The statewide average decreased by 12.8%in this category.
At the Middle School, Math achievement was 10.2% in 22-23.	This reflects the lowest achievement of the MS.
At the Middle School, Regular Attendance data was (47.2%). (21-22)	This number reflects a drop of 12.3%.
At the Middle School, ELA growth was 57% in 22-23.	Reflects a decline of 11%.
At the High School, Regular attendance data was (41.6%). (21-22)	
At Dana St, the 5th grade continues to be the lowest performing grade.	Data from assessment breakdown.
At Dana St, attendance is below the state average.	4% below.

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

Strengths

Indicator	Comments/Notable Observations
51% Hispanic Student Group scored Advanced or Proficient ELA Keystone. Grade Level(s) and/or Student Group(s) Hispanic Students	Comments/Notable Observations 3.5% short of statewide average.

<p>Indicator For Algebra in High School, Hispanic student group outperformed all students in the high school with Prof/Adv scores by 11.4% Grade Level(s) and/or Student Group(s) Hispanic</p>	<p>Comments/Notable Observations 2.9% under the statewide average.</p>
<p>Indicator At State St, 76% of Black students met or exceeded the statewide growth standard in mathematics. Grade Level(s) and/or Student Group(s) Black Students</p>	<p>Comments/Notable Observations State Standard for growth was 70%</p>
<p>Indicator In 22-23, Middle School Students with Disabilities growth in math was 92%. Grade Level(s) and/or Student Group(s) Students with Disabilities.</p>	<p>Comments/Notable Observations Reflects a growth of 21%.</p>
<p>Indicator At Dana St. for 22-23, Science PSSA, White subgroup percent was 83.6% compared to 21-22, which was 76.6%. Grade Level(s) and/or Student Group(s) White</p>	<p>Comments/Notable Observations Total increase of 7%</p>

Challenges

<p>Indicator In 22-23, High School Career Standards Benchmark for Economically disadvantaged is 59.4%. Below the overall student group. Grade Level(s) and/or Student Group(s) Economically Disadvantaged.</p>	<p>Comments/Notable Observations 2.9% under the All Student Group and 27.3% under the statewide average.</p>
<p>Indicator In Algebra for the High School 24.3% Proficient/Advanced from 22-23. Under the State Average of 38.3%. Grade Level(s) and/or Student Group(s) White Students</p>	<p>Comments/Notable Observations This group is the largest subgroup population.</p>
<p>Indicator At State St the economically disadvantaged subgroup only displayed a 2% increase in ELA proficiency from 21-22 to 22-23. Grade Level(s) and/or Student Group(s) Economically disadvantaged.</p>	<p>Comments/Notable Observations</p>
<p>Indicator In 22-23, Middle School Economically Disadvantaged student group ELA achievement was 30.7%. Grade Level(s) and/or Student Group(s) Economically Disadvantaged.</p>	<p>Comments/Notable Observations Student group decreased 12%.</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.

In 21-22, Proficient/Advanced Algebra was 9.4%. In 22-23, Proficient/Advanced was 24% (Overall High School)
In 21-22, Proficient/Advanced Biology was 14.8%. In 22-23, Proficient/Advanced was 32.9%. (Overall High School)
51% Hispanic Student Group scored Advanced or Proficient ELA Keystone. (High School)
At State St, 76% of Black students met or exceeded the statewide growth standard in mathematics.
At Dana St. for 22-23, Science PSSA, White subgroup percent was 83.6% compared to 21-22, which was 76.6%.

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.

Regular attendance on secondary level is well below the state average of 73.9%.
Our largest subgroup, of white students is testing well below the state average in mathematics performance. (60% of total enrollment) This area also contains subgroups of Economically disadvantaged and IEP students.
ELA growth is significantly low for the Economically disadvantaged student which make up 71.4%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
23-24 at State St, the percentage of 1st-5th grade students at or above benchmark on the STAR Reading assessment increased by 6.5% from the fall of 23-24.	This is an area of focus.
Based on 23-24 IXL Data for ELA, the WVVWMS strength is overall reading.	529.7 average
Based on 23-24 IXL Data for ELA, the WVVWMS challenge is Grammar and Mechanics.	480 average
33.16% of tested students via CDT were projected Prof/Adv.	Keystone Data was higher by 15.74%
According to the CDT, 14.97% of students tested were projected to be advanced in at least 1 tested category.	56.15% were projected to be proficient in at least 1 category.

