

**PORT ALLEGANY
SCHOOL DISTRICT**



COMPREHENSIVE PLAN

(2022-2025)

PORT ALLEGANY SD

20 Oak St

Port Allegany, PA 16743

Comprehensive Plan (2022 – 2025)

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Gary Buchsen	Administrator	Port Allegany SD	gbuchsen@pasdedu.org
Marc Budd	Administrator	Port Allegany SD	mbudd@pasdedu.org
Tracy Kio	Administrator	Port Allegany SD	tkio@pasdedu.org
Greg Oliver	Administrator	Port Allegany SD	goliver@pasdedu.org
Adam Moate	Administrator	Port Allegany SD	amoate@pasdedu.org
Erika Petruzzi	Board Member	Port Allegany SD	
Elizabeth Stauffer	Board Member	Port Allegany SD	
George Riley	Community Member	Port Allegany Mayor	
Chelsea Caden	Staff Member	Elementary School	
Diane Finn	Parent	Elementary School	
Brielle Budd	Student	High School	
Madelynn Triplett	Student	High School	
Steffi Buchsen	Student	Elementary School	
Jim Young	Community Member	Seneca Highlands CTC	
Michael Nasto	Community Member	Port Allegany	
Cheri Nasto	Community Member	Port Allegany	
Tabby Dart	Staff Member	Port Allegany	
Kari Johnson	Parent	Port Allegany	

LEA Profile

Educational Community

Overview

Included in the 214 square miles of the school district are the Borough of Port Allegany and Annin, Liberty, and Roulette Townships. Student enrollment is approximately 945 students. These students are housed in two buildings located within the Borough of Port Allegany.

The school district provides a variety of educational programs. The curriculum of the district is augmented by special education services and vocational programming provided by the Seneca Highlands Intermediate Unit 9. The Seneca Highlands Career and Technology Center is located in Port Allegany and offers instruction in several occupational areas.

The Community

Port Allegany is located in McKean County. Hunting, fishing, and winter sports make this area an outdoor enthusiast's paradise. The town is nestled in the rolling hills that are intermingled with open farmlands and wooded areas. Many of Port Allegany's 2,000 residents work for several local industries. The work force in the Port Allegany area is a mixture of professional, skilled, semi-skilled and high tech communication specialists. The town has a new public library that is supported by public and private funds. Medical services are provided by independent practitioners and the UPMC Cole Hospital, which is located within 20 miles of town. There are many churches in the Port Allegany area. The Port Allegany area and its neighboring communities have the resources to meet the practical, cultural, recreational and spiritual needs of its residents.

The Staff

The staff consists of a superintendent, an elementary principal, a high school principal, an assistant principal, a business manager, three guidance counselors, two librarians, two nurses, and 76 teachers. The above-mentioned staff members are complemented by more than 40 support staff members who serve as teaching aides, custodians, secretaries, and cafeteria workers.

Organization Description

The Port Allegany School District is a small, rural school district located in the north-central portion of Pennsylvania in one of the more remote areas in the Commonwealth. Covering an area of 214 square miles and serving a population of approximately 4,000 persons, the district has a combined enrollment of 945 students in two locations.

The elementary (PreK-6) school, built in 1982 and renovated in 2008-2009, is located in Port Allegany. The junior-senior high school (7-12), built in the 1950's, renovated in 1999-2000, and again in 2021. District buildings are in good condition and capable of providing excellent learning environments and incorporating up-to-date technology into instruction.

The Port Allegany School Board of Directors most recently authorized \$10 million in capital and energy improvements in both buildings. The high school was most air conditioned during the summer of 2021. The project also included lighting upgrades in both buildings, renovations of the elementary restrooms, and a roof replacement at the high school.

School Organization

The elementary school serves children in grades Pre-kindergarten through grade 6, while the junior/senior high school is configured to educate students in grades 7-12. The Port Allegany School District also provides vocational programming to students at the high school level via services provided by the Seneca Highlands Career and Technical Center, alternative education, and the full continuum of special education services under contract with the Intermediate Unit 9.

Mission and Vision

Mission

Port Allegany School District is to be the premier provider of innovative educational skills and services. These services and related skills will enable our students to acquire and apply the knowledge necessary to become respectful, responsible, and self-directed learners.

