

Port Allegany SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
School District		109426303
Address 1		
20 Oak St		
Address 2		
City	State	Zip Code
Port Allegany	PA	16743
Chief School Administrator		Chief School Administrator Email
Mr Marc Budd		mbudd@pasdedu.org
Single Point of Contact Name		
Mr Marc Budd		
Single Point of Contact Email		
mbudd@pasdedu.org		
Single Point of Contact Phone Number		
814-642-2544		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Paula Newell	Administrator	Port Allegany SD	pnewell@pasdedu.org
Marc Budd	Administrator	Port Allegany SD	mbudd@pasdedu.org
Greg Oliver	Administrator	Port Allegany SD	goliver@pasdedu.org
Adam Moate	Administrator	Port Allegany SD	amoate@pasdedu.org
Erica Petruzzi	Board Member	Port Allegany SD	epetruzzi@pasdedu.org
Elizabeth Stauffer	Board Member	Port Allegany SD	bstauffer@pasdedu.org
Kathleen Bostjancic	Administrator	Port Allegany SD	kbostjancic@pasdedu.org
Justin Osani	Staff Member	Port Allegany SD	josani@pasdedu.org
Carrie Lee	Staff Member	Port Allegany SD	clee@pasdedu.org
Tammie Johnson	Staff Member	Port Allegany SD	tjohnson@pasdedu.org
Michelle Bliss	Community Member	Port Allegany SD	mbliss2006@gmail.com
Melissa Shelley	Community Member	Port Allegany SD	melshel23@gmail.com
JT Madison	Community Member	Port Allegany SD	themadisonfamily@me.com
Aaron Clark	Staff Member	Port Allegany SD	aclark@pasdedu.org

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 80 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

The Mission of the Port Allegany School District is to be the premier provider of innovative educational services which enables our students to acquire and apply the knowledge necessary to become respectful, responsible, self - directed learners.

Vision

To provide each child with a quality educational experience that allows for social growth and individual success.

Educational Values

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

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.

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)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Academic Growth Expectations in Mathematics/Algebra 1 All Student Group Meets the Standard Demonstrating Growth	Students, although behind in grade level achievement in math, show positive signs of growth.

Challenges

Indicator	Comments/Notable Observations
English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target	Students at PASD are behind in ELA goals.
Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target	Students at PASD are behind in Math goals.
Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target	Students at PASD are behind in Science goals.
English Language Arts/Literature All Student Group Did Not Meet the Standard Demonstrating Growth	Students at PASD are behind in ELA growth goals.
Science/Biology All Student Group Did Not Meet the Standard Demonstrating Growth	Students at PASD are behind in science growth goals.

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

Strengths

Indicator Student participation is high Grade Level(s) and/or Student Group(s) All	Comments/Notable Observations This provides a more accurate reflection of students abilities.
Indicator Student mental health initiatives are growing. Grade Level(s) and/or Student Group(s)	Comments/Notable Observations Professional development focused on trauma informed teaching and partnerships with mental health agencies have been positive.

Challenges

Indicator Overall performance is low across all but one area of measure. Grade Level(s) and/or Student Group(s) All	Comments/Notable Observations Students are not meeting grade level expectations or growth.
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	Comments/Notable Observations

Grade Level(s) and/or Student Group(s)	
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Summary

Strengths

Review the strengths listed. Using the "Add to Summary of Strengths" checkboxes, select 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Math growth is expanding and students are growing at a better rate.
Student participation is strong in assessments.

Challenges

Review the challenges listed. Using the "Add to Summary of Challenges" checkboxes, select 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Across all three areas of measure, student on grade-level performance is low.
In the areas of ELA and science, student growth is not as expected.
Not all families with in the district value education and encourage their children to do their best daily.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSA	Average between 38-40% proficient

English Language Arts Summary

Strengths

Growing slightly

Challenges

Still way below expected growth and proficiency

Mathematics

Data	Comments/Notable Observations
PSSA	Between 23-27% proficient

Mathematics Summary

Strengths

PD Being offered is challenging teachers, new assessments for screening and monitoring ordered for next year.

Challenges

Still way below expected growth and proficiency

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA	avg 60% proficient

Science, Technology, and Engineering Education Summary

Strengths

Strong in this area, STEELS training will help
--

Challenges

Still way below expected growth and proficiency

Related Academics

Career Readiness

Data	Comments/Notable Observations
ACT 158 processes, CTE course grades	Engagement is strong
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.

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

True 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.

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.

We are continually growing in offering diverse options for coursework.
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.

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.

Still need to identify other opportunities in our rural area
--

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.

Additional opportunities. The comprehensive planning committee has recommended additional opportunities for high school / elementary school interaction.

Upgraded playgrounds and equipment for student use. The comprehensive planning committee is recommending consideration of more or upgraded playgrounds / equipment in the district.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
None	Not Applicable

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.

NA

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.

NA

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Strong and reviewed often for growth
Title 1 Program	Strong, Title 1 district means all initiatives benefit
Student Services	Strong, new leadership
K-12 Guidance Plan (339 Plan)	Strong, experienced leadership
Technology Plan	Growing, diverse opportunities added in 25-26
English Language Development Programs	NA

Strengths

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

AN stable and engaged administrative team who is data focused is a new and encouraging positive change
--

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.

Moving teachers into new era of data based and results based
--

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	Emerging
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Emerging
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

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	Operational
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	Emerging

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.

