

Jamestown Area SD

Comprehensive Plan | 2026 - 2029

DRAFT

Profile and Plan Essentials

LEA Type		AUN
School District		104433604
Address 1		
PO Box 217		
Address 2		
City	State	Zip Code
Jamestown	PA	16134
Chief School Administrator		Chief School Administrator Email
Mr Kevin Boariu		
Single Point of Contact Name		
Kevin Boariu		
Single Point of Contact Email		
Single Point of Contact Phone Number		
724-932-5557		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Kevin Boariu	Administrator	Jamestown Area School District	[REDACTED]
Brian Keyser	Administrator	Jamestown Area School District	[REDACTED]
Kristin Hope	Administrator	Jamestown Area School District	[REDACTED]
Jill Taylor	Staff Member	Jamestown Elementary School	[REDACTED]
Shannon Kearney	Staff Member	Jamestown High School	[REDACTED]
Debra Glancy	Staff Member	Jamestown Area Education Association	[REDACTED]
Ben McElhaney	Board Member	Jamestown Area School District	[REDACTED]
Becky Bercis	Board Member	Jamestown Area School District	[REDACTED]
Robert Moore	Community Member	Jamestown Foundation	[REDACTED]
Justin Pipp	Community Member	Mayor of Jamestown Borough	[REDACTED]
Julie DeMarco	Parent	Parent	[REDACTED]
Shawna Yesko	Parent	Parent, PTO President	[REDACTED]
[REDACTED]	Student	Jamestown High School	[REDACTED]
[REDACTED]	Student	Jamestown High School	[REDACTED]
[REDACTED]	Student	Jamestown High School	[REDACTED]
[REDACTED]	Student	Jamestown High School	[REDACTED]

LEA Profile

The Jamestown Area School District is a small, rural, public school system in northwestern Pennsylvania. The district encompasses 61 square miles split between Crawford and Mercer Counties. Our catchment area includes Jamestown Borough, Greene Township, West Shenango Township, and South Shenango Township.

We currently operate two buildings including Jamestown Elementary School and Jamestown Junior-Senior High School with an enrollment of just under 400 students, a decline of nearly 200 students from a decade earlier. The district includes the Pymatuning Reservoir, a freshwater recreational lake that covers about 1/3 of the district's service area. The associated state park is the largest employer in our community and the lake's presence allows for vacation homes, mostly owned by non-district residents.

As noted by our steering committee our challenges include declining population, lost economic opportunities, and the need for improved communication between the school and the community. Community groups also worry about the lack of participation in volunteer organizations and loss of fundraising capacity to benefit the school and those in need.

Mission and Vision

Mission

"To educate all students to participate in and contribute to a changing global society by actively involving them in an education program that emphasizes basic and life-long learning skills in an environment of mutual respect."

Vision

The Jamestown Area School District will be recognized as an academic leader by providing a K-12 comprehensive education in a rural setting for all students. In support of our students we offer: • Access to the Mercer County Career Center • A K-12 Student Assistance Program. • PTO and Booster Clubs • Mercer County Head Start program housed within Jamestown Elementary School. • Success by Six - Kindergarten Summer Camp • Elementary, Middle & High School STEAM (Science Technology Engineering Art & Math) programs

Educational Values

Students

As a Jamestown community we believe that students should be active participants in both learning and the growth of the school. We value our students attendance, motivation, and positivity.

Staff

The Jamestown staff believes in the values of relationships, reflective practice, and collaboration. As a team we work to promote rigor, relevance, and retention in the subjects we teach.

Administration

The Jamestown administration will lead our district by empowering input from stakeholders. Collaboration and buy-in will be at the center of all our initiatives with a focus on motivating our students and staff to be high achievers.

Parents

Parents are our greatest educational partner. We ask that they support our students' through modeling of kindness and work ethic including support to improve our daily attendance.

