

Wallenpaupack Area SD

Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type	AUN	
School District	119648303	
Address 1		
2552, Route 6		
Address 2		
City	State	Zip Code
Hawley	PA	18428
Chief School Administrator		Chief School Administrator Email
Mr. Keith E. Gunuskey		gunuskke@wallenpaupack.org
Single Point of Contact Name		
Dr. Clay LaCoe		
Single Point of Contact Email		
lacoectl@wallenpaupack.org		
Single Point of Contact Phone Number		
5702513173		

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 High School	carusoch@wallenpaupack.org
Jim Kane	Principal	Wallenpaupack Area Middle School	kaneja@wallenpaupack.org
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Lisa Tait	ELA/Literacy Director	Wallenpaupack Area School District	taitli@wallenpaupack.org
Jay Starnes	Administrator	Wallenpaupack Area School District	starneja@wallenpaupack.org
Keith Gunuskey	Administrator	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
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Brett Buselli	Assistant Principal	Wallenpaupack Area Middle School	busellbr@wallenpaupack.org
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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
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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

Educational Values

Students

As a learning community, the WASD is guided by the following shared values and beliefs: Develop in students the skills necessary to function as productive members of society Provide a foundation of basic knowledge of skills Develop in students the techniques necessary for lifelong learning Foster a partnership between parents, students and educators All students are: Entitled to a learning environment that is safe, healthy and challenging Accountable for meeting specific educational requirements Lifelong learners with unique needs, abilities and learning styles The purpose of school is to: Provide the opportunities for all students to reach their fullest potential Outcomes for students will be: All students reading and writing at or above grade level All students understand mathematical concepts and processes at or above grade level All students have a deep understanding of and experiences in social justice All students are problem solvers All students have a career/education plan

Staff

All faculty and staff should: Make every effort to keep students emotionally and physically safe Keep lines of communication open with parents and students Maintain high levels of expectations for students Recognize and address the individuality and uniqueness of each student Be knowledgeable, enthusiastic, caring, and impartial

Administration

All administrators should: Make every effort to keep students emotionally and physically safe Keep lines of communication open with parents, students, faculty and staff Maintain high levels of expectations for students, faculty and staff Recognize and address the individuality and uniqueness of each student Be knowledgeable, enthusiastic, caring, and impartial

Parents

Parents should: Keep lines of communication open with teachers, counselors, administrators Maintain high levels of expectations for their children and for the school Stay abreast of school programs and student progress Partner with the school and community

Community

Community should: Partner with the school and parents to provide the best resources possible for all children Keep lines of communication open with the school Inform the school of community needs

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
WAHS ELA test scores- intermediate target	% proficient and advanced above state average
WAHS Science/Bio scores- growth	Science/Bio growth score is above state average
WAMS ELA test scores- intermediate target	% proficient and advanced above state average
WAMS Science/Bio test scores- intermediate target	% proficient and advanced above state average
WAMS Science/Bio scores- growth	Science/Bio growth score is above state average
WNIS Math/ELA scores- intermediate target	% proficient and advanced above state average
WNIS Science/ELA scores- growth	Science/ELA growth score is above state average
WSES Math/ELA/Science scores- intermediate target	% proficient and advanced above state average
WSES Science scores above state average- intermediate target	% advanced above state average
WNIS attendance	% not chronically absent above state average
WAHS College and Career Readiness	career standards benchmarks, graduation rates, industry based learning and advanced performance measures all above state average
WAMS College and Career Readiness	99.6% of WAMS students have met the state's college standards benchmark
WNIS College and Career Readiness	100% of WNIS students have met the state's college standards benchmark
WSES College and Career Readiness	97.6% of WSES students have met the state's college standards benchmark

Challenges

Indicator	Comments/Notable Observations
WAHS Math intermediate target and growth	Both intermediate target and growth scores are below state average
WAHS Science/Bio and ELA scores- intermediate target	Both Science/Bio and ELA did not meet the intermediate target score
WAMS ELA and Math scores- growth	Both ELA and Math scores were below state average for growth
WAMS Math and ELA scores- intermediate target	Both ELA and Math percentage of proficient and advanced scores below state average

WNIS Math and ELA scores- intermediate target	Both Math and ELA scores did not meet state intermediate target
WNIS Math and ELA scores- growth	Both Math and ELA scores were below the state average for growth
WSES Math/ELA/Science scores- intermediate target	None of the areas met the state intermediate target score
WSES Math/ELA/Science scores- growth	All area growth scores below the state average
WSES Attendance	% not chronically absent below state average
WAMS Attendance	% not chronically absent below state average
WAHS Attendance	% not chronically absent below state average
WAHS Course opportunities	Rigorous course opportunities below state average