>

In a recent transition of district leadership, a renewed focus on instructional leadership is emerging.
Professional development is becoming a norm for all staff and more opportunities for professional development are being developed to meet the learning needs of staff.

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.

>

A culture of professional development focused on high quality student learning has not been the norm.

Attitudes of some elementary staff are resistant to change and to developing professional norms to meet students needs in the classroom. This has become an area of concern as the district staff pushes towards academic and professional excellence.

At the elementary level, there is a lack of belief in the students abilities to succeed, this results in gaps in content as they steer away from comprehensive curriculum and focus on gap-stop measures instead.

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
Math growth is expanding and students are growing at a better rate.	False
Student participation is strong in assessments.	False
Growing slightly	False
PD Being offered is challenging teachers, new assessments for screening and monitoring ordered for next year.	True
Strong in this area, STEELS training will help	False
We are continually growing in offering diverse options for coursework.	False
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.	False
Guidance Counseling Staff: The district has three (3) full time guidance counselors in the school district.	False
In a recent transition of district leadership, a renewed focus on instructional leadership is emerging.	True
NA	False
AN stable and engaged administrative team who is data focused is a new and encouraging positive change	False
Professional development is becoming a norm for all staff and more opportunities for professional development are being developed to meet the learning needs of staff.	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
Across all three areas of measure, student on grade-level performance is low.	False
In the areas of ELA and science, student growth is not as expected.	True
Not all families within the district value education and encourage their children to do their best daily.	False
Still way below expected growth and proficiency	False
Still way below expected growth and proficiency	False
Still way below expected growth and proficiency	False
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.	False
Additional opportunities. The comprehensive planning committee has recommended additional opportunities for high school / elementary school interaction.	False
Upgraded playgrounds and equipment for student use. The comprehensive planning committee is recommending consideration of more or upgraded playgrounds / equipment in the district.	False

A culture of professional development focused on high quality student learning has not been the norm.	True
Still need to identify other opportunities in our rural area	False
NA	False
Moving teachers into new era of data based and results based	False
Attitudes of some elementary staff are resistant to change and to developing professional norms to meet students needs in the classroom. This has become an are of concern as the district staff pushes towards academic and professional excellence.	False
At the elementary level, there is a lack of belief in the students abilities to succeed, this results in gaps in content as they steer away from comprehensive curriculum and focus on gap-stop measures instead.	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
In the areas of ELA and science, student growth is not as expected.	Professional develop in the areas of the Science of reading will help teachers	True
A culture of professional development focused on high quality student learning has not been the norm.	A focus on PD will be the new goal of the district	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
In a recent transition of district leadership, a renewed focus on instructional leadership is emerging.	The leadership team is newly focused on instruction, data, and growth metrics.
PD Being offered is challenging teachers, new assessments for screening and monitoring ordered for next year.	PD is specific and relevant with sustainability

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We must identify barriers for growth and address them.
	New focuses on PD that is relevant and specific - immediately usable.

Goal Setting

Priority: New focuses on PD that is relevant and specific - immediately usable.

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
Teachers will engage in specific learning during the 2025-2026 academic year that will be immediately relevant to their students and teaching to improve data scores across all content areas.		
Measurable Goal Nickname (35 Character Max)		
Professional Growth		
Target Year 1	Target Year 2	Target Year 3
Growth of 10% in ELA and Math on the PSSA as a district average.	Growth of 15% in ELA and Math on the PSSA as a district average.	Teachers will engage in specific learning during the 2025-2026 academic year that will be immediately relevant to their students and teaching to improve data scores across all content areas.

Priority: We must identify barriers for growth and address them.

Action Plan

Measurable Goals

Professional Growth

Action Plan For: Structured literacy approach

Measurable Goals:
<ul style="list-style-type: none"> Teachers will engage in specific learning during the 2025-2026 academic year that will be immediately relevant to their students and teaching to improve data scores across all content areas.

Action Step		Anticipated Start Date	Anticipated Completion Date
All elementary teachers will receive structured literacy training throughout 2025-2026 and then 2026-2027, with a culmination in all teachers successfully completing the training.		2025-08-20	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Greg Oliver	Lexia LETRS training facilitators	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased understanding of the science of reading and increased scores across content areas in the elementary	ELA progress monitoring, monitoring of teacher progress in training and coursework.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Structured literacy approach	All elementary teachers will receive structured literacy training throughout 2025-2026 and then 2026-2027, with a culmination in all teachers successfully completing the training.

LETRS

Action Step		
<ul style="list-style-type: none"> All elementary teachers will receive structured literacy training throughout 2025-2026 and then 2026-2027, with a culmination in all teachers successfully completing the training. 		
Audience		
All elementary teachers		
Topics to be Included		
Structured Literacy, Language and Literacy Acquisition for All Students		
Evidence of Learning		
Course Completion Scores		
Lead Person/Position	Anticipated Start	Anticipated Completion
Greg Oliver/Principal & Lexia Group/Consultant	2025-08-20	2027-05-28

Learning Format

Type of Activities	Frequency
Course(s)	Weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Communications Activities

LETRS					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	all elementary teachers	Structured literacy	Greg Oliver	08/20/2025	05/28/2027

Communications

Type of Communication	Frequency
Presentation	Monthly

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Marc Budd	2026-04-02

