

Athens Area SD

Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
School District		117080503
Address 1		
100 Canal Street		
Address 2		
City	State	Zip Code
Athens	PA	18810
Chief School Administrator		Chief School Administrator Email
Mr Craig J Stage		cstage@athensasd.k12.pa.us
Single Point of Contact Name		
John Toscano		
Single Point of Contact Email		
jtoscano@athensasd.org		
Single Point of Contact Phone Number		
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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Corey Mosher	Administrator	AAHS	cmosher@athensasd.org
Craig Stage	Administrator	AASD Superintendent	cstage@mail.athensasd.k12.pa.us
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Kathleen Jones	Parent	Parent	
Jordan Collum	Administrator	SRU	jcollum@athensasd.org

LEA Profile

The Athens Area School District is located in the Appalachian Highlands, a picturesque region in Bradford County known as the Endless Mountains of Northern Pennsylvania. Originally named Teago, "the meeting of waters," by Native Americans, Athens is a peninsula located between the Chemung and Susquehanna Rivers approximately fifteen miles southeast of Elmira, New York and thirty-five miles southwest of Binghamton, New York. The Athens Area School District covers nearly 180 square miles serving a resident population of over 15,000 people. The Athens Area School District encompasses the borough of Athens and the townships of Athens, Sheshequin, Smithfield, Ridgebury, and Ulster. All are located in north central Bradford County.

Agriculture plays an important role in the area's economy. According to the 2017 Census, Bradford County ranks ninth in milk production in Pennsylvania. This is a primary reason why the high school options include a strong vocational-agriculture program. Many major industries in the region include the Guthrie, Wal-Mart, DuPont, Lowe's Home Improvement, CVS, Dandy Mini Mart Inc., and the gas industry.

The Athens Area School District consists of two elementary schools serving grades kindergarten through five, a middle school serving grades six through eight, and a high school serving grades nine through twelve. The staff and students of the district enjoy upgraded, bright, and safe facilities which offer the most recent educational and technological innovations and expanded educational opportunities, especially for a small, rural area. Eleventh and twelfth grade students are served by the Northern Tier Career Center (located in Bradford County) where over sixty of our students are trained annually in a variety of vocational skills in this half-day program.

The Athens Area School District proudly remains a public school entity, which serves children in grades kindergarten through twelve. We intend to assist in the development of each child's social, cognitive, emotional, and physical development. In doing so, we embrace the ideal that a sound education is only as good as the content that is taught and the talents of those who teach it. We also recognize that quality learning does not occur in a vacuum, but rather through the rich integration of human contact. The Athens Area School District embraces the effective use of technology in reaching and teaching children. However, in order for a complete education to occur, children must interact with other learners and be nurtured by intelligent, caring adults. Our local public education model intends to do just that. The body of this Comprehensive Plan addresses not only a will to advance the reading and mathematics achievement levels of our students, but also strives to address the social, emotional, and physical development of our children through such initiatives as character education and health and wellness.

Mission and Vision

Mission

The mission of the Athens Area School District, in collaboration with family and community, is to provide educational excellence by preparing students with the skills necessary to become life-long learners and responsible members of society.

Vision

Building Foundations for Future Success!

Educational Values

Students

All students attend a school in which they feel safe, welcomed, and known by name. All students achieve at the maximum potential based on a value-added system aligned closely with core standards. All students can learn and demonstrate understanding of our character traits in order to be positive, contributing members of their school community.

Staff

All faculty teach in a standards-based environment which focuses on individual student progress and a commitment to the highest of rigor and standards.

Administration

All faculty, administration, and staff embrace the ideal that all children are deserving of respect and acknowledgment in a setting we will make safe and secure.

Parents

All employees welcome parents into their schools and classrooms and seek to be welcomed into their respective communities to drive the mission forward.

Community

All employees welcome community members into their schools and classrooms and seek to be welcomed into their respective communities to drive the mission forward.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Graduation Rate	
Attendance Rate	
100% of Teachers are highly qualified	
District-wide curriculums have been aligned to PA Standards. The AASD is currently revising the curriculum to align to the PA Core Standards.	

Challenges

Indicator	Comments/Notable Observations
Improve graduation rate for district.	
Improve attendance rate for district.	
Increase student achievement for historically low achieving students.	

