

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
David Tosh		dtosh@wwsd.org
Single Point of Contact Name		
David Novrocki		
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Steering Committee

Name	Position/Role	Building/Group/Organization	
David Novrocki	Administrator	Wyoming Valley West School District	
Marya Baratta	Administrator	Wyoming Valley West School District	
Anthony Waskevich	Data Analyst	Wyoming Valley West School District	
Tara Carey	Administrator	Wyoming Valley West High School	
David Bond	Administrator	Wyoming Valley West Middle School	
Jeff DeRocco	Administrator	Dana El Ctr/Chester St El School	
Rob Bonczewski	Staff Member	Wyoming Valley West High School	
Doug Shook	Staff Member	Wyoming Valley West High School	
Melissa Bennett	Staff Member	Wyoming Valley West High School	
Karen Sebolka	Staff Member	Chester St El School	
Jill Guyette	Staff Member	Third Ave El.	
Sara McGrath	Staff Member	State El. Ctr	
Rene Miller	Staff Member	Dana El. Ctr.	
Tim McGinley	Board Member	Wyoming Valley West School District	
Dr. Jill Yurko	Other	Parent/Higher Ed	
Jeff Coslett	Community Member	Kingston Mayor	
Anthony Diction	Administrator	Third Ave Elementary	
Cayla Davies	Parent	Parent	
Tim Needle	Administrator	State El Ctr	
John Sharkus	Staff Member	High School	
Marissa Sholtis	Staff Member	Wyoming Valley West Middle School	

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	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%</p> <p>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.</p> <p>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%.</p> <p>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%.</p> <p>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.</p> <p>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%.</p> <p>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.</p> <p>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%.</p> <p>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)
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At State St, 76% of Black students met or exceeded the statewide growth standard in mathematics.
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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%
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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 WVWMS strength is overall reading.	529.7 average
Based on 23-24 IXL Data for ELA, the WVWMS 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 WVWMS strength is numbers and operations.	Average is 538
Based on 23-24 IXL Data for Math, the WVWMS 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.
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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 FRCPP 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.
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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.
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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 from 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.
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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.
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As per PSSA data from 22-23, at State ST. Students with Disabilities, ELA performance has gone down 13.6% since 2018-2019.
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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 71.4%	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%.
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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 Keystones) 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 Keystones) 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:
<ul style="list-style-type: none"> 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	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration	Computer/Laptop	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Identify Student absenteeism based on trauma informed events		2025-09-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Counselors	Absentee Logs	No	No
Action Step		Anticipated Start/Completion Date	
Provide intervention for these students to increase their attendance.		2025-09-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Counselors	Student Records	No	No

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:
<ul style="list-style-type: none"> 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.		2025-09-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Director/Principals/District Math Department Chair/Classroom Teacher	Chromebook/Internet Access/IXL Program	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Implementation of new K-5 Curriculum		2025-09-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Coordinator/Principal/District Math Department Chair/Teacher/Parents	McGraw Hill Reveal Math K-5 series resource/Digital access/Chromebook/Internet Access	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Implementation of predicting benchmark assessment Firefly. (PA state generated)		2025-09-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal/District Math Department Chair/Teacher/Tech director	Firefly access/Chromebook/Internet access	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased performance of Proficient/Advanced score on state math assessments.	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		Anticipated Start/Completion Date	
Select a new reading series that incorporates Wilson Foundations for full compliance with structured literacy.		2025-09-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Curriculum Director/District ELA Department Chair/Principals/Teachers	New series and all of the components/Foundation materials/chromebook/internet	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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Increase the number of Advanced and Proficient students in state tests.	State data/series diagnostic component by the teacher as needed.
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Action Plan For: Full implementation of IXL and CDT/Firefly

Measurable Goals:
<ul style="list-style-type: none"> 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		
	2025-09-01	2028-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Full implementation of IXL/CDT and Firefly programs for progress monitoring.			
Curriculum Director/ELA Department Chair/Principal/Tech Coordinator/Teacher	Program access/Chromebook/Internet access	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase the number of students that are Advanced/Proficient on state tests.	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	Anticipated Completion
Principal	2025-09-01	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	Anticipated Start	Anticipated Completion
Classroom Teacher	2025-09-01	2028-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	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		
<ul style="list-style-type: none"> 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	Anticipated Start	Anticipated Completion
Principal	2025-09-01	2028-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	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
<ul style="list-style-type: none"> 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

Chief School Administrator	Date

WYOMING VALLEY WEST SCHOOL DISTRICT

GIFTED EDUCATION

The Wyoming Valley West School District has adopted and utilizes a system to identify all students within the district who are thought to be gifted and in need of specially designed instruction. The Wyoming Valley West School District adheres to a screening and evaluation process which meets the requirements of Chapter 16 guidelines for gifted education. Awareness activities to inform the public of gifted education service and programs and the manner by which these services and programs can be requested are provided annually and include but are not limited to providing information in student handbooks, on the district website and other media sources.