English Language Arts Summary

Strengths

As a district, ELA has a higher percentage of proficient/advanced when compared to math.

Challenges

According to the CDT, the projected % of tested students that are Basic/Below Basic is 66.84%.

Mathematics

Data	Comments/Notable Observations
Based on 23-24 IXL Data for Math, the WVVWMS strength is numbers and operations.	Average is 538
Based on 23-24 IXL Data for Math, the WVVWMS challenge is Measurement Levels.	Average is 367.3
According to CDT, 2.78% projected Proficient/Advanced.	The actual number according to the Keystone 6.18%.
According to the CDT, in comparison to ELA, the projected of Proficient is far more than that of Math.	30.38% difference between tested population of projected Adv/Prof test takers in ELA compared to Math.

Mathematics Summary

Strengths

At the Middle Level, Numbers and operations is a strength. That number reflects 1 of the 6 major assessment anchors measured on the Keystone Math test.

Challenges

Projection of over 97.22% of students to not fall into the Adv/Prof range according to the CDT.

6th-8th grade students are still projected at being significantly below grade level in the assessed areas of Measurement levels.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
15.6% of tested students via CDT were projected Prof/Adv.	Keystone first time test takers were actually 30.5%
The CDT revealed no Advanced first time test takers.	Keystones revealed 5.6% first time test takers Advanced.
Overall the CDT projected 82% Basic/Below Basic.	Very large number represented.

Science, Technology, and Engineering Education Summary

Strengths

15.6% of tested students via CDT were projected Prof/Adv.

Keystones revealed 5.6% first time test takers Advanced. Compared to what CDT projected.

Challenges

Overall the CDT projected 82% Basic/Below Basic.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Each grade level in 6-8 has a dedicated curriculum to complete career paths and document the evidence.	Choices 360 illustrates the documentation.
Students in grades 3-5 have designed career lessons to complete.	Choices 360 allows for this to be uploaded and accounted for.
Cyber students have a lower rate of completion of Career Benchmarks.	There needs to be better communication between in person and cyber students when it comes to tracking career benchmarks.
Attendance and truancy affect completion of Career Benchmarks.	Students in this category are low in the completion percentage.
Transient students who enroll late and are catching up or miss the trimester of computers at the Middle School.	Issues with tracking transient students in Choices.

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

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCP plans.

Partnering Institution

Lackawanna College

Agreement Type

Dual Credit

Program/Course Area

Intro to Literature, Intro to Psychology, Statistics and Data Analysis, World History, General Physics I with Lab

Uploaded Files

Dual College agreement 24.pdf

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.

Students in grades 3-5 have designed lessons to complete career benchmarks.

Each grade level 6-12 has a dedicated curriculum to oversee career evidence.

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.

Cyber students are not tracked as consistently by Choices 360 as in person students are.

Attendance and truancy has an affect on district career benchmark completion.

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

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

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.

51% Hispanic Student Group scored Advanced or Proficient ELA Keystone.

At State St, 76% of Black students met or exceeded the statewide growth standard in mathematics.

As per Keystone data from spring 24, Economically Disadvantaged student data outperformed the statewide average of Prof/Adv form 46.6% compared to the statewide average of 40%

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.

In 22-23, High School Career Standards Benchmark for Economically disadvantaged is 59.4%. Below the overall student group.
In 22-23, Middle School Economically Disadvantaged student group ELA achievement was 30.7%.
At State St the economically disadvantaged subgroup only displayed a 2% increase in ELA proficiency from 21-22 to 22-23.
As per PSSA data from 22-23, at State ST. Students with Disabilities, ELA performance has gone down 13.6% since 2018-2019.