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

Strengths

Indicator WAHS ELA Test Scores Grade Level(s) and/or Student Group(s) Students with Disabilities and Hispanic students	Comments/Notable Observations Both groups of students exceeded the state growth scores in ELA
Indicator WAMS Science/Bio test scores Grade Level(s) and/or Student Group(s) Students with disabilities	Comments/Notable Observations WAMS students with disabilities exceeding the intermediate statewide target score
Indicator WNIS ELA Test scores Grade Level(s) and/or Student Group(s) ED students, Students with disabilities, Hispanic students	Comments/Notable Observations All subgroups exceeded the statewide growth score for each subgroup listed
Indicator WSES Growth scores, ELA and Science Grade Level(s) and/or Student Group(s) Economically disadvantaged students	Comments/Notable Observations Both set of growth scores for ELA and Science exceeded the state growth score

Challenges

Indicator WAHS Test Scores- intermediate goal Grade Level(s) and/or Student Group(s)	Comments/Notable Observations No subgroups met the state intermediate goal threshold score
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economically disadvantaged, students with disabilities, Hispanic students	
Indicator WAMS Test Scores- intermediate goal Grade Level(s) and/or Student Group(s) economically disadvantaged, students with disabilities, Hispanic students	Comments/Notable Observations No subgroups met the state intermediate goal threshold score
Indicator WNIS tests scores and growth measures Grade Level(s) and/or Student Group(s) economically disadvantaged, students with disabilities, Hispanic students	Comments/Notable Observations WNIS ELA test scores did not meet intermediate goal and WNIS Math scores did not meet state growth threshold
Indicator WSES tests scores and growth measures Grade Level(s) and/or Student Group(s) economically disadvantaged, students with disabilities, Hispanic students	Comments/Notable Observations WNIS ELA and Math test scores did not meet intermediate goal and WNIS Math scores did not meet state growth threshold

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.

Many of our combined proficient and advanced total are above state average in all schools
Our College Benchmark Standard data is very strong

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.

All but one of our areas failed to meet the intermediate goal in Math, ELA, and Science
All but three of our areas failed to meet the growth standard set forth by the state or were below state average for growth

Local Assessment

English Language Arts

Data	Comments/Notable Observations
WNIS English Language Arts/Literature PSSA	Proficient and advanced %ages are above state average
WSES English Language Arts/Literature PSSA	Proficient and advanced %ages are above state average
WAMS English Language Arts/Literature PSSA	Proficient and advanced %ages are above state average
WAHS English Language Arts/Literature PSSA	Proficient and advanced %ages are above state average

English Language Arts Summary

Strengths

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.

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.

Challenges

Tier I instruction on the secondary level with a focus on literacy development needs to improve.

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.

Mathematics

Data	Comments/Notable Observations
WAMS and WAHS scores- intermediate target and growth	Both WAMS and WAHS math scores are down significantly along with growth from 21-22 to 22-23.
WNIS Math scores- intermediate target	Percentages for proficient and advanced above state average
WSES Math scores- intermediate target	Percentages for proficient and advanced above state average

Mathematics Summary

Strengths

The LEA is 5 years in to a mathematics framework that focuses on strengthening individual numeracy.

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.

New programming in grades K-8 with a focus on Core alignment, problem solving, and number sense development will help improve numeracy scores.

Challenges

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.

Tier I instruction on the secondary level with a focus on core alignment problem solving, student centeredness and number sense development needs to improve.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
WNIS Science/Biology PSSA Percent Proficient/Advanced	All Student Groups Meet the 2033 Statewide Goal in Science/Biology; WNIS 90%
WAHS Percent Proficient/Advanced in Science/Biology Keystone	Interim target goal not met, growth score was 100%
WAMS Academic Growth Expectations in Science/Biology PSSA	Interim target goal not met, growth score above state average.

Science, Technology, and Engineering Education Summary

Strengths

Faculty in the LEA focus on the skills and knowledge to prepare for success in STEM as evidenced by performance on the PSSA/Keystone.

The LEA has a well articulated and implemented 9-12 Engineering pathway.

The LEA has participated in several STEM related grant programs funded by PDE.

Challenges

Tier I instruction on the secondary level with a focus on literacy development needs to improve.

