

Profile and Plan Essentials

School		AUN/Branch
Wyoming Valley West SHS		118409302
Address 1		
150 Wadham Street		
Address 2		
City	State	Zip Code
Plymouth	PA	18651
Chief School Administrator		Chief School Administrator Email
Dr Charles R Suppon Jr.		charles.suppon@wwwsd.org
Principal Name		
Tara Carey		
Principal Email		
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Principal Phone Number		Principal Extension
5707795361		12903
School Improvement Facilitator Name		School Improvement Facilitator Email
Deanna Mennig		dmennig@liu18.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Charles Suppon, Jr.	Chief School Administrator	Administrator	charles.suppon@wwwsd.org
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Vision for Learning

Vision for Learning

The vision for Wyoming Valley West SHS is to ensure that every student successfully transitions to college, career, or military service upon graduation. To achieve this, the school focuses on a learning environment where students increase their achievement and growth in ELA, Mathematics, and Science to meet or exceed state standards. A critical pillar of this vision is the drastic improvement of regular student attendance, which is recognized as the foundation for academic success and student well-being. Ultimately, the school is committed to providing an equitable education, ensuring all students have the specific resources and supports—including trauma-informed care and targeted interventions—necessary to reach their full potential.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

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

Comments/Notable Observations

The "All Student Group" achieved a 40.1% proficiency rate in 2024-2025. The statewide average is 49.9% in English Language Arts/Literature.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	The Students with Disabilities group increased to 17.8% English Language Arts/Literature.
White	The "White" group exceeded the statewide average. 53.5% scored proficient or advanced in English Language Arts/Literature.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	There is a significant gap in achievement between student groups. While 53.5% of White students are proficient or advanced the rate for the Black subgroup is 23.3% English Language Arts/Literature.
Hispanic	There is a significant gap in achievement between student groups. While 53.5% of White students are proficient or advanced, the rates for Hispanic (24.7%) English Language Arts/Literature.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

The "All Student Group" achieved a 22.5% proficiency rate in 2024-2025. The statewide average is 41.7% in Mathematics/Algebra.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	The "Economically Disadvantaged" group showed growth at 16.3% in Mathematics/Algebra.
Students with Disabilities	The "Students with Disabilities" group showed growth at 6.8% in Mathematics/Algebra.

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	The "Combined Ethnicity" group decreased to 9.3% in Mathematics/Algebra.
White	The statewide average is 41.7%. The "White" group is 33.3% in Mathematics/Algebra.

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

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

Comments/Notable Observations

The "All Student" group scored a 64%. The statewide average growth score is a 75% in English Language Arts/Literature.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	The "white" subgroup achieved a 72% growth rate. The statewide growth standard is 70% in English Language Arts/Literature.
African-American/Black	The "Black" subgroup out performed the "All Student Group" scoring 69%. The "All Student Group" scored 64% in English Language Arts/Literature.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	The "Economically Disadvantaged" subgroup scored a 57%. The Statewide Average Growth Score is 75% in English Language Arts/Literature.
Combined Ethnicity	The "Combined Ethnicity" subgroup scored 61%. The Statewide Average Growth Score is 75% in English Language Arts/Literature.

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

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

Comments/Notable Observations

The "All Student Group" scored 77%, exceeding the Statewide Average Growth Score of 75.3% in Mathematics/Algebra.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	The "Black" group increased their score to 70% meeting the Statewide Growth Score in Mathematics/Algebra.
Economically Disadvantaged	The "Economically Disadvantaged group earned a score of 70%. The Statewide Growth Score is 70% in Mathematics/Algebra.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	The "Hispanic" group showed growth, scoring 59%, but did not meet the Statewide Growth Score of 70% in Mathematics/Algebra.
Students with Disabilities	The "Students with Disabilities" group showed growth, scoring 62%, but did not meet the Statewide Growth Score of 70% in Mathematics/Algebra.

English Language Growth and Attainment

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

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

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

Comments/Notable Observations

The "All Student Group's" regular attendance is 39.*% while the statewide average is 79.6% in Regular Attendance.

True Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Hispanic	The "Hispanic" subgroup showed an increase in attendance and exceeded the "All Student Group" with a 39.4% attendance rate.
English Learners	The "English Learner" subgroup showed an increase in attendance at 33.3% for the 2024-2025 school year.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	The Statewide Average for attendance is 79.^%. The "Black" subgroup has an attendance rate of 29.3%.
White	The Statewide Average for attendance is 79.^%. The "White" subgroup has an attendance rate of 42.5%.

