Profile and Plan Essentials

LEA Type		AUN	
Portage Area School District		108116303	
Address 1			
84 Mountain Ave.			
Address 2			
City	**State**	**Zip Code**	
Portage	Pennsylvania	15946	
Chief School Administrator		**Chief School Administrator Email**	
Patrick J Noel		pnoel@mustangmail.org	
Single Point of Contact Name			
Patrick Noel			
Single Point of Contact Email			
pnoel@mustangmail.org			
Single Point of Contact Phone Number			
814-736-9636			

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Krystal Smith	Administrator	PAHS	ksmith@mustangmail.org
Patrick Noel	Administrator	PASD	pnoel@mustangmail.org
Jennifer Pisarski	Administrator	PAES	jpisarski@mustangmail.org
Jeremy Burkett	Administrator	PAHS	jburkett@mustangmail.org
Valerie Gentile	Parent	School District	muggsyval@hotmail.com
Elysia Myher	Parent	School District	jerbmyher4@gmail.com
Tina Lutz	Staff Member	PAHS	tlutz@mustangmail..org
Nicole Hunt	Staff Member	PAHS	nhunt@mustangmai.org
Heidi Washko	Staff Member	PAES	hwashko@mustangmail.org
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Mike Kiel	Community Member	PASD	michael.kiel@pitt.edu
Dianne Corte	Community Member	PASD	dmcorte@comcast.net
Kathy Hough	Board Member	PASD	khough@mustangmail.org
Sue Berardinelli	Board Member	PASD	sberardinelli@mustangmail.org

LEA Profile

Portage is a small community nestled in the mountains of central-western Pennsylvania in Cambria County. The residents of Portage celebrated their centennial on October 7th, 1990. Portage sits on the edge of the Appalachia Plateau. It is an area of many ridges and valleys. The communities of Portage Township and Cassandra Borough formed a joint operation with the Portage Borough to form the Portage Joint School District in 1948. The Portage Area School District is comprised of two school buildings and has a student population of approximately 750 students. The Portage Area Elementary School educates students from Kindergarten through 6th grade and the Portage Area Junior/Senior High School educates students in grades 7-12. Since 1972, the Portage Area School District and seven (7) other school districts formed a consortium of a half-day vocational-technical school that is known as the Admiral Peary Area Vocational School which is located in Ebensburg, PA.

The people of the Portage area community pride themselves on being strong supporters of both the academic and extracurricular programs sponsored by the district. This can be seen by the high level of involvement and attendance at various district-sponsored events. Parental and community involvement is still very much an integral part of the success our students experience while participating in our programs. Parents and teachers set high expectations for their students.

Students are challenged to be the best that they can be, move to greatness, be accountable for their actions, care about each other, and do what is right for themselves and for the people around them. The district is committed to continuing to foster productive partnerships, which unite district and community resources to ensure excellence in our school system.

Involvement of the business community within the district is very high offering both financial and educational support as well any resources needed by the schools.

Mission and Vision

Mission

The Mustang 6 Mission (Portage P's): People   Place   Purpose   Pride   Pursuit   Positivity   PEOPLE - building welcoming, kind, positive and collaborative relationships with all stakeholder, daily PLACE - celebrating our community, rich tradition and strengthening a culture of teamwork and collegiality PRIDE - thriving on the satisfaction from the qualities and achievements of the district and community   PURPOSE - daily on-purpose meaningful learning experiences and interactions that address the academic, social and emotional aspects of each student PURSUIT - striving for growth and excellence each day to make a difference for every tomorrow POSITIVITY - our attitude and approach to people and our work; positive energy and positive people create positive results

Vision

PASD VISION: Building relationships and pursuing excellence in a safe, inclusive and engaging environment that cultivates the abilities and potential of all students to send them into the world as quality, contributing citizens of their community. The Portage Area School District has developed our Comprehensive Plan as a living document. This reflects the district's belief that education is dynamic and will respond to the needs of students in an ever-changing society. This means that everyone must ensure the following: •   Students demonstrate proficiency of the standards within the framework of the prescribed curriculum. •   Students are provided resources to explore career pathways to enable them to make educated decisions about their futures. •   Positive communication and collaboration among school, students, families, and the community is vital to the development of a successful school   environment. •   Lifelong learning skills are critical in preparing all stakeholders for future challenges and opportunities. • As partners, the school and community provide resources and a talented staff creating a safe, healthy, supportive environment. •   The district uses state-of-the-art technology, making learning opportunities available and accessible to all members of the learning community.

Educational Values

Students

Demonstrate positive behavior both on and off campus creating a culture of encouragement and safety amongst our students. Persevere in face of academic adversity and emotional challenges by building relationships with staff and students. Access supports offered by the district and take advantage of various community services. Attend school regularly.

Staff

Create a safe and positive environment where all staff meet the academic, behavioral and social needs of all students. Set clear standards, communicate those standards, communicate those standards to stakeholders, and support students to achieve those standards through academic rigor and community partnerships. Embrace the role of educators and engage in lifelong learning to improve instructional practices. Strengthen school and stakeholder relations through frequent and varied means of communication to support all students.