PHILOSOPHY:

In accordance with Chapter 16, Pennsylvania Special Education for Gifted Students, The Wyoming Valley West School District will provide a quality program which will meet the unique needs of our gifted students. This program will provide gifted students with access to an accelerated and enriched program in accordance with their assessed intellectual and academic needs and abilities. The district will provide a program of differentiated instruction and curriculum for its gifted population. The program offers a more elaborate, complex, and in-depth study of major ideas, problems and themes that integrate knowledge within and across systems of thought. It will provide opportunities to develop higher order thinking skills to enable students to recognize existing knowledge and/or generate new knowledge. Instruction will provide the opportunity for students to involve themselves in self-initiated and self-directed learning activities based on their interest.

We believe that the learning environment in the WVWSD schools should be one in which students are given ample opportunity to develop critical thinking and problem-solving skills, productive interpersonal and social skills, and instructional activities which will enhance and stimulate each gifted student's growth and potential, addressing both strengths and needs of students.

REFERRAL PROCESS:

A referral for a gifted multidisciplinary evaluation shall be made when the student is suspected by teachers or parents of being gifted and not receiving an appropriate education under Chapter 4 and one or more of the following criteria exist:

- A request has been made by the student's parents
- the student is thought to be gifted because the school district's screening of the student indicates high potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the regular classroom
- a hearing officer or judicial decision orders a gifted multidisciplinary evaluation

The referral process is initiated when a teacher or other professional school personnel familiar with the child or a parent suspects that the child demonstrates high potential consistent with giftedness or a performance level that exceeds that of other students in the classroom.

- The teacher/professional school personnel or parent notifies the school counselor in the respective home school building.
- The school counselor begins the screening process (please refer to the Screening Process in the following section) to determine if further assessment is necessary by the School Psychologist.
- If the student meets eligibility criteria for further assessment the school psychologist and special education department as well as the parent(s) are notified of the findings.
- A Permission to Evaluate for Gifted Support and Parental Rights and Procedural Safeguards is forwarded by the special education office to the parent(s) within 10 calendar days.
- If a child does not meet screening criteria for further assessment the school counselor notifies the parent(s) and referring teacher/professional school personnel of the findings.

- A parent who suspects that their child is gifted may request a gifted multidisciplinary evaluation of their child at any time, with a limit of one request per school year. The request must be in writing. The school district shall make the permission to evaluate form readily available for that purpose.
- If a request is made orally to any professional employee or administrator of the school district, that individual shall notify the special education office in the district to provide a copy of the permission to evaluate form to the parents within 10 calendar days of the oral request.

SCREENING PROCEDURES:

When a teacher recommendation or parent request or other outside request is made for a gifted evaluation the School Counselor will coordinate the screening process in the following manner:

- Intelligence Screening-the School Counselor will utilize an appropriate individual screening instrument which measures intelligence(SIT-R, SFRIT, KBIT) to determine if the student meets screening criteria with a score of 115 or higher.
- Data Collection-the *Gifted Student Referral* form will be issued to collect and review educational history to include: grades, formal and informal achievement tests results, classroom observations, demographic information, significant family/social/developmental history, and any intervening variables.
- Parents and teachers will be provided with the multiple criteria for gifted students

- Students who meet the Screening Criteria will be referred for a ***gifted multidisciplinary evaluation*** to be conducted by a certified School Psychologist. The Permission to Evaluate from the Wyoming Valley West School District Special Education Department will be issued. Parents will receive Notice of Parental Rights and be provided a means to submit written Parent Input to be included in the GWR. *The Wyoming Valley West School District recognizes the parental right to request the process proceed to a full multidisciplinary evaluation even if the screening criterion is not met.*
- ***Transfer students***-students who have been identified gifted in another school district will have their GIEP transferred. If the previous district was in the process but had not completed the evaluation prior to the transfer, the Wyoming Valley West School District will obtain records and initiate the process for that student.