Vision

Port Allegany School District's vision beliefs are:

- Successes in school and life are dependent upon the development of respect, responsibility, tolerance, and compassion.
- Our children need to be taught values to become responsible and contributing citizens of our country. High expectations lead to high achievement.
- A healthy child is a learning child.
- Every child has the right to learn in a safe environment that fosters problem-solving and lifelong learning. Parents, school, and community need to work together to promote each student's success.
- A parent is a child's first and most important teacher.
- An open and welcome environment encourages parental and community involvement in the school district.

Educational Value Statements

Students

We believe all children can learn. We believe in high expectations for all. We believe working together provides a safe, quality education. We believe children learn differently. We believe it is our role to prepare children for the future. We believe in creating a positive learning environment. We believe in life-long learning. We believe in accountability. We believe in the value of diversity. We believe all students have their own personal strengths and are capable of being successful. We believe we need to be positive role models, for our students and to our colleagues.

Staff

We believe all children can learn. We believe in high expectations for all. We believe working together provides a safe, quality education. We believe children learn differently. We believe it is our role to prepare children for the future. We believe in creating a positive learning environment. We believe in life-long learning. We believe in accountability. We believe in the value of diversity. We believe all students have their own personal strengths and are capable of being successful. We believe we need to be positive role models, for our students and to our colleagues.

Administration

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Parents

We believe all children can learn. We believe in high expectations for all. We believe working together provides a safe, quality education. We believe children learn differently. We believe it is our role to prepare children for the future. We believe in creating a positive learning environment. We believe in life-long learning. We believe in accountability. We believe in the value of diversity. We believe all students have their own personal strengths and are capable of being successful. We believe we need to be positive role models, for our students and to our colleagues.

Community

We believe all children can learn. We believe in high expectations for all. We believe working together provides a safe, quality education. We believe children learn differently. We believe it is our role to prepare children for the future. We believe in creating a positive learning environment. We believe in life-long learning. We believe in accountability. We believe in the value of diversity. We believe all students have their own personal strengths and are capable of being successful. We believe we need to be positive role models, for our students and to our colleagues.

Other (Optional)

Summary of Strengths and Challenges

Strengths

Strength	Consideration In Plan
The district has had very little administrative turnover in the central office and building levels. Building principals and the district superintendent each have over ten years of experience working in their current positions.	Yes
The board of directors has demonstrated a culture of support and continuous improvement in both the facilities and the programming in the school district.	Yes
The community is supportive of the school district, its programs, and with the student body.	Yes
2020-2021 Science/Biology All Student Group: Percentage of students proficient or advanced was 1.9% higher than the state average.	Yes
2020-2021 Mathematics/Algebra All Student Group Academic Growth Score: The elementary school mathematics/algebra all student group academic growth score was 7.7 points higher than the state average. The high school mathematics/algebra all student group academic growth score was 19 points higher than the state average.	Yes
The board has allocated Title I funds to address early childhood needs in the school district. Funds provide for early childhood staff, programming and related supplies for students.	Yes
English Language Learner Services: The district has a certified ELL teacher in the district to address related English language learner needs.	No
Career Counseling Services: The district has an ongoing relationship with the Potter County Education Council to provide a career counselor to assist with student programming at the elementary school and the high school.	Yes
Guidance Counseling Staff: The district has three (3) full time guidance counselors in the school district.	Yes
The district has demonstrated higher than average growth scores in ELA at the high school level. The high school English language arts/literature all student group academic growth score was 2.3 points higher than the statewide growth standard.	Yes
English Language Arts proficiency levels have traditionally been higher at the elementary school and the high school when compared with mathematics proficiency levels.	No
2020-2021 Mathematics/Algebra All Student Group Academic Growth Score. The elementary school mathematics/algebra all student group academic growth score was 7.7 points higher than the state average.	No
2020-2021 Mathematics/Algebra All Student Group Academic Growth Score. The high school mathematics/algebra all student group academic growth score was 19 points higher than the state average.	No
2020-2021 Science/Biology Proficiency. 65.6% of grade 4 students were proficient or advanced.	No