Administration

Model the mission and vision through initiatives and actions within the district. Support teachers by listening to their needs and allocating appropriate resources. Continue to find ways to challenge students through the continuous development of a rigorous and relevant curriculum. Communicate with all stakeholders.

Parents

Participation in school and district events and activities. Communication with district staff to ensure the success of students in both the school and home. Support students by reinforcing district academic and social-emotional expectations in the home and community.

Community

Collaborate to ensure community and district initiatives are aligned. Provide services to maximize student and staff potential. Create partnership fostering a caring and safe environment.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
The All Student Group at Portage Area Elementary school had proficient or advanced percentage of 70.4% in ELA and 65.1% in Math exceeded the Statewide 2033 interim target of 70.3 for ELA and 55.8% for Math during the 2023-24 school year.	Portage Area Elementary exceeded the statewide average by 16.5% in ELA and 24.9% Math.
Portage Area Elementary school's proficient or advanced percentage of 89.8% in Science exceeded the Statewide 2033 target of 73.1 for the 2023-24 school year.	Portage Area Elementary exceeded the statewide average by 30.6% in Science. Additionally, PAES exceeded the Statewide target for 2033 of 83% in Science.
Portage Area Elementary school met the standard for demonstrating growth in both ELA and Math and exceeded the standard for growth in Science for the 2023-24 school year.	Portage Area Elementary school's growth data for the All student group in ELA, Math and Science indicated an increase in performance from the previous year.
The All Student group at Portage Area Jr/Sr High School had proficient and advanced scores that exceeded the Statewide Average in ELA, Math and Science.	Portage Area Jr/Sr High school's ELA data indicated an increase of 5.6% in proficient and advanced scores for ELA, a 6.7% increase in ELA growth scores and a 4.1% increase in Math proficient/advanced scores from the previous year.

Challenges

Indicator	Comments/Notable Observations
The All Student group at Portage Area Jr/Sr High School did not meet the interim goals/targets in tested subject areas..	Portage Area Jr/ Sr High school missed the interim goals/targets in ELA, Math and Science by 2.8%, 13.6% and 12.1% respectively.
Grades 6, 7 and 8 in the Portage Area school district had proficiency rates of 36%, 40% and 33% respectively in Math for the 2023-24 school year.	Of the student groups that had a sufficient sample of data, the economically disadvantaged and students with disabilities groups had the largest proficiency discrepancies when compared to all students.
50% of the PSSA tested grades at PASD did not meet the interim goal/target for ELA and Math.	Grades 4, 6 and 7 did not meet goal/target in ELA and grades 6-8 did not meet goal/target in Math.

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

Strengths

Indicator	Comments/Notable Observations
Portage Area Elementary schools economically disadvantaged subgroup exceeded the statewide growth standard in ELA, Math and Science. **Grade Level(s) and/or Student Group(s)**	Statewide growth standard was 70%. PAES ED subgroup scores were 73% in ELA, 77% in Math and 78% in Science. SWD interim goal/target was 30.9% in ELA and 33% in Math. PAES SWD subgroup scores were 37.1% in ELA and 76% in Math.

Portage Area Elementary schools students with disabilities subgroup exceeded the interim statewide goal/target in ELA and Math for this subgroup.	
Indicator Grades 3-6 at Portage Area Elementary achieved an average proficiency score in ELA of 71% and 65.8% in Math. **Grade Level(s) and/or Student Group(s)** PASD elementary school's economically disadvantaged subgroup growth scores were 73% in ELA and 77% in Math. Additionally, our students with disabilities subgroup growth scores were 37.1% in ELA and 76% in Math.	**Comments/Notable Observations**
Indicator 69% of 9th grade students taking the Keystone Algebra at PASD Jr/Sr high school scored proficient or advanced. **Grade Level(s) and/or Student Group(s)** 28% of students in 9th grade that took the Keystone exam scored proficient and 41% scored advanced.	**Comments/Notable Observations**

Challenges

Indicator The averaged proficiency scores in the middle level grades (6-8) have not met the statewide interim goals/targets for ELA or Math. **Grade Level(s) and/or Student Group(s)** Grades 6-8 proficiency scores in ELA and Math are as follows: Math- 6th: 36%, 7th: 40%, 8th: 33% ELA- 6th: 68%, 7th: 60%, 8th: 73%	**Comments/Notable Observations** In Math, the student cohorts in grades 6-8 have demonstrated a decrease in proficiency scores of 6%, 11% and 7% respectively. In ELA, the student cohorts in grades 6 and 7 have demonstrated a decrease in proficiency scores of 6%, and 13% respectively.
Indicator Portage Area Elementary School's economically disadvantaged subgroup did not meet the statewide goal/target for achievement in ELA or Math. **Grade Level(s) and/or Student Group(s)** Grades 3-6 / economically disadvantaged subgroup	**Comments/Notable Observations** Economically disadvantaged subgroup statewide goal/target for ELA was 64%. PAES ED subgroup was 56.1% and was a decrease in performance from the previous year. Economically disadvantaged subgroup statewide goal/target for Math was 55.8%. PAES ED subgroup was 54.1% which was a increase in performance from the previous year.
Indicator Portage Area Jr/Sr High School's economically disadvantaged and students with disabilities subgroups did not meet the statewide goal/target for achievement in ELA or Math. **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations** Economically disadvantaged subgroup statewide goal/target for ELA was 70.3% and SWD was 33.9%. Our Jr/Sr high school ED subgroup was 57.3% which was an increase in performance from the previous year and SWD subgroup was 11.1% which was a decrease in performance from the previous year. Economically disadvantaged subgroup statewide goal/target for Math was 55% and SWD was 33.3%. Our Jr/Sr high school ED subgroup was 30.5% and SWD subgroup was 0% which indicates a decrease in

Grades 7 & 8 and grades 9 & 10 economically disadvantaged and students with disabilities subgroups on state assessments	performance from the previous year for both subgroups.