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

Strengths

Indicator Attendance Grade Level(s) and/or Student Group(s) K-8	Comments/Notable Observations Student attendance is above the state average
Indicator Graduation Rate Grade Level(s) and/or Student Group(s) 9-12	Comments/Notable Observations Graduation rate is above the state average.

Challenges

Indicator ELA PSSA scores Grade Level(s) and/or Student Group(s) 3-8	Comments/Notable Observations Overall scores are below our expectations.
Indicator Math PSSA scores	Comments/Notable Observations Overall scores are below our expectations.

Grade Level(s) and/or Student Group(s) 3-8	
Indicator Algebra I Keystone Grade Level(s) and/or Student Group(s) 9-12	Comments/Notable Observations Overall scores are below our expectations.

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.

100% of teachers are Highly Qualified.
District-wide curriculums have been aligned to PA Standards. The AASD is currently revising the curriculum to align to the PA Core Standards.

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.

Improve student achievement for all students.
Increase student achievement for historically low achieving students.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience	Students continue to make progress.
STAR Reading	Students continue to make progress.

English Language Arts Summary

Strengths

Our efforts to revise what is being taught and how we teach, while difficult is an area of focus and continued hard work.

Challenges

While our effort to revise content and instructional strategies is great, we also recognize this is an area of need as well.

Mathematics

Data	Comments/Notable Observations
Spring Math	Students continue to make progress.
Into Math (Waggle)	Students continue to make progress.

Mathematics Summary

Strengths

Our efforts to revise what is being taught and how we teach, while difficult is an area of focus and continued hard work.

Challenges

While our effort to revise content and instructional strategies is great, we also recognize this is an area of need as well. We have just implemented a new resource (Into Math).

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science PSSA	Our science scores continue to be the highest scores we have.

Science, Technology, and Engineering Education Summary

Strengths

Science scores are typically a strength for the district.

Challenges

While our effort to revise content and instructional strategies is great, we also recognize this is an area of need as well. The new standards will also pose a challenge.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Xello (Now Smart Futures)	This is the warehouse for our career readiness requirements. The district has a part time person who helps with our career readiness standards.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Agricultural Education NOCTI Scores.	The number of agricultural education students in the district.

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

SUNY Cobleskill

Agreement Type

Program/Course Area

Agriculture

Uploaded Files

Cobleskill articulation 2023-24.pdf

Partnering Institution

Delaware Valley University

Agreement Type

Program/Course Area

Agriculture

Uploaded Files

Delaware Valley Articulation.pdf

Partnering Institution

Mansfield University & Keystone College

Agreement Type

Program/Course Area

Multiple

Uploaded Files

Mansfield & Keystone DE Agreements.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 district has a part time person who helps with our career readiness standards.
The number of agricultural education students in the 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.

Ensuring students who move into the district have met the career readiness requirements.
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The ability to accommodate the growing number of agricultural education students.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Acadience	
Spring Math	
CDTs	

Students with Disabilities

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

Data	Comments/Notable Observations
Acadience	
Spring Math	
CDTs	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Acadience	
Spring math	
CDTs	

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.

Our efforts to revise what is being taught and how we teach, while difficult is an area of focus and continued hard work.
SEL curriculum to teach the whole child.

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.

While our effort to revise content and instructional strategies is great, we also recognize this is an area of need as well.
IEP and ED students typically do not perform well on our state assessments.

Designated Schools

Athens Area HS

Priority Challenge	Comments and Notable Observations
Improve Attendance	The high school attendance rate is not where we want it to be.

Systemic LEA Challenges
Improve Attendance.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The following data was considered. Acadience, Spring Math, CDTs. PSSAs. Keystone Exams and curricular assessments.
Title 1 Program	The following data was considered. Acadience, Spring Math, CDTs. PSSAs. Keystone Exams and curricular assessments.
Student Services	N/A
K-12 Guidance Plan (339 Plan)	The following data was considered. Acadience, Spring Math, CDTs. PSSAs. Keystone Exams and curricular assessments.
Technology Plan	N/A
English Language Development Programs	The following data was considered. Acadience, Spring Math, CDTs. PSSAs. Keystone Exams and curricular assessments.

Strengths

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

CST/MTSS process K-8.