Challenges

Challenge	Consideration In Plan
Given the significant decrease in the number of teaching certificates produced annually in Pennsylvania, professional staffing has become a challenge for the school district.	Yes
2020-2021 Mathematics/Algebra All Student Group Proficiency: The elementary school percent proficient or advanced levels were 14.3 points below the state average. The high school percent proficient or advanced levels were 4.5 points below the state average.	No
2020-2021 English Language Arts/Literature Proficiency: The elementary school percent proficient or advanced levels were 14.2 points below the state average. The high school percent proficient or advanced levels were 15 points below the state average.	No
2020-2021 English Language Arts/Literature Assessments: Proficiency levels of students with identified disabilities have traditionally been lower than non-identified students.	No
2020-2021 Mathematics/Algebra Assessments: Proficiency levels of students with identified disabilities have traditionally been lower than non-identified students.	No
Certified Professional Staffing: The district is finding that it is more difficult to fill professional positions especially in the areas of advanced science and mathematics.	Yes
Pandemic Related Student Needs: The district is finding that they forced school closures in March, 2020, the mandatory quarantining of students during the 2020-2021 and 2021-2022 school years, and other related COVID mitigation efforts have negatively impacted student learning and growth.	Yes
2020-2021 English Language Arts/Literature Proficiency. The high school percent proficient or advanced levels were 15 points below the state average.	No
2020-2021 English Language Arts/Literature Proficiency. The elementary school percent proficient or advanced levels were 14.2 points below the state average.	No
2020-2021 Science/Biology All Student Group Proficiency. The high school percent proficient or advanced levels were 7.1 points below the state average.	No
Electronic community announcement billboards at the high school and elementary school. (12 votes)	No
Improved public communications. The comprehensive planning committee has recommended Electronic community announcement billboards at the high school and elementary school.	Yes
Additional opportunities. The comprehensive planning committee has recommended additional opportunities for high school / elementary school interaction.	Yes
Upgraded playgrounds and equipment for student use. The comprehensive planning committee is recommending consideration of more or upgraded playgrounds / equipment in the district.	Yes
Additional dual enrollment opportunities. The comprehensive planning committee has recommended additional dual enrollment opportunities for students at the high school level.	Yes
Providing elementary school clubs and other after related school activities for students. The comprehensive planning committee has recommended these be added to the school district.	Yes
Additional dual enrollment opportunities. The comprehensive planning committee has recommended	No

additional dual enrollment opportunities for students at the high school level.	
Additional dual enrollment opportunities. The comprehensive planning committee has recommended additional dual enrollment opportunities for students at the high school level.	No

Most Notable Observations/Patterns

The Port Allegany School District will need to address student learning loss and related negative impacts as a result of the pandemic and mitigation efforts imposed on the school district by the state. Professional staffing will be among the ongoing challenges faced by the school district and other public school districts in the state of Pennsylvania.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
The district has had very little administrative turnover in the central office and building levels. Building principals and the district superintendent each have over ten years of experience working in their current positions.	
The board of directors has demonstrated a culture of support and continuous improvement in both the facilities and the programming in the school district.	
The community is supportive of the school district, its programs, and with the student body.	
2020-2021 Science/Biology All Student Group: Percentage of students proficient or advanced was 1.9% higher than the state average.	
2020-2021 Mathematics/Algebra All Student Group Academic Growth Score: The elementary school mathematics/algebra all student group academic growth score was 7.7 points higher than the state average. The high school mathematics/algebra all student group academic growth score was 19 points higher than the state average.	
The board has allocated Title I funds to address early childhood needs in the school district. Funds provide for early childhood staff, programming and related supplies for students.	
Career Counseling Services: The district has an ongoing relationship with the Potter County Education Council to provide a career counselor to assist with student programming at the elementary school and the high school.	
Guidance Counseling Staff: The district has three (3) full time guidance counselors in the school district.	
The district has demonstrated higher than average growth scores in ELA at the high school level. The high school English language arts/literature all student group academic growth score was 2.3 points higher than the statewide growth standard.	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Given the significant decrease in the number of teaching certificates produced annually in Pennsylvania, professional staffing has become a challenge for the school district.		No	
Certified Professional Staffing: The district is finding that it is more difficult to fill professional positions especially in the areas of advanced science and mathematics.		No	