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.

The All Student Group at Portage Area Elementary school's proficient or advanced percentage of 70.4% in ELA and 65.1% in Math exceeded the Statewide 2033 interim target of 70.3 for ELA and 55.8% for Math during the 2023-24 school year.
The All Student group at Portage Area Jr/Sr High School had proficient and advanced scores that exceeded the Statewide Average in ELA, Math and Science.

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.

The All Student group at Portage Area Jr/Sr High School did not meet the interim goals/targets in tested subject areas. Portage Area Jr/ Sr High school missed the interim goals/targets in ELA, Math and Science by 2.8%, 13.6% and 12.1% respectively.
The averaged proficiency scores in the middle level grades (6-8) have not met the statewide interim goals/targets for ELA or Math. In Math, the student cohorts in grades 6-8 have demonstrated a decrease in proficiency scores of 6%, 11% and 7% respectively. In ELA, the student cohorts in grades 6 and 7 have demonstrated a decrease in proficiency scores of 6%, and 13% respectively.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Reading Assessment	Students in K-3 (232 students) took the Acadience Reading Assessment in September 2025. 106 students were above benchmark 56 students were at benchmark 43 students were below benchmark 32 students were well below benchmark
Linkit! Elementary K-6	Students in K-6 (386 students) took the Linkit! Form C benchmark test in April 2024. 57% of students were Advanced or Proficient 43% of students were Below Benchmark
LinkIt! Jr Sr High School - Students in Grades 7 and 8 as well as Literature 10 took the LinkIt! Benchmark C in March of 2024.	45.6% of students scored advanced or proficient on the Benchmark. No student taking the Keystone Lit 10 Benchmark scored below basic. Only 3% of 7th and 8th Grade students scored below basic on the ELA benchmark.

English Language Arts Summary

Strengths

All of our ELA teachers in the Jr Sr High School are highly qualified.
We recently worked with the local IU to map our ELA curriculum from Grade 7 to 12.
Students in Grades 7 & 8 have a double period of ELA which allows for enrichment and remediation daily.
All students in grades K-2 are receiving Heggerty as a Tier 1 support in the classroom.

Challenges

In the Jr Sr High School, we struggle to get students to school. Improvement in attendance would greatly impact student growth and achievement.
In the Jr Sr High School, zero students in our subgroup of Students with Disabilities scored advanced or proficient on the Benchmark.
Finding the time during the school day for independent reading time is difficult
Developing writing skills is a challenge. Students find it difficult to organize their thoughts, use proper grammar, and develop a proper argument or narrative.

Mathematics

Data	Comments/Notable Observations
LinkIt! Jr Sr High School - Students in Grades 7 and 8 as well as Algebra I took the LinkIt! Benchmark C in March of 2024.	Only 26.3% of students scored advanced or proficient on the Benchmark. No 8th grade students scored advanced. 18.2% of Algebra I students were advanced.
Acadience Math K-6	Less than 65% of students have an overall EOY Mathematics Composite Score at grade level or above grade level.
Linkit! Elementary K-6	Students in K-6 (395 students) took the Linkit! Form C benchmark test in April 2024. 57% of students were Advanced or Proficient 43% of students were Below Benchmark

Mathematics Summary

Strengths

All of our mathematics teachers in the Jr Sr High School are highly qualified.
We recently worked with the local IU to map our mathematics curriculum from Grade 7 to 12.
Students in Grades 7 & 8 have a double period of mathematics which allows for enrichment and remediation daily.
Our title team services students struggling in mathematics in grades K-3, and uses progress monitoring to drive instruction

Challenges

In the Jr Sr High School, we struggle to get students to school. Improvement in attendance would greatly impact student growth and achievement.
In the Jr Sr High School, zero students in our subgroup of Students with Disabilities scored advanced or proficient on the Benchmark.
Retention of skills- Ensuring that students retain and can apply math skills over time is a challenge. Regular review and practice are necessary to reinforce learning, but this can be difficult to manage within the school schedule.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
LinkIt! Jr Sr High School - Students in Grade 8 as well as Biology 10 took the LinkIt! Benchmark C in March of 2024.	40% of students scored advanced or proficient on the Benchmark. Only 7% of students scored below basic.
Linkit! Elementary- Students in Grade 4 took the Linkit! Benchmark C in April 2024	76% of students scored advanced or proficient on the Benchmark 24% of students scored below benchmark

Science, Technology, and Engineering Education Summary

Strengths

We recently adopted the FOSS curriculum in Grades 1-8 to better align our content and procedures to the STEELS standards.
Our teachers participated in numerous PD opportunities to implement FOSS with fidelity.