Multiple criteria for screening

Renaissance- assessed in K-5, quarterly

Individual or group achievement and aptitude tests (Key Math, GMADE, GRADE, SORT, SDMS, AIMSWeb, Compass)

report card grades (indicating continuous high achievement)

Record of in-class observations

Chuska Scale for Rate of Acquisition

EVALUATION PROCEDURES:

- A gifted multidisciplinary evaluation (GMDE) shall be conducted within 60 calendar days from Wyoming Valley West School District's receipt of the signed Permission to Evaluate form.

- The Multidisciplinary Evaluations shall be conducted by the Gifted Multidisciplinary Teams (GMDT). The GMDT consists of the following: a Certified School Psychologist, student's parent(s), person(s) familiar with the student's educational experience and performance, persons trained in the appropriate evaluation techniques, one or more of the student's current teachers, or other persons familiar with the student's cultural background.
- A single member of the GMDT may meet two or more qualifications specified above.
- The GMDT should be formed based on the student's needs.
- Only a certified school psychologist can administer tests and evaluation materials to determine giftedness.
- During the gifted evaluation process the Gifted Multidisciplinary Team collects and assesses data from a variety of sources including but not limited to tests of intellectual functioning, achievement tests, gifted rating scales, parent and teacher information, review of existing school records, screening data and observation.

MULTIPLE CRITERIA FOR GIFTED DETERMINATION:

- The Wyoming Valley West School District uses Multiple Criteria when determining gifted eligibility.
- Multiple criteria are considered for all students being evaluated for gifted eligibility as set forth in Chapter 16 guidelines.
- The district considers multiple criteria including achievement test scores, observed or measured rates of acquisition and retention of new academic content or skills that reflect gifted ability, demonstrated achievement, and/or performance or expertise in one or more academic area as evidenced by

excellence of products, portfolios, or research, as well as criterion-referenced team judgment.

- The team also considers high level thinking skills, academic creativity, leadership skills, academic interest areas, communication skills, foreign language aptitude or technology expertise, in addition to intelligence test scores.
- The team considers, validates, and documents the existence of any intervening factors such as English as a second language, disabilities, gender or race bias, or socio/cultural deprivation that could mask gifted abilities.

The Wyoming Valley West School District considers the following when making gifted eligibility determination:

- An IQ score of 125 or greater on an individual test of intellectual assessment
- Standard Scores of 125 or greater on both Verbal Comprehension and Perceptual Reasoning on test of intellectual functioning
- IQ score of 125 or greater (group or individualized assessment) plus 97th percentile (reading or math, group or individualized assessments within two years) plus 90th percentile in other areas on group or individualized assessment within two years plus grades within the A average range as per the district rating system. Advanced PSSA in reading or math (when percentiles are not available), with teacher input, classroom observations and checklists of leadership and creativity
- Students with a score of 125-129 on a test of intellectual functioning, who have achieved a standard score of 125 or higher in reading or math on an individual assessment

- A student who earned standard score on BOTH Verbal Comprehension and Perceptual Reasoning on tests of intellectual functioning plus a standard score of 125 or greater in reading or math on an individual assessment
- A student who has earned a General Ability Index (GAI) as per test guidelines of 125 or greater
- For the student who earns a GAI of 125- 129 plus a standard score of 125 or greater in reading or math on an individual assessment.

GIFTED WRITTEN REPORT (GWR):

- Upon completion of the evaluation process, the Gifted Multidisciplinary Team (GMDT) completes the Gifted Written Report (GWR) which presents the information obtained from the evaluation or reevaluation concerning the student's educational needs and strengths.
- The recommendation is made within the report as to whether the student is gifted and in need of specially designed instruction, indicates the basis for the recommendations, and includes recommendations for the student's programming, as well as names and members of the GMDT.
- The GWR requires names and positions but not signatures.
- The GWR must be presented to the parent within 60 calendar days after receiving Permission to Evaluate or after the district receives an order from a court or hearing officer to conduct the gifted multidisciplinary evaluation, except that the calendar days from the day after the last day of the spring school term up to and including the day before the first day of the subsequent fall school term may not be counted.
- If a student is found eligible for gifted and in need of specially designed instruction, and after the GWR is presented to the parents, the team will

issue a notification to the parents and others for attendance at a Gifted Individualized Education Plan Meeting (GIEP).