Designated Schools

Wyoming Valley West SHS

Priority Challenge	Comments and Notable Observations
The All Student Group did not meet the statewide average for the Career Standards Benchmark.	Consistent throughout the district.
The All Student Group did not meet the performance standard for Regular Attendance.	Attendance is a common issue.
The All student group did not meet the Statewide Average Growth Score in ELA/Literature.	ELA growth continues to be an issue at all levels.
Black, Hispanic, White, two or more races, economically disadvantaged, students with disabilities did not meet the statewide average growth score for Algebra.	Subgroups are below the growth score for Algebra.

Systemic LEA Challenges

Improving attendance will be a challenge that will be addressed in the overall plan.
Improving ELA growth across the district is going to be addressed in the overall plan.
Math/Algebra growth will be address in the overall plan.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Subgroup of special ed is an A-TSI focus.
Title 1 Program	All strengths and challenges seem to be consistent with district overall plan.
Student Services	NA
K-12 Guidance Plan (339 Plan)	Career documentation is a focus.
Technology Plan	NA
English Language Development Programs	NA

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

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.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Exemplary
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Exemplary

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Exemplary
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Emerging
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Operational

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Emerging
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Emerging

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district .
Coordinate and monitor supports aligned with students' and families' needs.

Ensure effective, standards-aligned curriculum and assessment .

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction .

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data .

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities .

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 21-22, Proficient/Advanced Algebra was 9.4%. In 22-23, Proficient/Advanced was 24% (Overall High School)	False
In 21-22, Proficient/Advanced Biology was 14.8%. In 22-23, Proficient/Advanced was 32.9%. (Overall High School)	False
51% Hispanic Student Group scored Advanced or Proficient ELA Keystone. (High School)	False
At State St, 76% of Black students met or exceeded the statewide growth standard in mathematics.	False
At Dana St. for 22-23, Science PSSA, White subgroup percent was 83.6% compared to 21-22, which was 76.6%.	False
As a district, ELA has a higher percentage of proficient/advanced when compared to math.	True
At the Middle Level, Numbers and operations is a strength. That number reflects 1 of the 6 major assessment anchors measured on the Keystone Math test.	False
15.6% of tested students via CDT were projected Prof/Adv.	False
Keystones revealed 5.6% first time test takers Advanced. Compared to what CDT projected.	False
Students in grades 3-5 have designed lessons to complete career benchmarks.	False
Each grade level 6-12 has a dedicated curriculum to oversee career evidence.	False
51% Hispanic Student Group scored Advanced or Proficient ELA Keystone.	False
At State St, 76% of Black students met or exceeded the statewide growth standard in mathematics.	False
As per Keystone data from spring 24, Economically Disadvantaged student data outperformed the statewide average of Prof/Adv form 46.6% compared to the statewide average of 40%	False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district .	False
Coordinate and monitor supports aligned with students' and families' needs.	False
Ensure effective, standards-aligned curriculum and assessment .	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District 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
Regular attendance on secondary level is well below the state average of 73.9%.	True
Our largest subgroup, of white students is testing well below the state average in mathematics performance. (60% of total	False