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.

Our IEP students continue to perform lower than their peers.
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Our ED students continue to perform lower than their peers.

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	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	Emerging
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	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Emerging
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 has worked hard to create a vision to help our students. Professional development is provided to help teachers meet the needs of students.

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.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence

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
100% of teachers are Highly Qualified.	True
District-wide curriculums have been aligned to PA Standards. The AASD is currently revising the curriculum to align to the PA Core Standards.	True
Our efforts to revise what is being taught and how we teach, while difficult is an area of focus and continued hard work.	True
Our efforts to revise what is being taught and how we teach, while difficult is an area of focus and continued hard work.	True
Science scores are typically a strength for the district.	True
The district has worked hard to create a vision to help our students. Professional development is provided to help teachers meet the needs of students.	True
Our efforts to revise what is being taught and how we teach, while difficult is an area of focus and continued hard work.	True
SEL curriculum to teach the whole child.	True
CST/MTSS process K-8.	True
The district has a part time person who helps with our career readiness standards.	True
The number of agricultural education students in the district.	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
Improve student achievement for all students.	True
Increase student achievement for historically low achieving students.	True
While our effort to revise content and instructional strategies is great, we also recognize this is an area of need as well.	True
While our effort to revise content and instructional strategies is great, we also recognize this is an area of need as well. We have just implemented a new resource (Into Math).	True
While our effort to revise content and instructional strategies is great, we also recognize this is an area of need as well. The new standards will also pose a challenge.	True
Our IEP students continue to perform lower than their peers.	True
Our ED students continue to perform lower than their peers.	True

Ensuring students who move into the district have met the career readiness requirements.	True
The ability to accommodate the growing number of agricultural education students.	True
While our effort to revise content and instructional strategies is great, we also recognize this is an area of need as well.	True
IEP and ED students typically do not perform well on our state assessments.	True
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Improve student achievement for all students.	Too many students miss extensive amounts of school. Students and families in the community do not view education as a priority. The large number of economically disadvantaged and IEP students contribute to this as well. We will work on school culture and climate to improve attendance rates.	True
Increase student achievement for historically low achieving students.		False
Our IEP students continue to perform lower than their peers.		False
Our ED students continue to perform lower than their peers.		False
While our effort to revise content and instructional strategies is great, we also recognize this is an area of need as well. We have just implemented a new resource (Into Math).		False
Ensuring students who move into the district have met the career readiness requirements.		False
The ability to accommodate the growing number of agricultural education students.		False
While our effort to revise content and instructional strategies is great, we also recognize this is an area of need as well.		False
Establish and maintain a focused system for continuous improvement and ensure organizational coherence		False
While our effort to revise content and instructional strategies is great, we also recognize this is an area of need as well.		False
IEP and ED students typically do not perform well on our state assessments.	Our IEP and economically disadvantaged students typically do not perform well on state tests. These students come into school behind their peers and are not ready to learn.	True
While our effort to revise content and instructional strategies is great, we also recognize this is an area of need as well. The new standards will also pose a challenge.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Our efforts to revise what is being taught and how we teach, while difficult is an area of focus and continued hard work.	This should have a positive effect on all students, but especially those who are behind their peers.
The district has worked hard to create a vision to help our students. Professional development is provided to help teachers meet the needs of students.	
Our efforts to revise what is being taught and how we teach, while difficult is an area of focus and continued hard work.	
SEL curriculum to teach the whole child.	This will help students learn the soft skills necessary to be successful. Again, an area typically lacking in the two neediest population of students.
Science scores are typically a strength for the district.	
CST/MTSS process K-8.	
100% of teachers are Highly Qualified.	
District-wide curriculums have been aligned to PA Standards. The AASD is currently revising the curriculum to align to the PA Core Standards.	
Our efforts to revise what is being taught and how we teach, while difficult is an area of focus and continued hard work.	
The district has a part time person who helps with our career readiness standards.	
The number of agricultural education students in the district.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Too many students miss extensive amounts of school. Students and families in the community do not view education as a priority. The large number of economically disadvantaged and IEP students contribute to this as well. We will work on school culture and climate to improve attendance rates. We will give surveys at the beginning and end of the school year to determine student, teacher and staff attitudes towards our school culture. This data will be used to inform our practices.
	Our IEP and economically disadvantaged students typically do not perform well on state tests. These students come into school behind their peers and are not ready to learn. We will identify deficiencies early using screening tools. We will use RTII and the child study process to assist struggling students.