PA STEELS implementation will be a challenge as related to the hyperfocus on testing seen in the comment below.

Recruiting and retaining girls in STEM related courses is a challenge.

A hyperfocus on testing impedes the LEA's progress in teaching STEM related critical literacy skills and the skills associated with scientific inquiry.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	All Schools in All Student Groups Exceed the Career Standards Benchmark; WSES 98%; WNIS 100%; WAMS 99.6%; WAHS 92%.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
NOCTI	WAHS 26.3% of CTE Students passed the NOCTI

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

Commonwealth University of Pennsylvania

Agreement Type

Dual Credit

Program/Course Area

Child Care and Support Services Management, CIP 19.0708

Uploaded Files

commonwealth child care 2023.pdf

Partnering Institution

Commonwealth University of Pennsylvania

Agreement Type

Dual Credit

Program/Course Area

Homeland Security, Law Enforcement, Fire Fighting, and Related Protective Services, CIP 43.9999

Uploaded Files

commonwealth prot svc 2023.pdf

Partnering Institution

Johnson College

Agreement Type

Dual Credit

Program/Course Area

Automotive Technology, Building and Property Maintenance, PT or RT Assistant

Uploaded Files

johnson cte articulation 2023-24.pdf

Partnering Institution

Lackawanna College

Agreement Type

Dual Credit

Program/Course Area

Health and Medical assisting Services, CIP 51.0899

Uploaded Files

lackawanna allied 2022-24.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.

The LEA has a K-12 Career Ready Plan which culminates in a Career Academy model in the HS.
All students will graduate with a post-secondary plan and a minimum of 6 industry credentials per student.

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.

Student centered Tier I instruction in numeracy and literacy with a focus on critical thinking, problem solving, and inquiry remains a challenge.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
WAHS Keystone Data	Although students with disabilities did not meet the benchmarks for ELA and Math performance, nor did they meet the benchmarks for growth.
WAMS PSSA/Keystone Data	Results of achievement and growth are mixed in the MS. In ELA and Math, students showed an below average performance, and were below the predicted growth measures with the exception of all the subgroups and math and science and special education students in ELA.
WNIS/WSES PSSA Data	In both the WNIS and WSES, students did not meet the performance but Hispanic students met the growth measures in all areas. And ED students met growth measures in ELA and science.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
WAHS Keystone Data	Results of achievement and growth are mixed in the HS. In ELA, student performance was below predicted performance, and growth was flat. In math, student performance and growth exceeded the predicted measures. In Science, students exceeded the performance expectation, and exceeded the growth measure.
WAMS PSSA/Keystone	Results of achievement and growth are mixed in the MS. In ELA, student performance and growth were below the expected performance. In math, student performance was down, but exceeded the predicted growth measures. In

Data	Science, students did not meet the performance expectation, but exceeded the growth measure.
WNIS/WSES PSSA Data	In both the WNIS and WSES, students did not meet the performance but exceeded the growth measures in ELA and Science.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	District wide discipline data suggests that the number of discipline referrals and adjudications of students identified as Hispanic exceeds the expected number compared to the population of student in the district. Hispanic students saw growth at all levels on the PSSA and Keystones exams in places in every grade level.
Black	District wide discipline data suggests that the number of discipline referrals and adjudications of students identified as Black exceeds the expected number compared to the population of students in the district.
2 or More Races	District wide discipline data suggests that the number of discipline referrals and adjudications of students identified as Two or More Races exceeds the expected number compared to the population of students in the district in 5 of the last 10 years.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

The 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.
The LEA has compassionate teachers of students with special needs.
The LEA has a plan for individually responsive instruction in all schools in the form of a WIN model.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

The LEA has limited time to prioritize targeted professional training.
Lingering effects of the pandemic persist and will for the next several years, this is affecting attendance and academic performance.

Designated Schools

Wallenpaupack Area HS

Priority Challenge	Comments and Notable Observations
Student engagement in meaningful learning.	A continued emphasis on high quality Tier I instruction.
Student access to individualized time for either acceleration or enrichment.	Implementation of an Advisory Block.
Communication with students' families about attendance.	Improved use of technology for communication.