- This invitation to the GIEP meeting must be presented at least 10 calendar days in advance of the meeting unless otherwise waived by the parent.
- The team would then proceed to the GIEP process.
- If a student is found not to be eligible for gifted and/or not in need of specially designed instruction, the parent is presented with a Notice of Recommended Assignment (NORA), at which time the recommendation for the student to remain in the regular education setting would be made.

REEVALUATION PROCEDURES:

- The Wyoming Valley West school district will conduct a reevaluation before a change in educational placement is recommended for the student.
- The gifted students may be reevaluated at any time under the recommendation of the GIEP team.
- The parent or any GIEP team member should contact the school counselor with the request.
- The school counselor will begin the data collection process and request the special education office sends a Permission to Reevaluate to the parent.
- A reevaluation must include a review of the student's GIEP, a determination of which instructional activities have been successful, and recommendations for the revision of the GIEP.
- The reevaluation timeline for gifted students is 60 calendar days, except that the calendar days from the day after the last day of the spring school term up to and including the day before the first day of the subsequent fall school term may not be counted.

- The Wyoming Valley West School District follows current Chapter 16 guidelines, which indicates that a reevaluation for gifted education is no longer required every two years.

DUAL EXCEPTIONALITIES:

Students that demonstrate dual exceptionality receive services under Chapter 14 Pennsylvania State Standards and Guidelines for special education. The Chapter 14 IEP addresses both special education and gifted needs.

- Students that are currently in gifted education and are suspected of possibly being in need of special education undergo the Chapter 14 referral process which includes child study meetings and child centered data being collected.
- The Wyoming Valley West School District uses the same written procedure in place for Chapter 14 referrals when a student in gifted education is suspected of needing special education.

GIFTED INDIVIDUALIZED EDUCATION PROGRAM (GIEP)

A GIEP is developed for all students within the Wyoming Valley West School District who have been identified as mentally gifted as determined by the gifted multidisciplinary evaluation. The GIEP team is appointed to review the recommendations resulting from the gifted multidisciplinary evaluation. Parents of the gifted student are offered the opportunity to be present at the GIEP meeting. Each GIEP includes, as required in section 16.32 of 22 PA Code the following:

1. a statement of the student's present levels of educational performance.
2. a statement of annual goals and short-term learning outcomes which are responsive to the learning needs identified in the evaluation report.

3. a statement of the specially designed instruction and support services to be provided to the student.
4. projected dates for initiation and duration of gifted education
5. appropriate objective criteria, assessment procedures and timelines for determining, on at least an annual basis, whether the goals and learning outcomes are being achieved.
6. the names and positions of the GIEP team participants and the date of the meeting.

EDUCATIONAL PLACEMENT AND PROGRAM ELEMENTS:

Students who meet the qualifications established under Chapter 16 of the PA School Code will be provided with access to a high-quality gifted education program within the Wyoming Valley West School District.

Placement is based on the opportunity for a student to benefit meaningfully from the rate, level, and manner of instruction.

The District program of gifted education services includes:

- Processes to locate and identify all students within the district who are thought to be gifted and in need of specially designed instruction;
- Screening and evaluation processes and procedures to determine if a student is mentally gifted, in conformity with Pennsylvania School Code (22 Pa. Code Chapter 16);
- Individualized Gifted Written Reports (GWR) identifying eligibility and unique needs and strengths of each student;
- Development of Gifted Individualized Education Plans (GIEP) based on the unique needs of each student, not just on the student's classification;
- Continuum of WWV Gifted Educational Services in elementary, middle and high school, including participation in GIEP-based acceleration and/or enrichment programs and services according to the student's intellectual and academic abilities and needs.

GIFTED SUPPORT IMPLEMENTATION: All professional staff involved in Gifted Education Services may be required to participate in regular trainings regarding Gifted Education Services, the development and implementation of GIEPs, and/or other topics related to the provision of Gifted Education Services.

ELEMENTARY: Gifted Support through specially designed instruction based on the student's GIEP shall be provided to identified students in district elementary buildings by appropriately certified personnel, including but not limited to designated gifted support teachers and/or by classroom teachers assigned to each student. Specially designed instruction may include enrichment, acceleration, and/or flexible grouping based on the individual need of each gifted student.

MIDDLE SCHOOL/HIGH SCHOOL: Gifted Support shall be provided to identified Middle School/High School students by appropriately certified classroom teachers in the students' respective Areas of Enrichment; these teachers shall be those who work with the students whenever possible.