enrollment) This area also contains subgroups of Economically disadvantaged and IEP students.	
ELA growth is significantly low for the Economically disadvantaged student which make up 71.4%	True
According to the CDT, the projected % of tested students that are Basic/Below Basic is 66.84%.	False
Projection of over 97.22% of students to not fall into the Adv/Prof range according to the CDT.	False
6th-8th grade students are still projected at being significantly below grade level in the assessed areas of Measurement levels.	False
Overall the CDT projected 82% Basic/Below Basic.	False
Cyber students are not tracked as consistently by Choices 360 as in person students are.	False
Attendance and truancy has an affect on district career benchmark completion.	False
In 22-23, High School Career Standards Benchmark for Economically disadvantaged is 59.4%. Below the overall student group.	False
In 22-23, Middle School Economically Disadvantaged student group ELA achievement was 30.7%.	False
At State St the economically disadvantaged subgroup only displayed a 2% increase in ELA proficiency from 21-22 to 22-23.	False
As per PSSA data from 22-23, at State ST. Students with Disabilities, ELA performance has gone down 13.6% since 2018-2019.	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction .	True
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data .	False
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities .	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
Regular attendance on secondary level is well below the state average of 73.9%.	The area is experiencing many families that are transient from one school district to the next. High absenteeism results from this population.	True
ELA growth is significantly low for the Economically disadvantaged student which make up 71.49%	The district is experiencing high levels of low socioeconomic families as the district has risen to above 70% poverty level.	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction .	This focus can lead to better students performance on state tests.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
As a district, ELA has a higher percentage of proficient/advanced when compared to math.	As stated, this shows that low socioeconomic students can succeed and provide student confidence/motivation to improve attendance and overall performance on state assessments.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Through upgraded instructional resources that will meet the evolving educational needs of our students. Programs such as PBIS, a new truancy policy, and attendance incentives through parent and family engagement as a part of our Title I program are aimed to improve overall attendance.
	The district will focus on having students utilize resources that they do not have. The district is prioritizing the inception of a new reading series focusing on student materials that can be used and kept anywhere by our student population. Overall ELA growth can also be accomplished through appropriate technology applications.
	The district will focus on utilizing more evidence based instructional practices to raise scores on state tests.

Goal Setting

Priority: Through upgraded instructional resources that will meet the evolving educational needs of our students. Programs such as PBIS, a new truancy policy, and attendance incentives through parent and family engagement as a part of our Title I program are aimed to improve overall attendance.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Increase regular student attendance across the district from 57.6% districtwide to 74%.			
Measurable Goal Nickname (35 Character Max)			
Regular district attendance.			
Target Year 1	Target Year 2	Target Year 3	
The percent of students with regular attendance will 63%.	The percent of students with regular attendance will be 68%.	Increase regular student attendance across the district from 57.6% districtwide to 74%.	

Priority: The district will focus on having students utilize resources that they do not have. The district is prioritizing the inception of a new reading series focusing on student materials that can be used and kept anywhere by our student population. Overall ELA growth can also be accomplished through appropriate technology applications.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Increase the percentage of district ELA Advanced and Proficient students from 38% to 54.5%.			
Measurable Goal Nickname (35 Character Max)			
Elementary ELA			
Target Year 1	Target Year 2	Target Year 3	
Increase the percentage of district ELA Advanced and Proficient students to 42%.	Increase the percentage of district ELA Advanced and Proficient students to 48%.	Increase the percentage of district ELA Advanced and Proficient students from 38% to 54.5%.	

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
To increase the number of high school students performing Advanced/Proficient on the Keystone exam from 49.3% to 54.5%.			
Measurable Goal Nickname (35 Character Max)			
High school ELA.			
Target Year 1	Target Year 2	Target Year 3	

To increase the number of high school students performing Advanced/Proficient on the Keystone exam from 49.3% to 51%.	To increase the number of high school students performing Advanced/Proficient on the Keystone exam from 51% to 53%.	To increase the number of high school students performing Advanced/Proficient on the Keystone exam from 49.3% to 54.5%.
---	---	---

Priority: The district will focus on utilizing more evidence based instructional practices to raise scores on state tests.

Outcome Category

Mathematics

Measurable Goal Statement (Smart Goal)

To increase the number of proficient/advanced students across all state assessments (PSSA and Keystone) by 10% from 17.54% to 27.54%.

Measurable Goal Nickname (35 Character Max)

District Mathematics Goal

Target Year 1	Target Year 2	Target Year 3
To increase the number of proficient/advanced students across all state assessments to 20.54%.	To increase the number of proficient/advanced students across all state assessments to 23.54%.	To increase the number of proficient/advanced students across all state assessments (PSSA and Keystone) by 10% from 17.54% to 27.54%.