Goal Setting

Priority: Too many students miss extensive amounts of school. Students and families in the community do not view education as a priority. The large number of economically disadvantaged and IEP students contribute to this as well. We will work on school culture and climate to improve attendance rates. We will give surveys at the beginning and end of the school year to determine student, teacher and staff attitudes towards our school culture. This data will be used to inform our practices.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
Regular attendance is an integral part of a student's education. This is especially true for students who are behind their peers in academic performance. We will increase attendance rates of all students each year from the previous year.		
Measurable Goal Nickname (35 Character Max)		
Attendance		
Target Year 1	Target Year 2	Target Year 3
Student Survey (beginning and end of year), attendance data year to year.	Student Survey (beginning and end of year), attendance data year to year.	Regular attendance is an integral part of a student's education. This is especially true for students who are behind their peers in academic performance. We will increase attendance rates of all students each year from the previous year.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
Measurable Goal Nickname (35 Character Max)		
Target Year 1	Target Year 2	Target Year 3

Priority: Our IEP and economically disadvantaged students typically do not perform well on state tests. These students come into school behind their peers and are not ready to learn. We will identify deficiencies early using screening tools. We will use RTII and the child study process to assist struggling students.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
Students who are economically disadvantaged and or IEP students historically perform lower on state assessments than their peers. We will improve their academic performance on state assessments.		

Measurable Goal Nickname (35 Character Max)		
State Assessments		
Target Year 1	Target Year 2	Target Year 3
PSSA & Keystone Scores	PSSA & Keystone Scores	Students who are economically disadvantaged and or IEP students historically perform lower on state assessments than their peers. We will improve their academic performance on state assessments.

Action Plan

Measurable Goals

Attendance	
State Assessments	

Action Plan For: Create a culture in which all teachers and staff purposefully develop relationships with students.

Measurable Goals:
<ul style="list-style-type: none"> Regular attendance is an integral part of a student's education. This is especially true for students who are behind their peers in academic performance. We will increase attendance rates of all students each year from the previous year.

Action Step		Anticipated Start/Completion Date	
Create district goal to improve school culture which will improve attendance.		2024-08-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
John Toscano	Principal Performance Goals, IU and consultant	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved Attendance	Locally administered survey (beginning and end of year) attendance data.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Create a culture in which all teachers and staff purposefully develop relationships with students.	Create district goal to improve school culture which will improve attendance.

SEL

Action Step		
<ul style="list-style-type: none"> Create district goal to improve school culture which will improve attendance. 		
Audience		
Teachers, school administrators and Special Services Director		
Topics to be Included		
Act-13, school culture		
Evidence of Learning		
Act-13 evaluation and observation		
Lead Person/Position	Anticipated Start	Anticipated Completion
John Toscano	2024-08-01	2025-06-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing-This continues to be a work in progress.
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior 2b: Establishing a Culture for Learning 1b: Demonstrating Knowledge of Students 3a: Communicating with Students 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Climate & Culture

Action Step
<ul style="list-style-type: none"> Create district goal to improve school culture which will improve attendance.
Audience
Professional staff
Topics to be Included

Act-13, Improvement of culture, climate and attendance		
Evidence of Learning		
Act-13 evaluation and observation		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principals	2024-08-01	2025-06-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing-This continues to be a focus.
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2b: Establishing a Culture for Learning • 3a: Communicating with Students • 2d: Managing Student Behavior • 2a: Creating an Environment of Respect and Rapport • 1b: Demonstrating Knowledge of Students 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Create a culture in which all teachers and staff purposefully develop relationships with students.	Create district goal to improve school culture which will improve attendance.

Culture and Climate

Action Step		
<ul style="list-style-type: none"> • Create district goal to improve school culture which will improve attendance. 		
Audience		
Teachers and Staff		
Topics to be Included		
District Goals and SPM		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principals	2024-08-01	2025-06-30

Communication

Type of Communication	Frequency
Presentation	Ongoing-This continues to be a focus.

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Craig J Stage	2024-01-09