Career Standards Benchmark

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

Comments/Notable Observations

The "All Student" subgroup scored 63.&%. The Statewide Average is 91.5% in the Career Standards Benchmark.

True Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	The "Black" subgroup showed an increase in the Career Standards Benchmark at 51.1%.
Students with Disabilities	At 57.6, the "Students with Disabilities" group showed an increase in the Career Standards.

Challenges

ESSA Student Subgroups	Indicator
White	The "White" subgroup decreased their overall Career Standards Benchmark, earning 75.1%.
Economically Disadvantaged	The "Economically Disadvantaged" subgroup did not meet the statewide average of 91.5%. The "Economically Disadvantaged" group is 58.6% in the Career Standards Benchmark.

High School Graduation Rate Four-Year Cohort

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

Comments/Notable Observations

The "All Student" group almost met the statewide average of 88%, coming in at 87.2% in the High school Graduation Rate Four-Year Cohort.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	The "White" subgroup exceeded the statewide average, scoring 94.1% in the High school Graduation Rate Four-Year Cohort.
Hispanic	The "Hispanic" sub-group showed growth for the 24-25 school year at 80.8% in the High school Graduation Rate Four-Year Cohort.

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	The "Combined Ethnicity" group decreased to 76.6% in the High school Graduation Rate Four-Year Cohort.
Students with Disabilities	Although showing growth in the 24-25 year at 85.2%, the "Students with Disabilities" subgroup did not meet the statewide average of 88% in the High school Graduation Rate Four-Year Cohort.

Summary

Strengths

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

The "All Student Group" scored 77%, exceeding the Statewide Average Growth Score of 75.3% in Mathematics/Algebra.
The "Black" group increased their score to 70% meeting the Statewide Growth Score in Mathematics/Algebra.
The "Economically Disadvantaged group earned a score of 70%. The Statewide Growth Score is 70% in Mathematics/Algebra.
The "All Student Group's" regular attendance is 39.*% while the statewide average is 79.6% in Regular Attendance.

Challenges

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

The "All Student Group's" regular attendance is 39.*% while the statewide average is 79.6%.
The "All Student Group" achieved a 40.1% proficiency rate in 2024-2025. The statewide average is 49.9% in English Language Arts/Literature.
There is a significant gap in achievement between student groups. While 53.5% of White students are proficient or advanced the rate for the Black subgroup is 23.3% English Language Arts/Literature.
The Statewide Average for attendance is 79.^%. The "Black" subgroup has an attendance rate of 29.3%.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Local Data - End of Chapter Formative Assessments	Students who attended school on a regular basis are meeting the course requirements.
Pennsylvania Firefly	The use of interim benchmarking tool as a performance predictor of Keystone Exams.
Linkit!	The use of this educational platform helps teachers identify students' academic strengths and areas for improvement in relation to the Pennsylvania Assessment Anchors & Eligible Content and the Keystone Assessment Anchors & Eligible Content.

English Language Arts Summary

Strengths

The integration of diagnostic testing and skill-based interventions into daily coursework ensures that students have access to the equitable resources required to improve their outcomes and advance toward the long-term 2033 proficiency goals.
The White group has the highest attendance (42.5%) and the highest proficiency (53.5%). Notably, they are the only group to meet the ELA academic growth standard with a score of 72.0

Challenges

Improving regular student attendance from 39.8% to meet the statewide average at 79.6%.
Focusing on the Economically Disadvantaged and Black groups, improving the growth score to meet the statewide average score.

Mathematics

Data	Comments/Notable Observations
Local Data - End of Chapter Formative Assessments	Students attending school on a regular basis are meeting the course requirements.
Pennsylvania Firefly	The use of the interim benchmarking tool as a performance predictor of the Keystone Exams.
Linkit!	The use of this educational platform helps teachers identify students' academic strengths and areas for improvement in relation to the Pennsylvania Assessment Anchors & Eligible Content and the Keystone Assessment Anchors & Eligible Content.

Mathematics Summary

Strengths

The "All Student Group" successfully met the standard for demonstrating academic growth with a score of 77.0.
This growth score is not only higher than the statewide standard of 70.0 but also exceeds the statewide average growth score of 75.3.