Challenges

0 students in our subgroup of Students with Disabilities scored advanced or proficient on the Benchmark.
In the Jr Sr High School, we struggle to get students to school. Improvement in attendance would greatly impact student growth and achievement.
Our science curriculum was outdated in the elementary school in 2023-2024.

Related Academics

Career Readiness

Data	Comments/Notable Observations
The all student group at Portage Area JR/SR High School exceeded the performance standard for the Career Standards Benchmark.	All subgroups exceeded the performance standard for the Career Standards Benchmark.
The all student group at Portage Area Elementary School exceeded the performance standard for the Career Standards Benchmark.	All subgroups exceeded the performance standard for the Career Standards Benchmark.

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

Pennsylvania Highlands Community College

Agreement Type

Dual Credit

Program/Course Area

College English, Accounting, College Algebra, Trig/Pre-Calc, Calculus, Accelerated Algebra 2, Spanish 3, Spanish 4 and Micro Computers 9

Uploaded Files

Penn Highlands CC agreement.pdf

Partnering Institution

Mount Aloysius College

Agreement Type

Dual Credit

Program/Course Area

Biology 2, College Algebra, Calculus, Sociology, Chemistry 2,College English, Trig/Pre-Calc, and Psychology

Uploaded Files

Mt. Aloysius College agreement.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 All Student group at Portage Area Jr/Sr High School exceeded the performance standard regarding the Career Standards Benchmark soring a 99%.
The All Student group at Portage Area Elementary School exceeded the performance standard regarding the Career Standards Benchmark soring a 100%.
The Economically Disadvantaged subgroup at Portage Area Jr/Sr High School exceeded the performance standard regarding Industry Based Learning, scoring 10.4% higher than our All Student group that also exceeded the performance standard in this area.

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.

The Economically Disadvantaged subgroup's Four Year Cohort Graduation rate is 13.1% lower than the ALL Student group.
The Economically Disadvantaged subgroup's Rigorous Course of Study percentage is 9.3% lower than the ALL Student group.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
PASD does not currently have any English Learners at this time.	Both schools in the district have insufficient sample sizes to represent a student subgroup at this time.

Students with Disabilities

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

Data	Comments/Notable Observations
The Students with Disabilities subgroup at Potage Area Jr/Sr High School are the focus of our Additional Targeted Support and Improvement (A-TSI) plan.	Our Jr/Sr High School's Student's with Disabilities (SWD) subgroup did not meet interim goals/targets and showed a decreased in performance in ELA and Math from the previous year. The SWD subgroup did not meet growth measures of 70%, but did remain constant in ELA at 66.5% and increased from last year in Math to 69%. There was in insufficient sample for this subgroup in Science/Biology.
The Students with Disabilities subgroup at Potage Area Elementary met the interim goals/targets in ELA, Math and Science. This subgroup met the growth standard in Math.	Although the SWD subgroup at our Elementary met the interim targets, this group showed a decrease in performance from last year in ELA and Science. This subgroup did not meet the growth standard in ELA and decreased in performance from the previous year.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
The Economically Disadvantaged (ED) subgroup at Potage Area Jr/Sr High School did not meet the interim	Our ED subgroup missed the Interim goal/target by

goals/targets in ELA (57.3%), Math (30.5%) and Science (53.1%). Our ED subgroup met the Statewide Growth Standard in ELA & Science but did not meet the Growth Standard in Math.	the following amounts: ELA: 13%, Math: 24.5%, Sci/Bio: 9.7%
The Economically Disadvantaged (ED) subgroup at Potage Area Elementary School did not meet the interim goals/targets in ELA (56.1% and Math (54%). This subgroup exceeded the target in Science (90%). Our ED subgroup met the Statewide Growth Standard in ELA, Math & Science.	Our ED subgroup missed the Interim goal/target by the following amounts: ELA: 7.9%, Math: 1.8%,

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	94.3% of PASD student population
American Indian/Alaskan Native	0.0% of PASD student population
Asian	0.5% of PASD student population
Black	0.4% of PASD student population
Hawaiian/Pacific Islander	0.0% of PASD student population
Hispanic	1.7% of PASD student population
2 or More Races	3.1% of PASD student population

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 Students with Disabilities subgroup at Potage Area Elementary met the interim goals/targets in ELA, Math and Science.
Our ED subgroup at Portage Elementary met the Statewide Growth Standard in ELA & Math. Our ED subgroup at Portage Elementary and the Jr/Sr High School meet or exceeded the Statewide Growth Standard in Science.

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 Students with Disabilities subgroup at Portage Area Jr/Sr High School consistently underperforms in ELA and Math as compared to their peers.
The Economically Disadvantaged student subgroup's academic achievement and growth declines after they transition to the Jr/Sr High School.