Action Plan

Measurable Goals

Regular district attendance.	Elementary ELA
High school ELA.	District Mathematics Goal

Action Plan For: Check and Connect dropout prevention

Measurable Goals:

- Increase regular student attendance across the district from 57.6% districtwide to 74%.

Action Step	Anticipated Start/Completion Date
Training in Trauma Informed Practices	2025-09-01 2028-06-30
Lead Person/Position	PD Step? Com Step?
Administration	Yes Yes
Material/Resources/Supports Needed	
Computer/Laptop	
Action Step	Anticipated Start/Completion Date
Identify Student absenteeism based on trauma informed events	2025-09-01 2028-06-30
Lead Person/Position	PD Step? Com Step?
School Counselors	No No
Material/Resources/Supports Needed	
Absentee Logs	
Action Step	Anticipated Start/Completion Date
Provide intervention for these students to increase their attendance.	2025-09-01 2028-06-30
Lead Person/Position	PD Step? Com Step?
School Counselors	No No
Material/Resources/Supports Needed	
Student Records	

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

Action Plan For: Full Implementation of IXL

Measurable Goals:

- To increase the number of proficient/advanced students across all state assessments (PSSA and keystones) by 10% from 17.54% to 27.54%.

Action Step	Anticipated Start/Completion Date

Full implementation of IXL in K-12 mathematics classrooms.				
Lead Person/Position	Curriculum Director/Principals/District Math Department Chair/Classroom Teacher	Material/Resources/Supports Needed	Chromebook/Internet Access/IXL Program	
PD Step?	Yes	Com Step?	Yes	
Action Step	Implementation of new K-5 Curriculum	Anticipated Start/Completion Date		
Lead Person/Position	Curriculum Coordinator/Principal/District Math Department Chair/Teacher/Parents	Material/Resources/Supports Needed	McGraw Hill Reveal Math K-5 series resource/Digital access/Chromebook/Internet Access	
PD Step?	Yes	Com Step?	Yes	
Action Step	Implementation of predicting benchmark assessment Firefly. (PA state generated)	Anticipated Start/Completion Date		
Lead Person/Position	Principal/District Math Department Chair/Teacher/Tech director	Material/Resources/Supports Needed	Firefly access/Chromebook/Internet access	
PD Step?	No	Com Step?	Yes	

Anticipated Output	Increased performance of Proficient/Advanced score on state math assessments.	Monitoring/Evaluation (People, Frequency, and Method)	IXL is continuous, K-5 is continuous, Firefly/CDT is semi-annually via classroom teacher. Teachers will use individualized student data reports to drive instruction.
---------------------------	---	--	---

Action Plan For: Implement structured literacy

Measurable Goals:	<ul style="list-style-type: none"> Increase the percentage of district ELA Advanced and Proficient students from 38% to 54.5%.
--------------------------	---

Action Step	Select a new reading series that incorporates Wilson Foundations for full compliance with structured literacy.	Anticipated Start/Completion Date	
Lead Person/Position	District Curriculum Director/District ELA Department Chair/Principals/Teachers	Material/Resources/Supports Needed	New series and all of the components/Foundation materials/chromebook/Internet
PD Step?	Yes	Com Step?	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
---------------------------	--

Increase the number of Advanced and Proficient students in state tests.

State data/series diagnostic component by the teacher as needed.

Action Plan For: Full implementation of IXL and CDT/Firefly

Measurable Goals:

- To increase the number of high school students performing Advanced/Proficient on the Keystone exam from 49.3% to 54.5%.

Action Step		Anticipated Start/Completion Date	
Full implementation of IXL/CDT and Firefly programs for progress monitoring.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Director/ELA Department Chair/Principal/Tech Coordinator/Teacher	Program access/Chromebook/Internet access	Yes	Yes

Anticipated Output

Increase the number of students that are Advanced/Proficient on state tests.