Challenges

Decreasing the gap between White students (33.3% proficiency) and other groups such as Hispanic students (8.2%) and Students with Disabilities (6.8%).
Focusing on the Hispanic group (59.0), Combined Ethnicity group (60.0), and Students with Disabilities (62.0) to meet the statewide growth standard of 70.0.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Waiver Participation - No data	Waiver Participation
Waiver Participation	Waiver Participation

Science, Technology, and Engineering Education Summary

Strengths

Waiver Participation
Waiver Participation

Challenges

Waiver Participation
Waiver Participation

Related Academics

Career Readiness

Data	Comments/Notable Observations
PA Future Ready Index	White students have the highest benchmark attainment at 75.1%, though this is still well below the state average.
PA Future Ready Index	The "All Student Group" did not meet the performance standard for this benchmark.
PA Future Ready Index	Data indicates a decrease in performance from the previous year, as shown by the downward-pointing arrow in the summary report.

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.

We offer a full-year Career Exploration course.
We host a Wyoming Valley West career fair at the Wyoming Valley West High School in conjunction with our community partner, Junior Achievement.

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.

Increasing the lowest scores were recorded among Hispanic students (50.0%), students of Combined Ethnicity (50.9%), and Black students (51.1%)
Increasing the Economically Disadvantaged and Students with Disabilities: These groups are performing similarly, with scores of 58.6% and 57.6% respectively.

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.
Linkit!	This educational platform assisted teachers in identifying student academic strengths and areas of in need of improvement.
Firefly	The use of the interim benchmarking tool as a performance predictor of 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.
Linkit!	This educational platform assisted teachers in identifying student academic strengths and areas of in need of improvement.
Firefly	The use of the interim benchmarking tool as a performance predictor of 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.
Linkit!	This educational platform assisted teachers in identifying student academic strengths and areas of in need of improvement.
Firefly	The use of the interim benchmarking tool as a performance predictor of the Keystone Exams.

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, fidelity-based use 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 contributes to a lack of academic success by creating educational gaps. Regular school attendance will lessen the gaps to help students to increase his/her achievement and growth in Literature, Algebra, and Biology.
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.
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" scored 77%, exceeding the Statewide Average Growth Score of 75.3% in Mathematics/Algebra.	True
The "Black" group increased their score to 70% meeting the Statewide Growth Score in Mathematics/Algebra.	False
The "Economically Disadvantaged group earned a score of 70%. The Statewide Growth Score is 70% in Mathematics/Algebra.	True
The integration of diagnostic testing and skill-based interventions into daily coursework ensures that students have access to the equitable resources required to improve their outcomes and advance toward the long-term 2033 proficiency goals.	False
The White group has the highest attendance (42.5%) and the highest proficiency (53.5%). Notably, they are the only group to meet the ELA academic growth standard with a score of 72.0	False
The "All Student Group's" regular attendance is 39.*% while the statewide average is 79.6% in Regular Attendance.	False
The "All Student" subgroup scored 63.&%. The Statewide Average is 91.5% in the Career Standards Benchmark.	False
The "Black" subgroup showed an increase in the Career Standards Benchmark at 51.1%.	False
The "All Student Group" successfully met the standard for demonstrating academic growth with a score of 77.0.	False
This growth score is not only higher than the statewide standard of 70.0 but also exceeds the statewide average growth score of 75.3.	False
Waiver Participation	False
We offer a full-year Career Exploration course.	False
Waiver Participation	False
The "All Student Group" scored 77%, exceeding the Statewide Average Growth Score of 75.3% in Mathematics/Algebra.	True
We host a Wyoming Valley West career fair at the Wyoming Valley West High School in conjunction with our community partner, Junior Achievement.	False

Emphasizing the importance of student attendance.	False
Continued, fidelity-based use of the skill-building interventions to support student achievement.	True
Curricular materials and lesson plans are aligned to the PA Standards.	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
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's" regular attendance is 39.*% while the statewide average is 79.6%.	True
The Statewide Average for attendance is 79.^%. The "Black" subgroup has an attendance rate of 29.3%.	False
The "All Student Group" achieved a 40.1% proficiency rate in 2024-2025. The statewide average is 49.9% in English Language Arts/Literature.	True
There is a significant gap in achievement between student groups. While 53.5% of White students are proficient or advanced the rate for the Black subgroup is 23.3% English Language Arts/Literature.	False
The "All Student Group" achieved a 22.5% proficiency rate in 2024-2025. The statewide average is 41.7% in Mathematics/Algebra.	False
The "All Student" group scored a 64%. The statewide average growth score is a 75% in English Language Arts/Literature.	False
The "Economically Disadvantaged" subgroup scored a 57%. The Statewide Average Growth Score is 75% in English Language Arts/Literature.	True
Improving regular student attendance from 39.8% to meet the statewide average at 79.6%.	False
Focusing on the Economically Disadvantaged and Black groups, improving the growth score to meet the statewide average score.	False
Decreasing the gap between White students (33.3% proficiency) and other groups such as Hispanic students (8.2%) and Students with Disabilities (6.8%).	False
Focusing on the Hispanic group (59.0), Combined Ethnicity group (60.0), and Students with Disabilities (62.0) to meet the statewide growth standard of 70.0.	False
Waiver Participation	False