Designated Schools

Portage Area JSHS

Priority Challenge	Comments and Notable Observations
All student group did not meet the interim goal/improvement target in ELA, Math, and Science.	Percent of students proficient or advanced was above statewide average in all 3 subjects.
All student group did not meet the standard demonstrating growth in ELA, Math, and Science.	Academic growth scores are below state average in all 3 subjects.
The percent of all student group scoring advanced did not exceed state average in ELA and science.	Not much of a difference in percentage between various subgroups in science.

Systemic LEA Challenges
Implementation of PBIS in Grades 7 and 8 for the 2025-2026 school year.
Continuation and improvement in the efficiency of utilizing second block of ELA and mathematics in Grades 7 & 8 for enrichment and remediation.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	
Student Services	
K-12 Guidance Plan (339 Plan)	
Technology Plan	
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.

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	Emerging

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	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Emerging

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	Emerging

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Emerging
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	Operational

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 district ensures effective, standards-aligned curriculum and assessment.
The district allocates resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.

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.

The district is considering options that will assist in meaningful engagement and two-way communication with stakeholders to sustain shared responsibility for student learning across the district.
The district is considering options that would assist with the recruitment and retention of fully credentialed, experienced and high-quality leaders and teachers.
The district continues to explore professional development options and administrative processes/procedures that will support school staff in implementing evidence-based instructional strategies and programs to ensure ALL students have access and active engagement in rigorous, standards-aligned instruction.

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
The All Student Group at Portage Area Elementary school's proficient or advanced percentage of 70.4% in ELA and 65.1% in Math exceeded the Statewide 2033 interim target of 70.3 for ELA and 55.8% for Math during the 2023-24 school year.	True
The All Student group at Portage Area Jr/Sr High School had proficient and advanced scores that exceeded the Statewide Average in ELA, Math and Science.	False
All of our ELA teachers in the Jr Sr High School are highly qualified.	True
We recently worked with the local IU to map our ELA curriculum from Grade 7 to 12.	False
All of our mathematics teachers in the Jr Sr High School are highly qualified.	False
Students in Grades 7 & 8 have a double period of ELA which allows for enrichment and remediation daily.	False
We recently worked with the local IU to map our mathematics curriculum from Grade 7 to 12.	True
Students in Grades 7 & 8 have a double period of mathematics which allows for enrichment and remediation daily.	False
We recently adopted the FOSS curriculum in Grades 1-8 to better align our content and procedures to the STEELS standards.	False
All students in grades K-2 are receiving Heggerty as a Tier 1 support in the classroom.	False
The All Student group at Portage Area Jr/Sr High School exceeded the performance standard regarding the Career Standards Benchmark soring a 99%.	True
The All Student group at Portage Area Elementary School exceeded the performance standard regarding the Career Standards Benchmark soring a 100%.	False
Our title team services students struggling in mathematics in grades K-3, and uses progress monitoring to drive instruction	False
Our teachers participated in numerous PD opportunities to implement FOSS with fidelity.	False
The Students with Disabilities subgroup at Potage Area Elementary met the interim goals/targets in ELA, Math and Science.	True
Our ED subgroup at Portage Elementary met the Statewide Growth Standard in ELA & Math. Our ED subgroup at Portage Elementary and the Jr/Sr High School meet or exceeded the Statewide Growth Standard in Science.	True
The Economically Disadvantaged subgroup at Portage Area Jr/Sr High School exceeded the performance standard regarding Industry Based Learning, scoring 10.4% higher than our All Student group that also exceeded the performance standard in this area.	False
The district ensures effective, standards-aligned curriculum and assessment.	False
The district allocates resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.	True

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
The All Student group at Portage Area Jr/Sr High School did not meet the interim goals/targets in tested subject areas. Portage Area Jr/ Sr High school missed the interim goals/targets in ELA, Math and Science by 2.8%, 13.6% and 12.1% respectively.	True
The averaged proficiency scores in the middle level grades (6-8) have not met the statewide interim goals/targets for ELA or Math. In Math, the student cohorts in grades 6-8 have demonstrated a decrease in proficiency scores of 6%, 11% and 7% respectively. In ELA, the student cohorts in grades 6 and 7 have demonstrated a decrease in proficiency scores of 6%, and 13% respectively.	True
In the Jr Sr High School, we struggle to get students to school. Improvement in attendance would greatly impact student growth and achievement.	True
In the Jr Sr High School, zero students in our subgroup of Students with Disabilities scored advanced or proficient on the Benchmark.	True
In the Jr Sr High School, we struggle to get students to school. Improvement in attendance would greatly impact student growth and achievement.	False
In the Jr Sr High School, zero students in our subgroup of Students with Disabilities scored advanced or proficient on the Benchmark.	False
0 students in our subgroup of Students with Disabilities scored advanced or proficient on the Benchmark.	False
In the Jr Sr High School, we struggle to get students to school. Improvement in attendance would greatly impact student growth and achievement.	False
Finding the time during the school day for independent reading time is difficult	False
Developing writing skills is a challenge. Students find it difficult to organize their thoughts, use proper grammar, and develop a proper argument or narrative.	True
The Economically Disadvantaged subgroup's Four Year Cohort Graduation rate is 13.1% lower than the ALL Student group.	False
The Economically Disadvantaged subgroup's Rigorous Course of Study percentage is 9.3% lower than the ALL Student group.	False
Retention of skills- Ensuring that students retain and can apply math skills over time is a challenge. Regular review and practice are necessary to reinforce learning, but this can be difficult to manage within the school schedule.	False
Our science curriculum was outdated in the elementary school in 2023-2024.	False
The Students with Disabilities subgroup at Portage Area Jr/Sr High School consistently underperforms in ELA and Math as compared to their peers.	False
The Economically Disadvantaged student subgroup's academic achievement and growth declines after they transition to the Jr/Sr High School.	True
The district is considering options that will assist in meaningful engagement and two-way communication with stakeholders to sustain shared responsibility for student learning across the district.	True