Each teacher shall be responsible for implementation of existing GIEP and shall provide specially designed instruction in the identified content area. In addition, each teacher may be assigned as *case manger* to identified students. *Case managers* shall be responsible for monitoring implementation of the GIEPs. Each student with multiple areas of enrichment shall be assigned to a specific case manager, assigned from among the teachers who are providing specially designed instruction to that student. Specially designed instruction may include enrichment, acceleration, and/or flexible grouping, based on the individual need of each gifted student.

Glossary

AimsWeb – Benchmark progress monitoring system

Compass Learning – Scaffold learning for all instructional content

GMADE – Group mathematics assessment and diagnostic evaluation

GRADE - Group reading assessment and diagnostic evaluation

KBIT – Kaufman Brief Intelligence Test

KeyMath – Individually administered measurement of mathematical concepts and skills

SFRIT – Slosson Full Range Intelligence Test

SIT-R – Slosson Intelligence Test Revised

SORT – Slosson Oral Reading Test

Contact your student's school counselor for more information.

ELEMENTARY SCHOOL COUNSELORS:

Maylan Nicholson, Dana Elementary Center, (570) 283-0591

Maureen Boich, (4-5), Santina Prociak, (K-1), Hayley Sassaman, (2-3),

State St Elementary Center, (570) 779-5381

Allison Cryan, Chester St., Third Ave, (570) 288-6551, ext.17910

MIDDLE SCHOOL COUNSELORS:

Jessica DePhillips, Alexa Yankoski, Kristen Kaminski (570)287-2131

HIGH SCHOOL COUNSELORS:

Shelly Bartolomei, Luke Ruseskus, Brenda Christian, Shawn Kelly

(570) 779-5361

DIRECTOR OF CURRICULUM, INSTRUCTION and PUPIL SERVICES:

David Novrocki, (570) 288-6551

INDUCTION PLAN
WYOMING VALLEY WEST SCHOOL DISTRICT
2025-2028

**Wyoming Valley West School District
450 North Maple Ave
Kingston, PA 18704
570-288-6551**

INDUCTION PLAN (CHAPTER 49)

The Wyoming Valley West School District Induction Plan is a 3-year program that includes each new teacher being assigned a paid mentor for 1 year. In year one, district expectations and exemplary professional practice is given to new teachers during a professional day prior to the start of the school year. Mentors are expected to meet with mentees weekly to provide support and guidance. The mentors will provide an outline of the topics discussed with their mentees weekly to the building principal. The date and the time of each meeting must be included. The district requires all new teachers to complete the Intermediate Unit's New Teacher Induction course that is 3 credits. The course is paid for by the district. Teachers are to provide documentation of their completion of the course. In years 2 and 3 of the program, the focus will be on non-tenured teachers. The building principal will meet quarterly with the group to focus on strengths and weaknesses of the educator with support being offered in any of the needed areas. The main focus here is that the building principal will meet with the new teacher to show support for growth and cover remaining topics of the program. The delivery format is in person, online, self-directed, and assignment based on individual needs.

Educator Induction Plan Topic Area

- Code of Professional Practice and Conduct for Educators
- Assessments and Progress Monitoring
- Research Based Instructional Practices
- Safe and Supportive Schools
- Standards/Curriculum/SAS
- Technology Instruction
- Parent- Teacher Conferences
- Accommodations and Adaptations for Diverse Learners
- Data Informed Decision Making
- Materials for Instruction
- Classroom Management
- Teaching Diverse Learners
- Parental/Community Involvement
- Teacher Effectiveness Tool
- Writing Across the Curriculum
- Culturally Relevant and Sustaining Education
- Structured Literacy
- Special Education
- Standards Aligned System/Data
- Differentiated Instruction

Wyoming Valley West Induction Program Weekly Meetings

Date: _____

Time: _____

Mentor Name: _____

Mentee Name: _____

TOPICS DISCUSSED

-

Office of the Superintendent

Current Date

Welcome to the Wyoming Valley West School District!

You have now completed the required Educator Induction Program as part of the Wyoming Valley West Staff Development Plan and Pennsylvania Department of Education requirement.

Your participation is evidence of your desire to help children in a day and age in which outstanding educators are desperately needed. Your decision to become a teacher employs you in what I consider the most noble profession, teaching. No other profession, short of being a parent, can influence a child's life like a teacher can. It is an incredibly important responsibility.