Community

Our community will be active participants in the school community by promoting opportunities for students both during and after their formal education. We are one Jamestown.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Student growth scores as measured in the Future Ready Index were near the statewide average with a 74.0 in ELA and a 76.0 in Mathematics.	This is an improvement over the previous school year where both growth scores hovered around 60.0, well below the state average.
43.1% of Jamestown High School students scored proficient or higher on the 24-25 PSSA/Keystone Mathematics assessments	This exceeds the state average of 41.7% and is in line with previous performance indicators

Challenges

Indicator	Comments/Notable Observations
30.9% of Jamestown Elementary students scored proficient or higher on the 24-25 PSSA Mathematics assessment	This lags behind the state average of 41.7%, but is part of a 4-year upward trajectory for the school.
51.5% of Jamestown Elementary students scored proficient or higher on the 24-25 PSSA ELA assessment	This exceeds the state average of 49.9%, but is part of a 3-year downward trajectory for the school.
48% of Jamestown High School students scored proficient or higher on the 24-25 PSSA/Keystone ELA and Literature assessments.	This is below the state average and a noticeable decline from the 59% score from 2 years prior.

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

Strengths

<p>Indicator 55% of students in the 5th grade scored proficient or higher on the 2024-25 PSSA assessment</p> <p>Grade Level(s) and/or Student Group(s) Grade 5</p>	<p>Comments/Notable Observations In a grade level where scores traditional decline, a cohort achieving higher than their 4th grade year score of 54% is very encouraging.</p>
<p>Indicator 63% of students in the 8th grade scored proficient or higher on the 2024-25 PSSA assessment</p> <p>Grade Level(s) and/or Student Group(s) Grade 8</p>	<p>Comments/Notable Observations This outpaces the prior year's cohort who scored 37% proficient. This may reflect growth in a 2nd year teacher at the grade level.</p>

Challenges

Indicator 45% of students in the 5th grade scored proficient or higher on the 2024-25 PSSA assessment. Grade Level(s) and/or Student Group(s) Grade 5	Comments/Notable Observations The cohort performed at 63% proficiency during 4th grade and indicates another area for further research and improvement.
Indicator 19% of students taking the Keystone Algebra exam scored Advanced or Proficient during the 2024-25 school year. Grade Level(s) and/or Student Group(s) Grade 8-11	Comments/Notable Observations This is a huge decline from 51% proficiency the prior year and a rolling average of around 45% the previous 4 years.

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

43.1% of Jamestown High School students scored proficient or higher on the 24-25 PSSA/Keystone Mathematics assessments. With additional instructional time commitments, professional development, and improvement core curriculum, we expect continued growth.
Student growth scores as measured in the Future Ready Index were near the statewide average with a 74.0 in ELA and a 76.0 in Mathematics at the elementary school. This is an indication that individualized interventions are working.
55% of students in the 5th grade scored proficient or higher on the 2024-25 PSSA assessment. We need to research this growth further.

Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

30.9% of Jamestown Elementary students scored proficient or higher on the 24-25 PSSA Mathematics assessment. Growth scores indicate that individualized interventions are working, but that the core instruction for all students needs to be reviewed.
51.5% of Jamestown Elementary students scored proficient or higher on the 24-25 PSSA ELA assessment. Growth scores indicate that interventions are not as effective as data shows in mathematics instruction. Intervention tools and strategies will need to be reviewed.
48% of Jamestown High School students scored proficient or higher on the 24-25 PSSA/Keystone ELA and Literature assessments. Growth scores indicate that individualized interventions are working, but that the core instruction for all students needs to be reviewed.
45% of students in the 5th grade scored proficient or higher on the 2024-25 PSSA assessment. The cohort performed at 63% proficiency during 4th grade and indicates another area for further research and improvement.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
72% of students are scoring at/or above grade-level benchmark on the 2nd grade STAR reading assessment	The difference in Grade 2 and Grade 3 scores along with differences in comprehension scores indicate a need for greater support as students transition to independent reading and "reading to learn".
59% of students are scoring at/or above grade-level benchmark on the 3rd grade STAR reading assessment	The difference in Grade 2 and Grade 3 scores along with differences in comprehension scores indicate a need for greater support as students transition to independent reading and "reading to learn".