The district is considering options that would assist with the recruitment and retention of fully credentialed, experienced and high-quality leaders and teachers.	False
The district continues to explore professional development options and administrative processes/procedures that will support school staff in implementing evidence-based instructional strategies and programs to ensure ALL students have access and active engagement in rigorous, standards-aligned instruction.	True

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.

Challenges within our Economically Disadvantaged and Students with Disabilities subgroups in the Jr Sr High School, including academic achievement, growth, attendance, and graduation rates impact our All Student groups interim target achievement.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The All Student group at Portage Area Jr/Sr High School did not meet the interim goals/targets in tested subject areas. Portage Area Jr/ Sr High school missed the interim goals/targets in ELA, Math and Science by 2.8%, 13.6% and 12.1% respectively.		False
The averaged proficiency scores in the middle level grades (6-8) have not met the statewide interim goals/targets for ELA or Math. In Math, the student cohorts in grades 6-8 have demonstrated a decrease in proficiency scores of 6%, 11% and 7% respectively. In ELA, the student cohorts in grades 6 and 7 have demonstrated a decrease in proficiency scores of 6%, and 13% respectively.	Student's lack of mastery of prerequisite skills hinder learning and acquisition of higher level concepts in the content areas. Limited access to time throughout the day to address deficit prerequisite skills and master grade-level skills.	True
The Economically Disadvantaged student subgroup's academic achievement and growth declines after they transition to the Jr/Sr High School.	Need to increase student attendance and parental involvement as students progress through grade levels. Limited access to time throughout the day to address deficit prerequisite skills and master grade-level skills.	True
The district is considering options that will assist in meaningful engagement and two-way communication with stakeholders to sustain shared responsibility for student learning across the district.		False
The district continues to explore professional development options and administrative processes/procedures that will support school staff in implementing evidence-based instructional strategies and programs to ensure ALL students have access and active engagement in rigorous, standards-aligned instruction.	Limited diversity in instructional planning and use of instructional delivery strategies.	True
In the Jr Sr High School, we struggle to get students to school. Improvement in attendance would greatly impact student growth and achievement.		False
In the Jr Sr High School, zero students in our subgroup of Students with Disabilities scored advanced or proficient on the Benchmark.	Student's lack of mastery of prerequisite skills hinder learning and acquisition of higher level concepts in the content areas. Limited access to time throughout the day to address deficit prerequisite skills and master grade-level skills.	True
Developing writing skills is a challenge. Students find it difficult to organize their thoughts, use proper grammar, and develop a proper argument or narrative.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points

The All Student Group at Portage Area Elementary school's proficient or advanced percentage of 70.4% in ELA and 65.1% in Math exceeded the Statewide 2033 interim target of 70.3 for ELA and 55.8% for Math during the 2023-24 school year.	
The Students with Disabilities subgroup at Potage Area Elementary met the interim goals/targets in ELA, Math and Science.	
Our ED subgroup at Portage Elementary met the Statewide Growth Standard in ELA & Math. Our ED subgroup at Portage Elementary and the Jr/Sr High School meet or exceeded the Statewide Growth Standard in Science.	
The All Student group at Portage Area Jr/Sr High School exceeded the performance standard regarding the Career Standards Benchmark soring a 99%.	
The district allocates resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.	
All of our ELA teachers in the Jr Sr High School are highly qualified.	
We recently worked with the local IU to map our mathematics curriculum from Grade 7 to 12.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we are intentional in providing academically aligned resources and differentiated supports for our diverse student population, we will enhance achievement in ELA and math in our middle level grades (6-8).
	Implementation of strategies to increase student attendance and parental involvement as students progress through grade levels.
	Enhance instructional planning practices that promote the use of active student engagement and participation during instructional delivery.
	Innovative teaching and learning strategies, coupled with the use of formative and diagnostic assessments will be utilized to address the lack of student mastery of prerequisite skills and acquisition of grade level concepts in the content areas.

Goal Setting

Priority: If we are intentional in providing academically aligned resources and differentiated supports for our diverse student population, we will enhance achievement in ELA and math in our middle level grades (6-8).

Outcome Category
Essential Practices 3: Provide Student-Centered Support Systems

Measurable Goal Statement (Smart Goal)
From the 2025-2026 school year through the 2027-2028 school year, students in grades 6-8 will demonstrate at least a 10.5% increase in ELA and math growth on core curriculum assessments by the end of the three-year period. Growth will be supported through proper placement strategies, targeted interventions, and equitable District supports. Progress will be measured annually to ensure alignment with the goal.