Monitoring/Evaluation (People, Frequency, and Method)

Data reports/Teacher will evaluate as required annually/semiannually

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Check and Connect dropout prevention	Training in Trauma Informed Practices
Full Implementation of IXL	Full implementation of IXL in K-12 mathematics classrooms.
Full Implementation of IXL	Implementation of new K-5 Curriculum
Implement structured literacy	Select a new reading series that incorporates Wilson Foundations for full compliance with structured literacy.
Full implementation of IXL and CDT/Firefly	Full implementation of IXL/CDT and Firefly programs for progress monitoring.

Trauma Informed Care

Action Step	
<ul style="list-style-type: none"> Training in Trauma Informed Practices 	
Audience	
K-12 Faculty	
Topics to be Included	
An overview of Trauma Informed Care, Basic Skills, Supporting Caregivers	
Evidence of Learning	
Completion of Training	
Lead Person/Position	Anticipated Start
Principal	2025-09-01
	Anticipated Completion
	2028-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Yearly
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

IXL Training for Staff

Action Step
<ul style="list-style-type: none"> Full implementation of IXL in K-12 mathematics classrooms.
Audience
K-12 Faculty
Topics to be Included

Using IXL reports to drive instruction.

Evidence of Learning

Follow up reports vis IXL program

Lead Person/Position

Classroom Teacher

Anticipated Start

2025-09-01

Anticipated Completion

2028-06-30

Learning Format

Type of Activities

Workshop(s)

Frequency

Yearly/as needed

Observation and Practice Framework Met in this Plan

This Step Meets the Requirements of State Required Trainings

Implementation of Firefly/CDT

Action Step

- Full implementation of IXL/CDT and Firefly programs for progress monitoring.

Audience

6-12 Faculty/Students

Topics to be Included

Using CDT/Firefly to predict readiness for state assessments (PSSA/Keystones)

Evidence of Learning

Completion of training

Lead Person/Position

Principal

Anticipated Start

2025-09-01

Anticipated Completion

2028-06-30

Learning Format

Type of Activities

Workshop(s)

Frequency

Yearly/as needed

Observation and Practice Framework Met in this Plan

This Step Meets the Requirements of State Required Trainings

Introduction of new K-5 Reading Series

Action Step

- Select a new reading series that incorporates Wilson Foundations for full compliance with structured literacy.

Audience		
K-5 Teachers/Staff		
Topics to be Included		
Overview and full implementation of series/blended with Wilson Foundations		
Evidence of Learning		
Participation in in-service		
Lead Person/Position	Anticipated Start	Anticipated Completion
ELA District Department Chair	2025-09-01	2028-06-30

Learning Format

Type of Activities	Frequency
Inservice day	As needed
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1d: Demonstrating Knowledge of Resources 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Communications Activities

Regular Attendance Target						
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date	
<ul style="list-style-type: none"> Training In Trauma Informed Practices 	K-12 Faculty	The nature of trauma and the aftermath.	Curriculum Director	09/01/2025	06/30/2028	
Communications						
Type of Communication			Frequency			
Presentation			Annually			

Using Data to Increase Academic Achievement

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Full implementation of IXL in K-12 mathematics classrooms. 	K-12 Faculty/Students	Understanding the IXL Program and use it in instruction.	Teachers	09/01/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Webinar			Annually		

Supporting Math Achievement with a new Series.

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Implementation of new K-5 Curriculum 	K-5 Teachers/Students/Parents	Understanding how to fully utilize the new elementary K-5 mathematics Reveal series to maximize instruction for all learners.	Teachers	09/01/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Posting on district website			Annually		

Using Firefly to Prep for the keystones

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Full implementation of IXL/CDT and Firefly programs for progress monitoring. 	Faculty/Students/Parents	Firefly utilization for informed teaching	Principal/Teacher	09/01/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Posting on district website			Annually		

Approvals & Signatures

Uploaded Files

- Board Affirmation Statement District Comp Plan 2025.pdf

Chief School Administrator	Date
Charles Suppon	2025-11-21