Profile and Plan Essentials

LEA Type		AUN	
WASD		121139004	
Address 1			
602 SixthStreet			
Address 2			
City	**State**	**Zip Code**	
Weatherly	Pennsylvania	18255	
Chief School Administrator		**Chief School Administrator Email**	
Daniel Malloy		malloyd@weatherlysd.org	
Single Point of Contact Name			
Brian Pipech			
Single Point of Contact Email			
pipechb@weatherlysd.org			
Single Point of Contact Phone Number			
5704278918			

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Daniel M. Malloy	Superintendent	Administration	malloyd@weatherlysd.org
Tony Despirito	Principal	Administration	despiritoa@weatherlysd.org
Christopher Kimmel	Vice-Principal	Administration	kimmelc@weatherlysd.org
Brian Pipech	Supervisor of Special Programs	Administration	pipechb@weatherlysd.org
April Walters	Board Member	Board Member	waltersa@weatherlysd.org
Sarah Peterlin	Staff Member	High School	peterlins@weatherlysd.org
Katie Leach	Staff Member	High School	leachk@weatherlys.org
Erica Towich	Staff Member	Elementary	towiche@weatherlysd.org
Tiffany Huff	Staff Member	Administration	hufft@weatherlysd.org
Sarah Minnick	Staff Member	High School	minnicks@weatherlysd.org
Kenneth Jacoby	Board Member	Board Member	jacobyk@weatherlysd.org
Jessica Radjavitch	Staff Member	Elementary	radjavitchj@weatherlysd.org
Dana Snyder	Staff Member	Guidance	snyderd@weatherlysd.org
Lori Davis	Staff Member	High School	davisl@weatherlysd.org
Judy Kunkle	Community Member	Business Owner	kunklej@weatherlysd.org

LEA Profile

The Weatherly Area School District is located in Carbon County in Northeastern rural Pennsylvania. Our district covers approximately 100 square miles and serves approximately 640 students and employs over 100 staff members. All teachers are appropriately certified and Google certified. Our campus consists of a PreK-8 building, a 9-12 High School, and numerous athletic fields, as well as an enrollment partnership with CCTI. The district receives tremendous support from Booster Clubs and the Weatherly High School Alumni Association. Weatherly Area has a proud history of excellence in academics. We offer many course electives including arts and humanities, STEM, honors, AP classes as well as Dual Enrollment program in which students can earn college credits. Our buildings are equipped with the latest educational technologies including Promethean boards, Epson interactive projectors, HP Chromebooks, Apple Ipads and Apple Macbooks.

Mission and Vision

Mission

Mission - Collaborating with the Wrecker community, WASD is committed to educate and equip every student to be a meaningful contributor in a diverse society.

Vision

Vision - Educating for success, empowering for the future and inspiring excellence.

Educational Values

Students

We believe that education is one of the most important influences on individuals and their roles in the global society.

Staff

We believe the "whole child" can be nurtured in these developmental areas: Emotional, Social, Intellectual, Physical, and Creative.

Administration

We believe all students will learn to communicate effectively, problem solve, develop higher level thinking skills, and be exposed to the latest in educational technology.

Parents

We believe our schools should provide a safe and positive learning environment, where students embrace the diversity of others and become caring and responsible members of society.

Community

We believe every student has intrinsic worth, talents, gifts, and value; high expectations for each student should be the foundation of the educational process.

Other (Optional)

W – Working collaboratively to meet the needs of all student R – Recognize and foster individual student's talents, skills and gifts E – Educational change through ongoing staff development is necessary to meet the many   challenges occurring in our society C –Cultivate a learning environment that is safe and nurturing and offers security for all students K – Knowledge is a lifelong process that should begin with the family, and be encouraged and nurtured through the partnership of all stakeholders   E – Education is one of the most important influences on individuals and their roles in the global society R – Recognize and respect cultural diversity S – Students will learn to communicate effectively, problem solve, develop critical thinking skills, collaborate and use technology efficiently

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
College and Career Readiness	22-23 FRCPP Data
Students exceed state average in college and career readiness in all three grade spans.	