Pandemic Related Student Needs: The district is finding that they forced school closures in March, 2020, the mandatory quarantining of students during the 2020-2021 and 2021-2022 school years, and other related COVID mitigation efforts have negatively impacted student learning and growth.		No	
Improved public communications. The comprehensive planning committee has recommended Electronic community announcement billboards at the high school and elementary school.	As determined by the comprehensive planning committee.	Yes	The district should continue to develop existing parent and community communications systems.
Additional opportunities. The comprehensive planning committee has recommended additional opportunities for high school / elementary school interaction.	As determined by the comprehensive planning committee.	Yes	The district should continue to develop and find ways to leverage positive interactions between elementary school and high school students.
Upgraded playgrounds and equipment for student use. The comprehensive planning committee is recommending consideration of more or upgraded playgrounds / equipment in the district.	As determined by the comprehensive planning committee.	Yes	The district should continue its focus on capital and facility improvements.
Additional dual enrollment opportunities. The comprehensive planning committee has recommended additional dual enrollment opportunities for students at the high school level.	As determined by the comprehensive planning committee.	Yes	The district should continue to look for partnering opportunities with local and regional colleges/universities and community colleges for dual enrollment for students.
Providing elementary school clubs and other after related school activities for students. The comprehensive planning committee has recommended these be added to the school district.		No	

Goal Setting

Priority: The district should continue to develop existing parent and community communications systems.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Community Engagement	By the end of year three of this comprehensive plan the district should consider adding electronic community announcement billboards at the high school and elementary school.	Electronic Community Billboards	Investigation of potential billboard options for consideration by the end of the 2022-2023 school year.	Recommendation with related costs to the school board for adding electronic billboards in both buildings. To be completed by the end of the 2023-2024 school year.	By the end of year three of this comprehensive plan the district should consider adding electronic community announcement billboards at the high school and elementary school.

Priority: The district should continue to develop and find ways to leverage positive interactions between elementary school and high school students.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
School climate and culture	The district will increase the number of clubs/activities that promote positive interactions between high school and elementary school students by 25% over the next three years of this comprehensive plan.	Opportunities for high school / elem. school interactions.	The district will increase the number of clubs/activities that promote positive interactions between high school and elementary school students by 8% over by the end of the 2022-2023 school year.	The district will increase the number of clubs/activities that promote positive interactions between high school and elementary school students by 16% by the end of the 2023-2024 school year.	The district will increase the number of clubs/activities that promote positive interactions between high school and elementary school students by 25% over the next three years of this comprehensive plan.

Priority: The district should continue its focus on capital and facility improvements.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Other	The school district with input from the staff and community will continue its work for continuous facility and capital improvements in the school district including a long term financial impact to the district.	Capital and Facility Improvements	Review and consideration of more or upgraded playgrounds / equipment of the district by the end of the 2023-2024 school year.	Review and consideration of additional programmatic and facilities in the district by the end of the 2024-2025 school year.	The school district with input from the staff and community will continue its work for continuous facility and capital improvements in the school district including a long term financial impact to the district.

Priority: The district should continue to look for partnering opportunities with local and regional colleges/universities and community colleges for dual enrollment for students.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Post-secondary transition to school, military, or work	The district will increase the number of dual enrollment credits available to students by 15% by the end of year three of this comprehensive plan.	Dual Enrollment Opportunities	Increased dual enrollment credits available by 5% as compared to the 2022-2023 school year.	Increased dual enrollment credits available by 10% as compared to the 2022-2023 school year.	The district will increase the number of dual enrollment credits available to students by 15% by the end of year three of this comprehensive plan.

Action Plan

Action Plan for: What Works Clearinghouse

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Dual Enrollment Opportunities 		Increased dual enrollment credits available by 5% as compared to the 2022-2023 school year. Increased dual enrollment credits available by 10% as compared to the 2022-2023 school year. The district will increase the number of dual enrollment credits available to students by 15% by the end of year three of this comprehensive plan.			This goal will be monitored/evaluated annually and reported to the board of directors by the regular board meeting in June.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Investigate local and regional dual enrollment opportunities for potential adoption and implementation during the 2023-2024 school year.	08/22/2022	06/30/2025	High School Principal	School board, administrative and staff support.	No	Yes

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Electronic Community Billboards 		Investigation of potential billboard options for consideration by the end of the 2022-2023 school year. Recommendation with related costs to the school board for adding electronic billboards in both buildings. To be completed by the end of the 2023-2024 school year. By the end of year three of this comprehensive plan the district should consider adding electronic community announcement billboards at the high school and elementary school.			This goal will be monitored/evaluated annually and reported to the board of directors by the regular board meeting in June.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
By the end of year three of this comprehensive plan the district should consider adding electronic community announcement billboards at the high school and elementary school.	08/22/2022	06/30/2025	Superintendent	School board, administrative, staff, and community support.	No	Yes

