

Action Plan

Action Plan for: Instructional improvement, student work as data, engagement and communication

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> • SEL/DEI Awareness • Secondary Math Instructional Improvement • Student work centered data system 		An instructionally focused system that supports student centeredness, communication, and growth analysis through student work			annually, faculty, admin., students, parents	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Managing resources and time to execute all of the action steps listed in the sections in the Action Plan: Professional Learning and Data, Mathematics Instructional Improvement, Student Work Centered Data System, SEL/DEI Awareness	09/01/2024	06/30/2026	LaCoe, C.	time, collaborative space, technology support	Yes	Yes

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
<p>The LEA is 8 years in to a K-12 ELA Framework that focuses on strengthening individual literacy. The additional of a structured literacy model in the early grades will aid in increasing literacy rates.</p>	
<p>The LEA is aware of significant concerns with student engagement with all students, however the data suggests larger gaps in achievement in students with special needs, with students experiencing poverty, and with students of historically underserved backgrounds. The LEA is actively working on plans to address these concerns in the HS ASTI Plan, in a K-12 coteach plan, and in an Academy model.</p>	<p>The LEA has a plan to improve the achievement for all students. This plan includes meeting students' SEL needs, targeted academic intervention, and prioritizing resources to focus on individual growth.</p>
<p>The LEA has a plan for individually responsive instruction in all schools in the form of a WIN model.</p>	
<p>The LEA is 5 years in to a mathematics framework that focuses on strengthening individual numeracy.</p>	
<p>The district is implementing a K-12 intervention plan that will provide time during the day for teachers and students to work on individually targeted strategies for all students.</p>	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
<p>The District needs to continue its focus on developing and</p>	<p>Professional development in K-12 literacy and numeracy</p>	<p>Yes</p>	<p>Professional development in K-12 literacy and numeracy will continue with our partners.</p>

<p>providing professional development to foster the implementation of high quality Tier I instruction.</p>	<p>will continue with our partners.</p>		
<p>A hyperfocus on testing impedes the LEA's progress in teaching STEM related critical literacy skills and the skills associated with scientific inquiry.</p>	<p>In an effort to meet the state's standardized testing goals, the district has moved toward an individualized approach to teaching all students. This goal seeks to focus on individual growth as the measure of student achievement.</p>	<p>Yes</p>	<p>The LEA will support meeting this goal by continuing professional development, ongoing coaching, restructuring daily schedules to build time for each student to engage in enrichment/accelerated learning</p>
<p>All but one of our areas failed to meet the intermediate goal in Math, ELA, and Science</p>	<p>A data analysis system focused on student work is in the process of being constructed and enculturated.</p>	<p>Yes</p>	<p>A data analysis system focused on student work is in the process of being constructed and enculturated.</p>

Communications Activities

Using Student Data as a Communication Tool

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Managing resources and time to execute all of the action steps listed in the sections in the Action Plan: Professional Learning and Data, Mathematics Instructional Improvement, Student Work Centered Data System, SEL/DEI Awareness 	Students, faculty, parents/guardians	the importance of student work, learning progressions, standards based reporting, assessment development, assessment systems	LaCoe, C.	06/30/2024	07/01/2027
Communications					
Type of Communication			Frequency		
Other			once per year (conferences)		
Posting on district website			monthly		

Goal Setting

Priority: Professional development in K-12 literacy and numeracy will continue with our partners.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	PD in K-12 numeracy and literacy may continue to include past literacy and numeracy partners in addition to a secondary math partner.	Secondary Math Instructional Improvement	Find a suitable framework/partner with a focus on Algebra 1, Geometry, and Algebra 2.	implement coaching at the secondary level.	PD in K-12 numeracy and literacy may continue to include past literacy and numeracy partners in addition to a secondary math partner.