Challenges

Indicator	Comments/Notable Observations
67.3% Regular Attendance Rate in High School	Data from FRCPP 21-22 school year.
74.0% Regular Attendance Rate in Middle School	Data from FRCPP 21-22 school year.
76.5% Regular Attendance Rate in the Elementary School	Data from FRCPP 21-22 school year.

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

Strengths

Indicator	Comments/Notable Observations
Indicator Career Standards Benchmark 100% **Grade Level(s) and/or Student Group(s)** Elementary School	**Comments/Notable Observations**
Indicator Career Standards Benchmark 100% **Grade Level(s) and/or Student Group(s)** Middle School	**Comments/Notable Observations**
Indicator Career Standards Benchmark 98.1% **Grade Level(s) and/or Student Group(s)** High School	**Comments/Notable Observations**

Challenges

Indicator	Comments/Notable Observations
Indicator 4 Year Graduation Cohort 67.6% **Grade Level(s) and/or Student Group(s)** All student Group	**Comments/Notable Observations** Data from 22-23 FRCPP 5 year graduation Cohort 94.6%
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**

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.

Students exceed state average in college and career readiness in all three grade spans.

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.

67.3% Regular Attendance Rate in High School
74.0% Regular Attendance Rate in Middle School
76.5% Regular Attendance Rate in the Elementary School

Local Assessment

English Language Arts

Data	Comments/Notable Observations
71.8% of Students in grades were proficient or advanced on the Keystone Literature Exam.	Data from PA Future Ready Index 2022-23 school year. The district comprehensive planning team acknowledges the impact of learning loss during the COVID-19 pandemic on student achievement.
48.3% of Students in grades 6-8 were proficient or advanced on the ELA PSSA test.	
55.8% of Students in grades 3-5 were proficient or advanced on the ELA PSSA test.	

English Language Arts Summary

Strengths

71.8% of Students in grades were proficient or advanced on the Keystone Literature Exam.

Challenges

48.3% of Students in grades 6-8 were proficient or advanced on the ELA PSSA test.

Mathematics

Data	Comments/Notable Observations
61.0% of students were proficient or advanced on the Keystone Exam in grades 9-12. Students demonstrated growth from previous testing year. Insufficient Sample for 22-23.	Date from PA Future Ready Index 2021-22 school year. The district comprehensive planning team acknowledges the impact of learning loss during the COVID-19 pandemic on student achievement.
19% of Students in grades 6-8 were proficient or advanced on the Math PSSA test.	Date from PA Future Ready Index 2022-23 school year. The district comprehensive planning team acknowledges the impact of learning loss during the COVID-19 pandemic on student achievement.
49.7% of Students in grades 3-5 were proficient or advanced on the Math PSSA test. The growth score in the 3-5 grade band was 93.	Date from PA Future Ready Index 2022-23 school year. The district comprehensive planning team acknowledges the impact of learning loss during the COVID-19 pandemic on student achievement.

Mathematics Summary

Strengths

49.7% of Students in grades 3-5 were proficient or advanced on the Math PSSA test.

Challenges

19% of Students in grades 6-8 were proficient or advanced on the Math PSSA test.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
74.4% of students were proficient on the Keystone	Date from PA Future Ready Index 2022-23 school year. The district comprehensive planning team acknowledges the impact of learning loss

Biology Exam	during the COVID-19 pandemic on student achievement.
54.1% of Students in grade 8 were proficient or advanced on the Science PSSA test.	
91.8% of Students in grades 3-5 were proficient or advanced on the Science PSSA test.	

Science, Technology, and Engineering Education Summary

Strengths

74.4% of students were proficient on the Keystone Biology Exam
91.8% of Students in grades 3-5 were proficient or advanced on the Science PSSA test.

Challenges

54.1% of Students in grade 8 were proficient or advanced on the Science PSSA test.