The "All Student Group's" regular attendance is 39.*% while the statewide average is 79.6% in Regular Attendance.	False
The "All Student" subgroup scored 63.&%. The Statewide Average is 91.5% in the Career Standards Benchmark.	False
Increasing the lowest scores were recorded among Hispanic students (50.0%), students of Combined Ethnicity (50.9%), and Black students (51.1%)	False
Increasing the Economically Disadvantaged and Students with Disabilities: These groups are performing similarly, with scores of 58.6% and 57.6% respectively.	False
Student absenteeism contributes to a lack of academic success by creating educational gaps. Regular school attendance will lessen the gaps to help students to increase his/her achievement and growth in Literature, Algebra, and Biology.	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
Waiver Participation	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
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

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 is the foundational element that determines whether a student can successfully meet state academic standards, graduate on time, and transition to a career or higher education. There is a clear alignment between a student's presence in the classroom and their ability to reach state cut scores. Furthermore, consistent attendance is required to sustain academic growth. Attendance is one of the most reliable predictors of whether a student will graduate. Data from the sources show a concerning equity gap linked to attendance. High school attendance is the "gatekeeper" for advanced opportunities. Ultimately, attendance determines a student's readiness for life after high school. The school views improving attendance as the essential first step toward ensuring every graduate can successfully move into college, the military, or the workforce. By prioritizing attendance through interventions like the "Check and Connect" program, the school aims to remove the foundational barrier that currently prevents many students from reaching their full potential.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The "All Student Group's" regular attendance is 39.*% while the statewide average is 79.6%.	Based on the 2024-2025 Future Ready Index Summary, the disparity between the school's 39.8% regular attendance rate and the 79.6% statewide average serves as a central point for assessing school performance and equity. The "All Student Group" did not meet the performance standard for regular attendance. The current rate is not only half the state average but is also 54.3 percentage points below the 2033 statewide goal of 94.1%.	True
The "All Student Group" achieved a 40.1% proficiency rate in 2024-2025. The statewide average is 49.9% in English Language Arts/Literature.	The "All Student Group" did not meet the interim goal or improvement target for proficiency. The current rate is 41.0 percentage points below the 2033 statewide goal of 81.1%, indicating a need for significant longitudinal improvement strategies. Beyond proficiency, the school received an Academic Growth Score of 64.0, meaning it did not meet the statewide growth standard (70.0) or the statewide average growth score (75.0).	True
The "Economically Disadvantaged" subgroup scored a 57%. The Statewide Average Growth Score is 75% in English Language Arts/Literature.	The comparison between the Economically Disadvantaged subgroup's growth score and the statewide average highlights a critical area of concern for Wyoming Valley West SHS. The Academic Growth Score of 57.0 for the Economically Disadvantaged subgroup is 18 points below the statewide average of 75.0 and 13 points below the statewide growth standard of 70.0. This group is currently the lowest-performing subgroup in terms of academic growth for ELA/Literature, trailing the "All Student Group" (64.0) and falling significantly behind other groups like White students (72.0) and Black students (69.0).	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Continued, fidelity-based use of the skill-building interventions to support student achievement.	Focus on curriculum and modifications to courses to address the lacking foundational and prerequisite skills due to a lack of instruction during the pandemic.
A positive school environment where all members feel welcomed, supported and safe in school socially,	The effect of a positive school culture meets the needs of student wellbeing therefore able to learn.

emotionally, intellectually, and physically has been a major focus.	
The "All Student Group" scored 77%, exceeding the Statewide Average Growth Score of 75.3% in Mathematics/Algebra.	This is a standout metric for the school, as the "All Student Group" met the standard for demonstrating academic growth in Mathematics, a feat not currently achieved in English Language Arts (64.0). Achieving a score higher than the statewide average (75.3) indicates that the instructional strategies being used in Algebra are effectively moving students forward at a faster rate than their peers across the state.
The "Economically Disadvantaged group earned a score of 70%. The Statewide Growth Score is 70% in Mathematics/Algebra.	This subgroup successfully met the standard, demonstrating academic growth, indicating that these students are making the expected amount of progress over the course of the school year.
The "All Student Group" scored 77%, exceeding the Statewide Average Growth Score of 75.3% in Mathematics/Algebra.	The school successfully "Meets the Standard Demonstrating Growth," surpassing both the statewide growth standard (70.0) and the statewide average growth score (75.3).