Priority: The LEA will support meeting this goal by continuing professional development, ongoing coaching, restructuring daily schedules to build time for each student to engage in enrichment/accelerated learning

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Social emotional learning	Train all K-12 students, faculty, staff, and administrators in Trauma Informed Practices and DEI awareness.	SEL/DEI Awareness	Discuss student involvement in curriculum and instruction writing and review conversations.	Consistent student involvement in the curriculum writing and revision process.	Train all K-12 students, faculty, staff, and administrators in Trauma Informed Practices and DEI awareness.

Priority: A data analysis system focused on student work is in the process of being constructed and enculturated.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 3: Provide Student-Centered Support Systems	A local data system focused on conversation that leads to higher quality instruction for each student.	Student work centered data system	What data do we need to pay attention to and prioritize?	Organizing data for conversation, developing a student work database/repository.	A local data system focused on conversation that leads to higher quality instruction for each student.

LEA Profile

Wallenpaupack Area School District is located in the Pocono Mountains of Northeastern Pennsylvania on US Route 6, one mile east of Hawley. The school district is located in a predominantly rural setting, drawing its students from a 330 square mile area, serving two counties, Wayne and Pike. Formerly a region of small manufacturing, canal transports, lumbering, and agriculture, the present focal point of the area's economic life is Lake Wallenpaupack with its related resort and vacation enterprises.

There was an extremely rapid growth in population in the 1990s and the beginning of the 21st century due to a very large influx from the New York/New Jersey metropolitan areas. The school district experienced a perpetual building program over those 15 years in order to maintain the high quality facilities and classroom space required by the continuous growth. In the last few years the school district has undergone a steady decline in school enrollment.

A major misconception among various school districts and communities in Northeastern Pennsylvania is that Wallenpaupack Area is a "wealthy" school district. This is definitely not so. The WASD is located in a tourist area with expensive vacation homes, but the majority of the population resides in low-income housing. As of June 2021, approximately 57% of the total student population qualified for free or reduced lunch in the National School Lunch Program. This ratio of high property market value to low personal income, a ratio Pennsylvania uses in allocating state budget funding to school districts, is an impediment to receiving state funds, as well as some federal funds. Due to good planning and local support, however, Wallenpaupack continues to provide an excellent education to its students, as well as to provide the facilities and technology required to service its growing population.

WASD enrollment exceeds 3,000 students, served in five schools. The district's major assets are a pro-education school board and supportive community. This support has allowed many reforms to be implemented in the last decade including extensive professional development in helping teachers and school staff meet individual student needs. In addition to the strong academic support provided by the community, the district is proud of its support of the visual and performing arts, STEM instruction, CTE options, co-curricular opportunities, business/community partnerships, and so much more!

School District Enrollment (June, 2021)

High School- 1,000

Middle School- 720

North Intermediate- 520

North Primary- 475

South Elementary- 270

Percent Enrollment by Student Groups

Economically Disadvantaged- 54.4%

English Language Learner- 0.3%

Special Education- 21.3%

Foster Care- 0.4%

Homeless- 1.3%

Military Connected- 0.6%

Percent Enrollment by Gender

Male- 51.8%

Female- 48.2%

Percent Enrollment by Race/Ethnicity

American Indian/Alaskan Native- 0.2%

Asian- 1.2%

Black- 1.6%

Native Hawaiian or other Pacific Islander- 0.1%

Hispanic- 9.7%

White- 84.5%

Two or More Races- 2.7%

More District Facts

Number of Schools- 5

Grades Offered- K5F, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

District Enrollment- 2985

Percent of Gifted Students- 3.3%

Charter School Enrollment- 68

Geographic Size of District (Square Miles)- 327.54

Supporting Intermediate Unit(IU)- Northeastern Educational IU 19

Professional and Full-Time Staff

Administrative/Supervisory- 19

Teachers-308

Counselors-15

Librarians- 5

Support Staff- 180

There are many other resources provided to assist students and staff to help them attain the goals established by the school district, including:

- Coordination with various human service agencies
- Diagnostic, Intervention and Referral Services
- Career and Technical Education programs
- Staff development programs
- Professional libraries
- Extracurricular, co-curricular, intramural, and after-school programs
- Outdoor athletic and recreational facilities
- State sponsored and intermediate Unit #19 sponsored programs and services

Mission and Vision

Mission

The Wallenpaupack Area School District's mission is to provide an educational environment that promotes excellence for all students, thereby developing life-long learners who are responsible citizens.