Action Plan for: evidenceforpa.org (Creating Safe, Supportive Environments)

Measurable Goals	Anticipated Output	Monitoring/Evaluation
<ul style="list-style-type: none"> Opportunities for high school / elem. school interactions. 	<p>The district will increase the number of clubs/activities that promote positive interactions between high school and elementary school students by 8% over by the end of the 2022-2023 school year. The district will increase the number of clubs/activities that promote positive interactions between high school and elementary school students by 16% by the end of the 2023-2024 school year. The district will increase the number of clubs/activities that promote positive interactions between high school and elementary school students by 25% over the next three years of this comprehensive plan.</p>	<p>This goal will be monitored/evaluated annually and reported to the board of directors by the regular board meeting in June.</p>

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
<p>The district will increase the number of clubs/activities that promote positive interactions between high school and elementary school students by 25% over the next three years of this comprehensive plan.</p>	<p>08/22/2022</p>	<p>06/30/2025</p>	<p>High School Principal, Elementary Principal, Assistant Principal</p>	<p>School board, administrative, staff, and community support.</p>	<p>Yes</p>	<p>Yes</p>

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Capital and Facility Improvements 		Review and consideration of more or upgraded playgrounds / equipment of the district by the end of the 2023-2024 school year. Review and consideration of additional programmatic and facilities in the district by the end of the 2024-2025 school year. The school district with input from the staff and community will continue its work for continuous facility and capital improvements in the school district including a long term financial impact to the district.			This goal will be monitored/evaluated annually and reported by the board of directors and district administration annually at the regular board meeting in June.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
The school district with input from the staff and community will continue its work for continuous facility and capital improvements in the school district including a long term financial impact to the district.	08/22/2022	06/30/2025	District administration and school board	School board, administrative, staff, and community support.	No	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
evidenceforpa.org (Creating Safe, Supportive Environments)	<ul style="list-style-type: none"><li data-bbox="521 233 1464 329">• The district will increase the number of clubs/activities that promote positive interactions between high school and elementary school students by 25% over the next three years of this comprehensive plan.

Professional Development Activities

Building and Developing Positive Interactive Activities, Clubs, and Organizations Between Age Groups.						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> The district will increase the number of clubs/activities that promote positive interactions between high school and elementary school students by 25% over the next three years of this comprehensive plan. 	High School and Elementary School Professional Staff and Select Support Staff	Study and implementation of best practices for increasing positive student engagement across buildings and grade levels.	End of professional development surveys and annual review.	Superintendent, High School Principal, Elementary School Principal, Assistant Principal, and Select Professional Staff	08/22/2022	06/30/2025
Learning Formats						
Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings			
Inservice day	Quarterly and as available.	Knowledge of students and how to use this knowledge to impart working relationships.	Teaching Diverse Learners in an Inclusive Setting			

Communications Action Steps

Evidence-based Strategy	Action Steps
What Works Clearinghouse	<ul style="list-style-type: none"> Investigate local and regional dual enrollment opportunities for potential adoption and implementation during the 2023-2024 school year.
evidenceforpa.org	<ul style="list-style-type: none"> By the end of year three of this comprehensive plan the district should consider adding electronic community announcement billboards at the high school and elementary school.
evidenceforpa.org (Creating Safe, Supportive Environments)	<ul style="list-style-type: none"> The district will increase the number of clubs/activities that promote positive interactions between high school and elementary school students by 25% over the next three years of this comprehensive plan.
iu13.org/school-improvements/pa-continuousimprovement/go/action-planning-for-success/	<ul style="list-style-type: none"> The school district with input from the staff and community will continue its work for continuous facility and capital improvements in the school district including a long term financial impact to the district.

Communications Activities

Local and Regional Dual Enrollment Opportunities for Students.

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Investigate local and regional dual enrollment opportunities for potential adoption and implementation during the 2023-2024 school year. 	District Community	Summary of all current dual enrollment opportunities for students in the Port Allegany High School.	High School Principal	08/22/2022	06/30/2025

Communications

Type of Communication	Frequency
Posting on district website	Quarterly
Use of other district social media	Semi-Annually
Letter	Annually