Systemic LEA Challenges
Student engagement in meaningful learning.
Student access to individualized time for either acceleration or enrichment.
Communication with students' families about attendance.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Wallenpaupack Area School District's Special Education Plan was approved April 17, 2023, after being posted for 30 days of public review. The plan is active from 2023 until 2026.
Title 1 Program	The Title I Program provides targeted supports to eligible students in grades K-4. The delivery of those supports has been in both push-in and pull-out services. Beginning in the 2021-22 school year, each building serviced by Title I will be scheduling an intervention block to provide more consistent and intensive individualized reading and math services.
Student Services	District policies and procedures, as outlined and required by Chapter 12 are up to date.
K-12 Guidance Plan (339 Plan)	The 339 Plan is best summarized by its mission statement. The mission of the Wallenpaupack Area School Counseling Program is to partner with parents, community, faculty, and staff to provide a comprehensive program that will assist students in acquiring skills, knowledge, and attitudes necessary to become effective students, responsible citizens, productive workers, and lifelong learners. The School Counseling Program addresses the academic, career, and personal/social needs of all students, and is committed to supporting every student's unique abilities and valuing their diversity.
Technology Plan	Our LEA has written Technology plans. These plans are written and administered by our District Technology Director.
English Language Development Programs	The LEA employs a faculty member who instructs all EL students and administers all English Language Development programming.

Strengths

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

The planning process for the Special Education Plan and the 339 Plan have created an inclusive, comprehensive vision for the LEA.

The LEA recognizes the need to focus on the social emotional and engagement needs of students, faculty, and community.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

The District needs to continue its focus on developing and providing professional development to foster the implementation of high quality Tier I instruction.

Professional training time is a challenge in the LEA.

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

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

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

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

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.

The LEA's administration meet monthly to assess, review, reflect, and plan for instruction, assessment and alignment of district goals.
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.

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.

Access- systemic barriers related to access and equity for historically underserved children and their families.
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.

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
Many of our combined proficient and advanced total are above state average in all schools	False
Our College Benchmark Standard data is very strong	False
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.	True
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.	False
The LEA is 5 years in to a mathematics framework that focuses on strengthening individual numeracy.	True
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.	True
Faculty in the LEA focus on the skills and knowledge to prepare for success in STEM as evidenced by performance on the PSSA/Keystone.	False
The LEA has a well articulated and implemented 9-12 Engineering pathway.	False
The LEA has participated in several STEM related grant programs funded by PDE.	False
The LEA has a K-12 Career Ready Plan which culminates in a Career Academy model in the HS.	False
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.	True
The LEA has compassionate teachers of students with special needs.	False
All students will graduate with a post-secondary plan and a minimum of 6 industry credentials per student.	False
The LEA has a plan for individually responsive instruction in all schools in the form of a WIN model.	True
The planning process for the Special Education Plan and the 339 Plan have created an inclusive, comprehensive vision for the LEA.	False
The LEA recognizes the need to focus on the social emotional and engagement needs of students, faculty, and community.	False
The LEA's administration meet monthly to assess, review, reflect, and plan for instruction, assessment and	False

alignment of district goals.	
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.	False
New programming in grades K-8 with a focus on Core alignment, problem solving, and number sense development will help improve numeracy scores.	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
All but one of our areas failed to meet the intermediate goal in Math, ELA, and Science	True
All but three of our areas failed to meet the growth standard set forth by the state or were below state average for growth	False
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.	False
Tier I instruction on the secondary level with a focus on core alignment problem solving, student centeredness and number sense development needs to improve.	False
Tier I instruction on the secondary level with a focus on literacy development needs to improve.	False
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.	False
Tier I instruction on the secondary level with a focus on literacy development needs to improve.	False
PA STEELS implementation will be a challenge as related to the hyperfocus on testing seen in the comment below.	False
Student centered Tier I instruction in numeracy and literacy with a focus on critical thinking, problem solving, and inquiry remains a challenge.	False
The LEA has limited time to prioritize targeted professional training.	False
Lingering effects of the pandemic persist and will for the next several years, this is affecting attendance and academic performance.	False
The District needs to continue its focus on developing and providing professional development to foster the implementation of high quality Tier I instruction.	True
Recruiting and retaining girls in STEM related courses is a challenge.	False
A hyperfocus on testing impedes the LEA's progress in teaching STEM related critical literacy skills and the skills	True

associated with scientific inquiry.	
Professional training time is a challenge in the LEA.	False
Access- systemic barriers related to access and equity for historically underserved children and their families.	False
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.	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
The District needs to continue its focus on developing and providing professional development to foster the implementation of high quality Tier I instruction.	Professional development in K-12 literacy and numeracy will continue with our partners.	True
A hyperfocus on testing impedes the LEA's progress in teaching STEM related critical literacy skills and the skills associated with scientific inquiry.	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.	True
All but one of our areas failed to meet the intermediate goal in Math, ELA, and Science	A data analysis system focused on student work is in the process of being constructed and enculturated.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
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.	
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.	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.
The LEA has a plan for individually responsive instruction in all schools in the form of a WIN model.	
The LEA is 5 years in to a mathematics framework that focuses on strengthening individual numeracy.	
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.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Professional development in K-12 literacy and numeracy will continue with our partners.
	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
	A data analysis system focused on student work is in the process of being constructed and enculturated.