English Language Arts Summary

Strengths

72% of students are scoring at/or above grade-level benchmark on the 2nd grade STAR reading assessment

Challenges

59% of students are scoring at/or above grade-level benchmark on the 3rd grade STAR reading assessment

Mathematics

Data	Comments/Notable Observations
38% of students in Grades 5-6 are projected to score proficiently on the PSSA Mathematics assessment based on Firefly assessment.	With the 25-26 school year being the first year utilizing online testing, we expect this decline on the assessments should improve as students become more comfortable with the format.
31% of students in Grades 8 are projected to score proficiently on the PSSA Mathematics assessment based on Firefly assessment.	If the projection holds true this will outpace the 15% proficiency score of our previous two cohorts.

Mathematics Summary

Strengths

31% of students in Grades 8 are projected to score proficiently on the PSSA Mathematics assessment based on Firefly assessment.

Challenges

38% of students in Grades 5-6 are projected to score proficiently on the PSSA Mathematics assessment based on Firefly assessment.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Updates to the STEELS curriculum led to a testing waiver during the 2024-25 school year.	72.5% of high school students scored proficient or higher on Biology and 8th grade science assessments during the 2023-24 school year.

Science, Technology, and Engineering Education Summary

Strengths

72.5% of high school students scored proficient or higher on Biology and 8th grade science assessments during the 2023-24 school year.

Jamestown Area School District science teachers have worked with IU4 to complete STEELS professional development and to begin re-writing our science curriculum

Challenges

Without reliable data from the 24-25 STEELS based PSSA tests, we do not feel equipped to measure the effectiveness of our science curriculum at this time.

Related Academics

Career Readiness

Data	Comments/Notable Observations
98.9% of high school students and 100% of elementary students completed their Career standards benchmark requirements.	Students who have career aspirations and goals are more likely to graduate from high school.
40% of JASD students in Grades 11 and 12 attend the Mercer County Career Center.	

Data	Comments/Notable Observations
Jamestown Area School District currently has 0 teachers holding Environmental Science specific teaching certification.	We do not offer elective science courses in Environmental Sciences at the high school level.
Jamestown Area School District started the year with 66% of high school science staff teaching on emergency permits.	We have reduced this number to 33% with the goal of having all science teachers appropriately state certified by August of 2026.

Articulation Agreements

Partnering Institution

PennWest University

Agreement Type

Dual Credit

Program/Course Area

Psychology - College Course

Uploaded Files

PennWest Univ. Dual Enrollment Exec 2025.pdf

Partnering Institution

Slippery Rock University

Agreement Type

Local Articulation

Program/Course Area

Student Teaching

Uploaded Files

Slippery Rock Agreement-01092026081409_c0dc69ba.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.

98.9% of high school students and 100% of elementary students completed their Career standards benchmark requirements.
100% of students in the 23-24 cohort graduated within the 4-year window

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.

Jamestown Area School District started the year with 66% of high school science staff teaching on emergency permits.
Jamestown Area School District currently has 0 teachers holding Environmental Science specific teaching certification.

Equity Considerations

Students with Disabilities

Data	Comments/Notable Observations
19.2% of students with disabilities in the elementary school achieved proficiency on the PSSA assessment in reading.	This is an improvement from 16.7% and 4.8% in previous years.
15.4% of students with disabilities in the elementary school achieved proficiency on the PSSA assessment in mathematics.	0% of students with disabilities achieved proficiency two years prior.

Students Considered Economically Disadvantaged

Data	Comments/Notable Observations
34.5% of students from economic disadvantaged homes in the elementary school achieved proficiency on the PSSA assessment in reading.	This is a decline from 44.6% and 43.4% in the two preceding school years. Equally concerning is a growth score of 58.0 for the building.
34.2% of students from economic disadvantaged homes in the elementary school achieved proficiency on the PSSA assessment in reading.	Although performance is similar to the elementary school, a more acceptable 70.0 growth score was achieved.
23.7% of high school math students from economically disadvantaged homes were proficient on the PSSA/Keystone tests.	This was a drastic improvement over the 11.9% proficiency rate in the previous school year.

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.

23.7% of high school math students from economically disadvantaged homes were proficient on the PSSA/Keystone tests. This improved score may be related to professional development dedicated to the less experienced teachers in grades 7-9 between the last two years.
19.2% of students with disabilities in the elementary school achieved proficiency on the PSSA assessment in reading. This improved score is a reflection on our intervention efforts with struggling readers with identified specific learning disabilities.