Measurable Goal Nickname (35 Character Max)
All student groups in grades 6-8

Target Year 1	Target Year 2	Target Year 3
Establish baseline data for students in grades 6-8 using core curriculum ELA and math assessments administered at benchmark intervals with a target growth of 3.5% increase by EOY.	Use Year 1 data to improve placement protocols and expand targeted supports (e.g., additional resources, technology integration) with a cumulative target growth of 3.5% increase by EOY.	From the 2025-2026 school year through the 2027-2028 school year, students in grades 6-8 will demonstrate at least a 10.5% increase in ELA and math growth on core curriculum assessments by the end of the three-year period. Growth will be supported through proper placement strategies, targeted interventions, and equitable District supports. Progress will be measured annually to ensure alignment with the goal.

Priority: Implementation of strategies to increase student attendance and parental involvement as students progress through grade levels.

Outcome Category
Essential Practices 3: Provide Student-Centered Support Systems

Measurable Goal Statement (Smart Goal)
Portage Area SD will refine attendance practices by enhancing parental communication tools and implementing strategies to improve the overall attendance rate across the district to 94% by the end of the third year of this plan.

Measurable Goal Nickname (35 Character Max)
Attendance

Target Year 1	Target Year 2	Target Year 3
Improve number of students with regular attendance at the elementary and jr/sr high school by 4.5% and 11.5%, respectively.	Improve number of students with regular attendance at the elementary and jr/sr high school by 4.5% and 11.5%, respectively.	Portage Area SD will refine attendance practices by enhancing parental communication tools and implementing strategies to improve the overall attendance rate across the district to 94% by the end of the third year of this plan.

Priority: Enhance instructional planning practices that promote the use of active student engagement and participation during instructional delivery.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Over a three-year period, building level administrators will conduct two clinical supervision cycles per year to collaborate, review and refine instructional planning that promotes active participation and engagement of students during instructional periods.		
Measurable Goal Nickname (35 Character Max)		
Planning, collaboration and feedback		
Target Year 1	**Target Year 2**	**Target Year 3**
Research, develop, and implement use of interest inventories and learning style assessments in 100% of our classrooms in order to match the learning styles of our diverse learners.	Refine administrative walk-through and observational procedures that are aligned with specific areas of need denoted during administrative observations and evaluations. (ie-classroom management, questioning strategies)	Over a three-year period, building level administrators will conduct two clinical supervision cycles per year to collaborate, review and refine instructional planning that promotes active participation and engagement of students during instructional periods.

Priority: Innovative teaching and learning strategies, coupled with the use of formative and diagnostic assessments will be utilized to address the lack of student mastery of prerequisite skills and acquisition of grade level concepts in the content areas.

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027-2028 school year, the district will achieve full integration and utilization of the data collection procedures (ie. Linkit!, Acadience, etc.) as a tool for informed decision making and instructional planning. The district will ensure 100% of teachers participates in data meetings, demonstrate proficiency in analyzing the data, and utilize it to support equitable, data-driven decision-making to enhance cross-curricular student learning.		
Measurable Goal Nickname (35 Character Max)		
data-based action plans		
Target Year 1	**Target Year 2**	**Target Year 3**
100% of staff will be trained on how to access and analyze student data from benchmark assessments. By the second half of the year, teachers will complete an action plan template to address an identified need area for their grade level/class.	Each staff member will create an action plan to address grade level/class skill deficits identified through benchmark assessments. Staff will have completed an action plan for each semester.	By the end of the 2027-2028 school year, the district will achieve full integration and utilization of the data collection procedures (ie. Linkit!, Acadience, etc.) as a tool for informed decision making and instructional planning. The district will ensure 100% of teachers participates in data meetings, demonstrate proficiency in analyzing the data, and utilize it to support equitable, data-driven decision-making to enhance cross-curricular student learning.

Action Plan

Measurable Goals

All student groups in grades 6-8	Attendance
Planning, collaboration and feedback	data-based action plans

Action Plan For: Multi-Tiered System of Supports

Measurable Goals:
• From the 2025-2026 school year through the 2027-2028 school year, students in grades 6-8 will demonstrate at least a 10.5% increase in ELA and math growth on core curriculum assessments by the end of the three-year period. Growth will be supported through proper placement strategies, targeted interventions, and equitable District supports. Progress will be measured annually to ensure alignment with the goal.
• By the end of the 2027-2028 school year, the district will achieve full integration and utilization of the data collection procedures (ie. Linkit!, Acadience, etc.) as a tool for informed decision making and instructional planning. The district will ensure 100% of teachers participates in data meetings, demonstrate proficiency in analyzing the data, and utilize it to support equitable, data-driven decision-making to enhance cross-curricular student learning.

Action Step		Anticipated Start/Completion Date	
Refinement of assessment practices for student data collection in ELA and Math		2025-08-18	2026-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Level Administrators	Benchmark assessments, diagnostic assessments, progress monitoring assessments, classroom teachers, Learning Support teachers, paraprofessional instructional materials for intervention	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Instructional enhancements and realignment of grade level intervention periods		2025-08-18	2028-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Level Administrators	Study Island, ExactPath, Success Maker, SpringMath, Learning Support teachers, classroom teachers, paraprofessionals	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student performance in ELA and Math on local and state assessments	Building administrators and data review team meetings held quarterly. Annual administrative review of Future Ready PA Index and PVAAS data.