Vision

As a learning community, the WASD is committed to creating an environment in which all students achieve and thrive as a result of quality teaching, quality leadership and quality partnerships with families and community. The WASD is guided by the following trends as identified by the district's needs assessment: Rapidly Changing Technology: Access to and use of information Continuous upgrading of skills Global communication Integration of technology into daily living Global Community: Multilingual needs Increased global competition Multicultural experiences 21st century skills to secure employment Life-long Learning: Adaptability Flexibility Independence Continued growth in personal development Changing Society: Aging society Childcare needs Family dynamics Crisis management

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Mark Kirsten	Principal	Wallenpaupack South Elementary School	kirstema@wallenpaupack.org
Kevin Kromko	Principal	Wallenpaupack North Primary School	kromkoke@wallenpaupack.org
Amanda Cyksoky	Principal	Wallenpaupack North Intermediate School	cyksokam@wallenpaupack.org
Chris Caruso	Principal	Wallenpaupack Area Middle School	carusoch@wallenpaupack.org
Jim Kane	Principal	Wallenpaupack Area High School	kaneja@wallenpaupack.org
Clay LaCoe	STEM Director	Wallenpaupack Area School District	lacoectl@wallenpaupack.org
Lisa Tait	ELA/Literacy Director	Wallenpaupack Area School District	taitli@wallenpaupack.org
Jay Starnes	Director of Curriculum, Instruction, and Assessment	Wallenpaupack Area School District	starnaja@wallenpaupack.org
Keith Gunuskey	Assistant Superintendent	Wallenpaupack Area School District	gunuskke@wallenpaupack.org
Lisa Smith	Board Member	Wallenpaupack Area School District	@wallenpaupack.org
Jen Gatens	School Counselor	Wallenpaupack South Elementary School	gatensje@wallenpaupack.org
Tanya Carrelle	Director of Special Education	Wallenpaupack Area School District	carrelta@wallenpaupack.org
Dan Nalesnik	Assistant Director of Special Education	Wallenpaupack Area School District	nalesnda@wallenpaupack.org

Brett Buselli	Assistant Principal	Wallenpaupack Area Middle School	busellbr@wallenpaupack.org
Nathan Heiny	School Counselor	Wallenpaupack Area Middle School	heinlyna@wallenpaupack.org
Sherman Bronson	Gifted Teacher	Wallenpaupack Area Middle School	bronsosh@wallenpaupack.org
Delia Peppiatt	Assistant Principal	Wallenpaupack Area High School	peppiade@wallenpaupack.org
Mark Watson	CTE Coordinator	Wallenpaupack Area High School	watsonma@wallenpaupack.org
Travis Ey	Assistant Principal	Wallenpaupack Area High School	eytr@wallenpaupack.org
Shawn Knisely	School Counselor	Wallenpaupack Area High School	kniselsh@wallenpaupack.org
PJ Karpiak	Community/Business Member	Alice's Wonderland	
Justin Blanding	Student	Wallenpaupack Area Middle School	
Mark Nilsen	Student	Wallenpaupack Area Middle School	
Lisa Smith	Board Member	Wallenpaupack Area School District	
Janet Nolan	Staff Member	Wallenpaupack South Elementary School	nolanja@wallenpaupack.org
Rachel VanLouvender	Student	Wallenpaupack Area Middle School	
Ashley Gross	Staff Member	Wallenpaupack North Primary School	grossas@wallenpaupack.org
Jennifer David	Staff Member	Wallenpaupack Area School District	davidje@wallenpaupack.org
Melissa Jones	Staff Member	Wallenpaupack Area School District	jonesme@wallenpaupack.org