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.

34.5% of students from economic disadvantaged homes in the elementary school achieved proficiency on the PSSA assessment in reading. Mathematics scores for students in all grades are lagging behind for students with disabilities although growth has occurred at the elementary level.
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Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	- We are able to service almost all of our students in district schools through Life Skills, Emotional Support, and Autistic Support programs in both buildings.
Title 1 Program	- Our reading specialist is able to work with all students in her assigned grade spans including the full instructional block in Grade 6 - We are limited to servicing our Grade 3-6 students with our single Title I Reading Specialist.
Student Services	
K-12 Guidance Plan (339 Plan)	- Our 339 plan is a collaborative effort with many regional contributors allowing our small school students opportunities equal to their peers in the more heavily populated areas of the county.
Technology Plan	- Recent revisions to our technology plan will allow us to maintain devices that are up to date with a regular schedule for replace. - High school students also have opportunities to use technologies in their STEAM classes for production and introduction to manufacturing.
English Language Development Programs	- Our reading series meets requirements set forth in Act 135 - Curriculum framework is in place that requires only supplementation to address our weak areas of readiness - The primary team feel that our phonics skills are lacking based on data and that a specific resource for instruction is necessary to supplement the current curriculum.

Strengths

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

Recent revisions to our technology plan will allow us to maintain devices that are up to date with a regular schedule for replace.
Our 339 plan focuses on providing opportunities to students in all areas of career planning contributing to our 100% graduation rate during the 23-24 school year.

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 language development program is in need of resources for explicit phonics and phonemic awareness instruction.
Lacking an interventionist for reading in the primary grades is a major challenge for our team.

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	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	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	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.

Organize and Allocate Resources: Our financial resources and budget conscious choices have allowed us to provide students with services that other schools our size cannot. Additionally we have adequate administrative support for our staff and parents as a result of

Organize and Allocate Resources: Jamestown students have the academic, athletic, and creative opportunities available to many of their regional peers through shared service agreements with our neighbors.

Provide Student Centered Supports: Our team is heavily invested in the community and understands that our needs extend outside of the classroom. We offer mental health supports with a less than 200:1 student to counselor ratio and partnerships with our county and local SAP resources. Several community groups also help us to stock a community food pantry in the high school building with 2 monthly distributions for students in need.

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.

The district does not have a reliable or consistent communication method for our families and is not able to deploy community resources to aide career and social development for students

Focus on Continuous Improvement of Instruction: With lagging performance scores in mathematics and reading, providing time and resources to improve our core curriculum is essential to a quick turnaround.

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
43.1% of Jamestown High School students scored proficient or higher on the 24-25 PSSA/Keystone Mathematics assessments. With additional instructional time commitments, professional development, and improvement core curriculum, we expect continued growth.
Student growth scores as measured in the Future Ready Index were near the statewide average with a 74.0 in ELA and a 76.0 in Mathematics at the elementary school. This is an indication that individualized interventions are working.
55% of students in the 5th grade scored proficient or higher on the 2024-25 PSSA assessment. We need to research this growth further.
72.5% of high school students scored proficient or higher on Biology and 8th grade science assessments during the 2023-24 school year.
72% of students are scoring at/or above grade-level benchmark on the 2nd grade STAR reading assessment
Jamestown Area School District science teachers have worked with IU4 to complete STEELS professional development and to begin re-writing our science curriculum
31% of students in Grades 8 are projected to score proficiently on the PSSA Mathematics assessment based on Firefly assessment.
98.9% of high school students and 100% of elementary students completed their Career standards benchmark requirements.
100% of students in the 23-24 cohort graduated within the 4-year window
Recent revisions to our technology plan will allow us to maintain devices that are up to date with a regular schedule for replace.
Organize and Allocate Resources: Our financial resources and budget conscious choices have allowed us to provide students with services that other schools our size cannot. Additionally we have adequate administrative support for our staff and parents as a result of
Organize and Allocate Resources: Jamestown students have the academic, athletic, and creative opportunities available to many of their regional peers through shared service agreements with our neighbors.
Our 339 plan focuses on providing opportunities to students in all areas of career planning contributing to our 100% graduation rate during the 23-24 school year.