Related Academics

Career Readiness

Data	Comments/Notable Observations
All students in the Elementary, Middle and High Schools exceeded the statewide average. Elementary and middle school were 100% and the high school was 98.1%	

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
Carbon County Technical Institute
Agreement Type
Local Articulation
Program/Course Area
Techincal School
Uploaded Files
CCTI Budget Approval 2023_d7c6d7b3.pdf
Partnering Institution
Lehigh Carbon Community College
Agreement Type
Dual Credit
Program/Course Area
College
Uploaded Files
Dual Enrollment Agreement_02fb78cc.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.

All students in the Elementary, Middle and High Schools exceeded the statewide average

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.

N/A

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.

N/A

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.

N/A

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	N/A
Title 1 Program	Goals from School-wide plans are included
Student Services	N/A
K-12 Guidance Plan (339 Plan)	N/A
Technology Plan	N/A
English Language Development Programs	N/A

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	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	Operational

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Emerging
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	Operational
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.

Coordinate and monitor supports aligned with students' and families' needs
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities

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.

Ensure effective, standards-aligned curriculum and assessment
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district (specific to internal communication regarding student achievement)

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
Students exceed state average in college and career readiness in all three grade spans.	False
71.8% of Students in grades were proficient or advanced on the Keystone Literature Exam.	False
49.7% of Students in grades 3-5 were proficient or advanced on the Math PSSA test.	False
74.4% of students were proficient on the Keystone Biology Exam	True
Coordinate and monitor supports aligned with students' and families' needs	False
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	False
All students in the Elementary, Middle and High Schools exceeded the statewide average	False
N/A	False
91.8% of Students in grades 3-5 were proficient or advanced on the Science PSSA test.	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
67.3% Regular Attendance Rate in High School	True
74.0% Regular Attendance Rate in Middle School	False
76.5% Regular Attendance Rate in the Elementary School	False
48.3% of Students in grades 6-8 were proficient or advanced on the ELA PSSA test.	False
19% of Students in grades 6-8 were proficient or advanced on the Math PSSA test.	False
Ensure effective, standards-aligned curriculum and assessment	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district (specific to internal communication regarding student achievement)	False
54.1% of Students in grade 8 were proficient or advanced on the Science PSSA test.	False
N/A	False
N/A	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.

The planning team determined that due to the Covid-19 Pandemic the district needs to focus on Student acceleration, school wide positive behavior and supplemental supports for emotional well being, increase parent involvement and realign science curriculum with adopted standards.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
67.3% Regular Attendance Rate in High School		True
Ensure effective, standards-aligned curriculum and assessment		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
74.4% of students were proficient on the Keystone Biology Exam	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we ensure that effective and standards-aligned math curriculum and assessments are being utilized in all classrooms, then students will demonstrate greater growth in the math curricular area.
	If we prioritize attendance improvement at the high school level and staff develop plans to incentivize attendance, then students will demonstrate improved regular attendance rates.

Goal Setting

Priority: If we ensure that effective and standards-aligned math curriculum and assessments are being utilized in all classrooms, then students will demonstrate greater growth in the math curricular area.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
The number of middle school students demonstrating proficiency on the PSSA math test will increase to 25%.		
Measurable Goal Nickname (35 Character Max)		
Math Curriculum		
Target Year 1	**Target Year 2**	**Target Year 3**
The number of middle school students demonstrating proficiency on the PSSA math test will increase to 21%.	The number of middle school students demonstrating proficiency on the PSSA math test will increase to 23%.	The number of middle school students demonstrating proficiency on the PSSA math test will increase to 25%.

Priority: If we prioritize attendance improvement at the high school level and staff develop plans to incentivize attendance, then students will demonstrate improved regular attendance rates.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
Regular attendance at the high school will increase to 78%		
Measurable Goal Nickname (35 Character Max)		
Attendance		
Target Year 1	**Target Year 2**	**Target Year 3**
Regular attendance at the high school will increase to 70%	Regular attendance at the high school will increase to 74%.	Regular attendance at the high school will increase to 78%

Action Plan

Measurable Goals

Math Curriculum	Attendance

Action Plan For: Curriculum Alignment

Measurable Goals:
• The number of middle school students demonstrating proficiency on the PSSA math test will increase to 25%.