Cara-Jean Dougherty	Staff Member	Wallenpaupack Area School District	dougheca@wallenpaupack.org
Jen Kiesendahl	Parent	Wallenpaupack Area North Intermediate School	kiesjwk@gmail.com

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
The LEA is 8 years in to a K-12 ELA Framework that focuses on strengthening individual literacy. The additional of a structured literacy model in the early grades will aid in increasing literacy rates.	Yes
The district is implementing a K-12 intervention plan that will provide time during the day for teachers and students to work on individually targeted strategies for all students.	No
The LEA's administration meet monthly to assess, review, reflect, and plan for instruction, assessment and alignment of district goals.	No
The LEA collaborates with the community to align resources for mental health, career education experiences, and to gauge community needs that can be met by the school.	No
The LEA is aware of significant concerns with student engagement with all students, however the data suggests larger gaps in achievement in students with special needs, with students experiencing poverty, and with students of historically underserved backgrounds. The LEA is actively working on plans to address these concerns in the HS ASTI Plan, in a K-12 coteach plan, and in an Academy model.	Yes
The LEA has compassionate teachers of students with special needs.	No
The LEA has a plan for individually responsive instruction in all schools in the form of a WIN model.	Yes
Faculty in the LEA focus on the skills and knowledge to prepare for success in STEM as evidenced by performance on the PSSA/Keystone.	No
The LEA has a well articulated and implemented 9-12 Engineering pathway.	No
The LEA has participated in several STEM related grant programs funded by PDE.	No
The planning process for the Special Education Plan and the 339 Plan have created an inclusive, comprehensive vision for the LEA.	No

The LEA recognizes the need to focus on the social emotional and engagement needs of students, faculty, and community.	No
The LEA is 5 years in to a mathematics framework that focuses on strengthening individual numeracy.	Yes
The district is implementing a K-12 intervention plan that will provide time during the day for teachers and students to work on individually targeted strategies for all students.	Yes
The LEA has a K-12 Career Ready Plan which culminates in a Career Academy model in the HS.	No
All students will graduate with a post-secondary plan and a minimum of 6 industry credentials per student.	No
Many of our combined proficient and advanced total are above state average in all schools	No
Our College Benchmark Standard data is very strong	No
New programming in grades K-8 with a focus on Core alignment, problem solving, and number sense development will help improve numeracy scores.	No

Challenges

Challenge	Consideration In Plan
The District needs to continue its focus on developing and providing professional development to foster the implementation of high quality Tier I instruction.	Yes
Professional training time is a challenge in the LEA.	No
The effects of the pandemic are lingering and will continue to do so for many years as children have as much as a 2-year gap in their numeracy development.	No
Tier I instruction on the secondary level with a focus on core alignment problem solving, student centeredness and number sense development needs to improve.	No
Student centered Tier I instruction in numeracy and literacy with a	No

focus on critical thinking, problem solving, and inquiry remains a challenge.	
Tier I instruction on the secondary level with a focus on literacy development needs to improve.	No
The effects of the pandemic are lingering and will continue to do so for many years as children have as much as a 2-year gap in their literacy development.	No
Access- systemic barriers related to access and equity for historically underserved children and their families.	No
Time for PD, data analysis, and control of priorities remains challenging as state mandates continue to take up much of our unencumbered PD time, which is limited to begin with.	No
The LEA has limited time to prioritize targeted professional training.	No
Lingering effects of the pandemic persist and will for the next several years, this is affecting attendance and academic performance.	No
Tier I instruction on the secondary level with a focus on literacy development needs to improve.	No
PA STEELS implementation will be a challenge as related to the hyperfocus on testing seen in the comment below.	No
Recruiting and retaining girls in STEM related courses is a challenge.	No
A hyperfocus on testing impedes the LEA's progress in teaching STEM related critical literacy skills and the skills associated with scientific inquiry.	Yes
All but one of our areas failed to meet the intermediate goal in Math, ELA, and Science	Yes
All but three of our areas failed to meet the growth standard set forth by the state or were below state average for growth	No

Most Notable Observations/Patterns