Goal Setting

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		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Continue to support WIN development, content area PD with a focus on numeracy and literacy, and a newly defined focus on student work as data.		
Measurable Goal Nickname (35 Character Max)		
Professional learning and data		
Target Year 1	Target Year 2	Target Year 3
Data system development and PD continuity	Data system development and PD continuity	Continue to support WIN development, content area PD with a focus on numeracy and literacy, and a newly defined focus on student work as data.

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		
Social emotional learning		
Measurable Goal Statement (Smart Goal)		
Train all K-12 students, faculty, staff, and administrators in Trauma Informed Practices and DEI awareness.		
Measurable Goal Nickname (35 Character Max)		
SEL/DEI Awareness		
Target Year 1	Target Year 2	Target Year 3
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: Professional development in K-12 literacy and numeracy will continue with our partners.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
PD in K-12 numeracy and literacy may continue to include past literacy and numeracy partners in addition to a secondary math partner.		

Measurable Goal Nickname (35 Character Max)		
Secondary Math Instructional Improvement		
Target Year 1	Target Year 2	Target Year 3
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: A data analysis system focused on student work is in the process of being constructed and enculturated.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
A local data system focused on conversation that leads to higher quality instruction for each student.		
Measurable Goal Nickname (35 Character Max)		
Student work centered data system		
Target Year 1	Target Year 2	Target Year 3
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.

Action Plan

Measurable Goals

Professional learning and data	SEL/DEI Awareness
Secondary Math Instructional Improvement	Student work centered data system

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

Measurable Goals:
<ul style="list-style-type: none"> Continue to support WIN development, content area PD with a focus on numeracy and literacy, and a newly defined focus on student work as data. A local data system focused on conversation that leads to higher quality instruction for each student. PD in K-12 numeracy and literacy may continue to include past literacy and numeracy partners in addition to a secondary math partner. Train all K-12 students, faculty, staff, and administrators in Trauma Informed Practices and DEI awareness.

Action Step		Anticipated Start/Completion Date	
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		2024-09-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
LaCoe, C.	time, collaborative space, technology support	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
An instructionally focused system that supports student centeredness, communication, and growth analysis through student work	annually, faculty, admin., students, parents

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Instructional improvement, student work as data, engagement and communication	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

Mathematics Instructional Improvement

Action Step		
<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 		
Audience		
7-12 mathematics teachers		
Topics to be Included		
proportional reasoning, fractional reasoning, conceptual understanding of Algebra 1 and 2, developing pedagogical content knowledge		
Evidence of Learning		
local assessment data improvement, PSSA and Keystone exam score improvement, evidence of high quality classroom instructional practices		
Lead Person/Position	Anticipated Start	Anticipated Completion
LaCoe, C.	2024-06-30	2027-06-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	every other month
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Structured Literacy Professional Development

Action Step
<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

Audience		
Faculty as identified by targeted instructional areas specified in Ch. 49.		
Topics to be Included		
1. Evidence Based Intervention Practices on Structured Literacy 2. Explicit and Systematic Instruction in Phonological and Phonemic Awareness 3. The Alphabetic Principle, Decoding and Encoding, Fluency, and Vocabulary 4. Reading Comprehension and Building Content Knowledge		
Evidence of Learning		
local assessment data improvement, PSSA and Keystone exam score improvement, evidence of high quality classroom instructional practices		
Lead Person/Position	Anticipated Start	Anticipated Completion
Ussia, L.	2024-06-30	2027-07-01

Learning Format

Type of Activities	Frequency
Other	Monthly trainings offered to include both short and long sessions in addition to classroom visits, coaching, and PLC groups.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

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		

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">WASD COMP PLAN SIGNED AFFIRMATION 2024_2027.pdf

Chief School Administrator	Date
Keith E Gunuskey	2024-03-27