23.7% of high school math students from economically disadvantaged homes were proficient on the PSSA/Keystone tests. This improved score may be partly related to professional development dedicated to the less experienced teachers in grades 7-9 between the last two school years.
19.2% of students with disabilities in the elementary school achieved proficiency on the PSSA assessment in reading. This improved score is a reflection on our intervention efforts with struggling readers with identified specific learning disabilities.
Provide Student Centered Supports: Our team is heavily invested in the community and understands that our needs extend outside of the classroom. We offer mental health supports with a less than 200:1 student to counselor ratio and partnerships with our county and local SAP resources. Several community groups also help us to stock a community food pantry in the high school building with 2 monthly distributions for students in need.

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
30.9% of Jamestown Elementary students scored proficient or higher on the 24-25 PSSA Mathematics assessment. Growth scores indicate that individualized interventions are working, but that the core instruction for all students needs to be reviewed.
51.5% of Jamestown Elementary students scored proficient or higher on the 24-25 PSSA ELA assessment. Growth scores indicate that interventions are not as effective as data shows in mathematics instruction. Intervention tools and strategies will need to be reviewed.
48% of Jamestown High School students scored proficient or higher on the 24-25 PSSA/Keystone ELA and Literature assessments. Growth scores indicate that individualized interventions are working, but that the core instruction for all students needs to be reviewed.
45% of students in the 5th grade scored proficient or higher on the 2024-25 PSSA assessment. The cohort performed at 63% proficiency during 4th grade and indicates another area for further research and improvement.
59% of students are scoring at/or above grade-level benchmark on the 3rd grade STAR reading assessment
Without reliable data from the 24-25 STEELS based PSSA tests, we do not feel equipped to measure the effectiveness of our science curriculum at this time.
38% of students in Grades 5-6 are projected to score proficiently on the PSSA Mathematics assessment based on Firefly assessment.

Jamestown Area School District started the year with 66% of high school science staff teaching on emergency permits.
Jamestown Area School District currently has 0 teachers holding Environmental Science specific teaching certification.
Our language development program is in need of resources for explicit phonics and phonemic awareness instruction.
Focus on Continuous Improvement of Instruction: With lagging performance scores in mathematics and reading, providing time and resources to improve our core curriculum is essential to a quick turnaround.
Lacking an interventionist for reading in the primary grades is a major challenge for our team.
34.5% of students from economic disadvantaged homes in the elementary school achieved proficiency on the PSSA assessment in reading.
Mathematics scores for students in all grades are lagging behind for students with disabilities although growth has occurred at the elementary level.
The district does not have a reliable or consistent communication method for our families and is not able to deploy community resources to aide career and social development for students

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.

A consistent theme among our parents on the Steering Committee was their concern for how middle grades students performed on testing and students perceptions of success at that age. Reading is seen by our group as a common gap that is affecting performance in both mathematics and ELA scoring.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The district does not have a reliable or consistent communication method for our families and is not able to deploy community resources to aide career and social development for students		True
Lacking an interventionist for reading in the primary grades is a major challenge for our team.		True
30.9% of Jamestown Elementary students scored proficient or higher on the 24-25 PSSA Mathematics assessment. Growth scores indicate that individualized interventions are working, but that the core instruction for all students needs to be reviewed.		False
59% of students are scoring at/or above grade-level benchmark on the 3rd grade STAR reading assessment		True
38% of students in Grades 5-6 are projected to score proficiently on the PSSA Mathematics assessment based on Firefly assessment.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
43.1% of Jamestown High School students scored proficient or higher on the 24-25 PSSA/Keystone Mathematics assessments. With additional instructional time commitments, professional development, and improvement core curriculum, we expect continued growth.	
31% of students in Grades 8 are projected to score proficiently on the PSSA Mathematics assessment based on Firefly assessment.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The Jamestown Area School District will review our communications strategy and revise to improve student outcomes and provide greater access to community resources.
	The Jamestown Area School District needs to assign an interventionist to early literacy instruction in Grades K and 1.
	The Jamestown Area School District needs to review our comprehensive K-3 Reading Curriculum.
	The Jamestown Area School District needs to review our 5-8 Mathematics curriculum and review our use of instructional time in Mathematics across the 5-8 standards band.