The Wyoming Valley West School District has a long tradition of employing outstanding educators. By completing today's Induction Program, it is your first step towards joining this exclusive fraternity, the Wyoming Valley West School District faculty.

Please contact me at your convenience if I can be of any further assistance and I look forward to working with you in the coming year.

Congratulations and Best of Luck this coming school year!

David Tosh, Superintendent
Wyoming Valley West School District

WYOMING VALLEY WEST SD

450 N Maple Ave

Professional Development Plan (Act 48) | 2025 - 2028

ACT 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

- a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
- b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
- c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
- d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
- e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
- f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

- g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

TRAUMA INFORMED CARE

Action Step	Audience	Topics to be Included	Evidence of Learning
Training in Trauma Informed Practices	K-12 Faculty	An overview of Trauma Informed Care, Basic Skills, Supporting Caregivers	Completion of Training
Lead Person/Position		Anticipated Timeline	
Principal		09/01/2025 - 06/30/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Yearly		At Least 1-hour of Trauma-informed Care Training for All Staff

IXL TRAINING FOR STAFF

Action Step	Audience	Topics to be Included	Evidence of Learning
Full implementation of IXL in K-12 mathematics classrooms.	K-12 Faculty	Using IXL reports to drive instruction.	Follow up reports vis IXL program
Lead Person/Position	Anticipated Timeline		
Classroom Teacher	09/01/2025 - 06/30/2028		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Yearly/as needed		

IMPLEMENTATION OF FIREFLY/CDT

Action Step	Audience	Topics to be Included	Evidence of Learning
Full implementation of IXL/CDT and Firefly programs for progress monitoring.	6-12 Faculty/Students	Using CDT/Firefly to predict readiness for state assessments (PSSA/Keystones)	Completion of training
Lead Person/Position		Anticipated Timeline	
Principal		09/01/2025 - 06/30/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Yearly/as needed		

INTRODUCTION OF NEW K-5 READING SERIES

Action Step	Audience	Topics to be Included	Evidence of Learning
Select a new reading series that incorporates Wilson Foundations for full compliance with structured literacy.	K-5 Teachers/Staff	Overview and full implementation of series/blended with Wilson Foundations	Participation in in-service
Lead Person/Position		Anticipated Timeline	
ELA District Department Chair		09/01/2025 - 06/30/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	As needed	1d: Demonstrating Knowledge of Resources	Structured Literacy

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

ETHICS FOR EDUCATORS

Audience	Topics to be Included	Evidence of Learning
k-12 Faculty	trust, appropriate treatment of students and colleagues and professional conduct, professional boundaries and communication through a variety of technologies	Completion of program
Lead Person/Position	Anticipated Timeline	
Director of Curriculum	09/01/2025 - 06/30/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Annually as needed	4f: Showing Professionalism	Professional Ethics

STRUCTURED LITERACY

Audience	Topics to be Included	Evidence of Learning
K-5 Faculty	decoding, spelling, comprehension and written expression	Completion of program
Lead Person/Position	Anticipated Timeline	
Director of Curriculum	09/01/2025 - 06/30/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Annually/As needed	1e: Designing Coherent Instruction	Structured Literacy

READING STRATEGIES FOR ENGLISH LEARNERS

Audience	Topics to be Included	Evidence of Learning
K-12 Faculty	Comprehension importance, unfamiliar vocabulary, vocabulary development	Completion of in-service activity

Lead Person/Position	Anticipated Timeline
Director of Curriculum	09/01/2025 - 06/30/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Annually, as needed	1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students

CULTURALLY RESPONSIVE TEACHING

Audience	Topics to be Included	Evidence of Learning
K-12 Faculty	Culturally responsive teaching practices and ways educators can include and create equitable learning environments.	Completion of in-service activities
Lead Person/Position	Anticipated Timeline	
Director of Curriculum	09/01/2025 - 06/30/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Annually/as needed	2a: Creating an Environment of Respect and Rapport	Common Ground: Culturally Relevant Sustaining Education

CLASSROOM PRACTICES TO PROMOTE STUDENT ENGAGEMENT AND SUCCESS

Audience	Topics to be Included	Evidence of Learning
K-12 Faculty	Techniques and strategies that educators can use to establish a positive and productive inclusive learning environment	Completion of In-service activities
Lead Person/Position	Anticipated Timeline	
Director of Curriculum	09/01/2025 - 06/30/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Annually/as needed	3e: Demonstrating Flexibility and Responsiveness	Teaching Diverse Learners in Inclusive Settings