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We need to implement and sustain systemic engagement and monitoring structures, such as the "Check and Connect" mentoring program and trauma-informed practices, to proactively identify and mitigate individual barriers to attendance. This change is necessary to move the current 39.8% regular attendance rate toward the statewide average by ensuring every student feels a physical and emotional sense of belonging that supports daily participation.
	We must ensure the fidelity-based use of Firefly and targeted skill-building interventions are consistently integrated into the ELA/Literature curriculum across all student groups. By shifting from a general curriculum to one driven by real-time diagnostic data, we can address the foundational skill gaps that currently prevent the school from meeting the 70.0 academic growth standard and closing the 35.7 percentage point proficiency gap between the highest and lowest-performing subgroups.
	We need to implement a data-driven, multi-tiered support system that synchronizes fidelity-based skill-building interventions with proactive attendance engagement strategies specifically for the Economically Disadvantaged subgroup. By transitioning to a model where instructional resources are adjusted in real-time via Firefly and reinforced by the "Check and Connect" mentoring program, we can provide the necessary intellectual and social-emotional safety nets to move this group's 57.0 ELA growth score toward the statewide average of 75.0.

Goal Setting

Priority: We need to implement and sustain systemic engagement and monitoring structures, such as the "Check and Connect" mentoring program and trauma-informed practices, to proactively identify and mitigate individual barriers to attendance. This change is necessary to move the current 39.8% regular attendance rate toward the statewide average by ensuring every student feels a physical and emotional sense of belonging that supports daily participation.

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 the 1st quarter will increase 2.5%.	By the end of the 2nd quarter will increase 2.5%.	By the end of the 3rd quarter will increase 2.5%.	By the end of the 4th quarter will increase 2.5%.

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 the 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: We must ensure the fidelity-based use of Firefly and targeted skill-building interventions are consistently integrated into the ELA/Literature curriculum across all student groups. By shifting from a general curriculum to one driven by real-time diagnostic data, we can address the foundational skill gaps that currently prevent the school from meeting the 70.0 academic growth standard and closing the 35.7 percentage point proficiency gap between the highest and lowest-performing subgroups.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Improve academic growth outcomes			
Measurable Goal Nickname (35 Character Max)			
Improve academic growth outcomes.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
For each ATSI subgroup using diagnostic assessments and prior PVAAs growth scores.	Implement targeted ELA interventions for students not demonstrating growth.	Implement targeted ELA interventions for students not demonstrating growth.	Evaluate the impact of instructional interventions, and document effective practices.

Priority: We need to implement a data-driven, multi-tiered support system that synchronizes fidelity-based skill-building interventions with proactive attendance engagement strategies specifically for the Economically Disadvantaged subgroup. By transitioning to a model where instructional resources are adjusted in real-time via Firefly and reinforced by the "Check and Connect" mentoring program, we can provide the necessary intellectual and social-emotional safety nets to move this group's 57.0 ELA growth score toward the statewide average of 75.0.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Sustain systemic engagement and monitoring structures, such as the "Check and Connect" mentoring program and trauma-informed practices, to proactively identify and mitigate individual barriers to attendance.			
Measurable Goal Nickname (35 Character Max)			
Proactive attendance for economically disadvantaged			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of the first quarter will increase attendance by 2.5%	By the end of the second quarter will increase attendance by 2.5%	By the end of the third quarter will increase attendance by 2.5%	By the end of the fourth quarter will increase attendance by 2.5%

Action Plan

Measurable Goals

Regular Attendance	Improve performance by improving time in the classroom.
Improve academic growth outcomes.	Proactive attendance for economically disadvantaged

Action Plan For: Check and Connect

Measurable Goals:
Students will increase their attendance rate by 10.0%.

Action Step		Anticipated Start Date	Anticipated Completion Date
Students will increase their attendance by 10%		2026-09-02	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Guidance Counselor	absentee logs	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Training in trauma informed practices		2026-09-02	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Tina Gelso/LIU18	Virtual instruction - laptop	Yes	

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

Training in Trauma Informed Practices

Action Step		
• 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/LIU18	2026-09-02	2027-06-11

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
School Improvement Facilitator Signature	Date
Deanna Mennig	2026-08-06