Action Plan For: Implementation of PBIS

Measurable Goals:
• Portage Area SD will refine attendance practices by enhancing parental communication tools and implementing strategies to improve the overall attendance rate across the district to 94% by the end of the third year of this plan.

Action Step		Anticipated Start/Completion Date	
Collaborate with our local IU to extend our use of PBIS into our Jr. High School.		2025-02-25	2027-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building level admin & Sp. Ed. Director	PBIS documents and materials, IU training, local funding for set-up & implementation	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase student attendance and decrease office referrals/demerits.	Building administrators and PBIS team data review meetings quarterly.

Action Plan For: Administrative coaching, feedback and support

Measurable Goals:
• Over a three-year period, building level administrators will conduct two clinical supervision cycles per year to collaborate, review and refine instructional planning that promotes active participation and engagement of students during instructional periods.

Action Step		Anticipated Start/Completion Date	
Building administrators will train staff on use of clinical supervision procedures and documents to enhance instruction strategies that will assist with student engagement and retention/acquisition of skills.		2025-08-18	2028-06-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Level Administrators & Sp. Ed . Director	Updated walk through and observation forms, time allocations for pre & post conferences	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student engagement and achievement	Collaborative administrator and teacher meetings based upon walk through/observation schedules.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Multi-Tiered System of Supports	Refinement of assessment practices for student data collection in ELA and Math
Multi-Tiered System of Supports	Instructional enhancements and realignment of grade level intervention periods
Implementation of PBIS	Collaborate with our local IU to extend our use of PBIS into our Jr. High School.
Administrative coaching, feedback and support	Building administrators will train staff on use of clinical supervision procedures and documents to enhance instruction strategies that will assist with student engagement and retention/acquisition of skills.

Multi-Tiered System of Supports

Action Step		
• Refinement of assessment practices for student data collection in ELA and Math		
Audience		
K-12 Staff & Administration		
Topics to be Included		
1. Understanding and Analyzing data. 2. Enhance data driven instructional practices		
Evidence of Learning		
Pre and Post Survey		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Building Administrators	2025-08-18	2028-06-09

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly
Observation and Practice Framework Met in this Plan	
• 1e: Designing Coherent Instruction	
• 3d: Using Assessment in Instruction	
• 4e: Growing and Developing Professionally	
• 2b: Establishing a Culture for Learning	
• 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Implementation of PBIS

Action Step
• Collaborate with our local IU to extend our use of PBIS into our Jr. High School.

Audience
Building level administrators, Sp. Ed Director, Social Worker, Guidance Counselor, SPO and 7th & 8th grade teachers

Topics to be Included
1. Understanding the PBIS Framework 2. Developing expectations for the PBIS Matrix 3. Kick-off/Implementation of PBIS program

Evidence of Learning
Pre and Post Survey

Lead Person/Position	Anticipated Start	Anticipated Completion
Building Admin & Sp. Ed Director	2025-08-18	2026-06-12

Learning Format

Type of Activities	Frequency
Inservice day	quarterly

Observation and Practice Framework Met in this Plan
• 3a: Communicating with Students
• 2c: Managing Classroom Procedures
• 2a: Creating an Environment of Respect and Rapport
• 2d: Managing Student Behavior

This Step Meets the Requirements of State Required Trainings

Administrative coaching, feedback and support

Action Step
• Building administrators will train staff on use of clinical supervision procedures and documents to enhance instruction strategies that will assist with student engagement and retention/acquisition of skills.

Audience
Building Level Administrators and K-12 Staff

Topics to be Included
1. Collaborative Practices 2. Understanding the protocols and procedures for cross curricular learning and constructive feedback

Evidence of Learning
Conferencing and student achievement data

Lead Person/Position	Anticipated Start	Anticipated Completion
Building administrators	2025-08-18	2028-06-09

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	2 times per year
Observation and Practice Framework Met in this Plan	

- 3c: Engaging Students in Learning
- 4a: Reflecting on Teaching
- 1c: Setting Instructional Outcomes
- 1e: Designing Coherent Instruction

This Step Meets the Requirements of State Required Trainings

Communications Activities

Comprehensive Plan Communications

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Refinement of assessment practices for student data collection in ELA and Math • Instructional enhancements and realignment of grade level intervention periods • Collaborate with our local IU to extend our use of PBIS into our Jr. High School. • Building administrators will train staff on use of clinical supervision procedures and documents to enhance instruction strategies that will assist with student engagement and retention/acquisition of skills.	All K-12 Staff	Details regarding the following topics will be communicated with the stakeholders critical to the implementation of each action step. Multi-Tiered System of Supports Implementation of PBIS Administrative coaching, feedback and support	District/Building Level Administration	08/18/2025	06/09/2028

Communications

Type of Communication	Frequency
Posting on district website	1 time per plan cycle
Presentation	1 time per year per plan cycle

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Patrick J Noel	2025-02-27