Action Step		Anticipated Start/Completion Date	
Develop a common curriculum mapping tool to be utilized for staff across the K-12 grade span. Teachers will complete complete curriculum maps throughout the course of the year.		2024-08-26	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Mr. Tony Despirito/Principal	PDE SAS	No	No
Action Step		**Anticipated Start/Completion Date**	
Survey to teachers to solicit whether they are following the current curriculum with fidelity.		2025-03-31	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Mr. Tony Despirito/Principal	District Developed Survey Tool	No	No
Action Step		**Anticipated Start/Completion Date**	
Development of data teams to analyze data with regularity throughout the course of the school year with an emphasis on student interventions where appropriate.		2025-08-25	2026-05-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Mr. Tony Despirito/Principal	CLIU Data team support	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Development of curriculum committee to provide continuous analysis of needs and/or adjustments. A curriculum review cycle will be developed by the committee.		2026-08-24	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Mr. Tony Despirito/Principal	Curriculum Committee, Review Cycle	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improvement in Math Achievement	Quarterly monitoring by principal, superintendent, and Director of Special Education. Tools used will include collection of curriculum maps, survey results from teachers, and

development of curriculum review cycle.

Action Plan For: Attendance Improvement

Measurable Goals:
• Regular attendance at the high school will increase to 78%

Action Step		Anticipated Start/Completion Date	
Develop an attendance improvement committee which includes student representation. The Committee will develop a survey to be completed by students which will inform future planning to improve attendance.		2024-08-26	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Mr. Tony Despirito/Principal	Attendance reports	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Utilizing the data collected in year 1, expand the current PBIS system to include attendance improvement as part of the PRIDE expectations for students.		2025-08-25	2026-05-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Mr. Tony Despirito/Principal	Attendance Reports, funding for incentives	No	No
Action Step		**Anticipated Start/Completion Date**	
Analyze current attendance plan as well as implemented PBIS attendance expectations for effectiveness. Provide recommendations to administration for consideration.		2026-08-24	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Mr. Tony Despirito/Principal	Attendance Reports, Committee Notes	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved Attendance	Attendance will be monitored on a weekly basis throughout the duration of the plan. The attendance committee will provide recommendations to administration quarterly.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Curriculum Alignment	Development of data teams to analyze data with regularity throughout the course of the school year with an emphasis on student interventions where appropriate.

Data Wise Professional Development

Action Step
• Development of data teams to analyze data with regularity throughout the course of the school year with an emphasis on student interventions where appropriate.
Audience
All Professional Staff
Topics to be Included
Learn how to utilize the Data Wise Improvement Process to support a culture of collaborative data inquiry and improve teaching and learning. This course focuses on cultivating the habits of mind, norms, and practices that support continuous improvement which leads to increased student achievement. Participants will learn the 8-step Data Wise process for using a wide range of data sources to improve instruction through the use of data protocols.
Evidence of Learning
Staff feedback and development of data teams

Lead Person/Position	Anticipated Start	Anticipated Completion
Mr. Tony Despirito/ Principal	2025-08-25	2026-05-29

Learning Format

Type of Activities	Frequency
Inservice day	Quarterly
Observation and Practice Framework Met in this Plan	
• 3d: Using Assessment in Instruction • 1f: Designing Student Assessments • 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Attendance Improvement	Develop an attendance improvement committee which includes student representation. The Committee will develop a survey to be completed by students which will inform future planning to improve attendance.

Develop Attendance Improvement Committee

Action Step		
• Develop an attendance improvement committee which includes student representation. The Committee will develop a survey to be completed by students which will inform future planning to improve attendance.		
Audience		
Student Body and Community		
Topics to be Included		
Development of attendance improvement committee		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Mr. Tony Despirito/Prinicpal	2024-08-26	2024-10-31

Communication

Type of Communication	Frequency
Email	Weekly

Approvals & Signatures

Uploaded Files	26

Chief School Administrator	Date