Goal Setting

Priority: The Jamestown Area School District needs to assign an interventionist to early literacy instruction in Grades K and 1.

Outcome Category		
Early Literacy		
Measurable Goal Statement (Smart Goal)		
With two years of support from a reading interventionist in Grades K and 1, 75% of grade 2 students achieve at or above benchmark on STAR Assessments		
Measurable Goal Nickname (35 Character Max)		
Early Literacy - Reading Interventionist Goal		
Target Year 1	Target Year 2	Target Year 3
Utilize a ½ day interventionist in Grades K and 1 and provide 60-90 minutes of intervention time per week to students below benchmark.	Utilize a full day interventionist in Grades K and 1 and provide 90 minutes of intervention time per week to students below benchmark.	With two years of support from a reading interventionist in Grades K and 1, 75% of grade 2 students achieve at or above benchmark on STAR Assessments

Priority: The Jamestown Area School District needs to review our comprehensive K-3 Reading Curriculum.

Outcome Category		
Early Literacy		
Measurable Goal Statement (Smart Goal)		
With implementation of core phonics and phonemic awareness resources, 75% of grade 2 students achieve at or above benchmark on STAR Assessments		
Measurable Goal Nickname (35 Character Max)		
Early Literacy - Core Curriculum Goal		
Target Year 1	Target Year 2	Target Year 3
Purchase and Implement a Phonemic Awareness Resource - Heggerty Research two supported K-2 phonics resources including Wilson Foundations and UFLI Foundations Professional Development provided by IU4	Implement the chosen Phonics resource – Wilson or UFLI Professional Development provided by IU4	With implementation of core phonics and phonemic awareness resources, 75% of grade 2 students achieve at or above benchmark on STAR Assessments

Priority: The Jamestown Area School District needs to review our 5-8 Mathematics curriculum and review our use of instructional time in Mathematics across the 5-8 standards band.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
40% of students in Grade 8 and 55% of students in Grade 6 achieving Advanced or Proficient scores on the PSSA with 90% of students reaching a growth target of 5 percentile points		
Measurable Goal Nickname (35 Character Max)		
Mathematics 5-8 Goal		
Target Year 1	Target Year 2	Target Year 3
Research and implement a new Math 5-8 instructional program Professional Development provided by SRU Mathematics Team	60 minutes of core math instruction per day in Grades 7-8 Curriculum writing time and collaboration between all 5-8 math teachers	40% of students in Grade 8 and 55% of students in Grade 6 achieving Advanced or Proficient scores on the PSSA with 90% of students reaching a growth target of 5 percentile points

Priority: The Jamestown Area School District will review our communications strategy and revise to improve student outcomes and provide greater access to community resources.

Outcome Category		
Post-secondary transition to school, military, or work		
Measurable Goal Statement (Smart Goal)		
The Jamestown Area School District will provide opportunities for student-community engagement, improve parent communication, and improve our percentage of students of non-chronically absent students to 90%.		
Measurable Goal Nickname (35 Character Max)		
Communication and Engagement Goal		
Target Year 1	Target Year 2	Target Year 3
Implementation of the ParentSquare resource with attendance reminders, notification of absences, and a community electronic board for sharing opportunities for work and activities with students.	Continuation of the year 1 target with 80% of parents signed up for the ParentSquare application in Grades 7-12	The Jamestown Area School District will provide opportunities for student-community engagement, improve parent communication, and improve our percentage of students of non-chronically absent students to 90%.

Action Plan

Measurable Goals

Early Literacy - Reading Interventionist Goal	Early Literacy - Core Curriculum Goal
Mathematics 5-8 Goal	Communication and Engagement Goal

Action Plan For: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

Measurable Goals:

- With implementation of core phonics and phonemic awareness resources, 75% of grade 2 students achieve at or above benchmark on STAR Assessments

Action Step		Anticipated Start Date	Anticipated Completion Date
Professional Development and Implementation of the Heggerty Phonemic Awareness curricular resource		2026-08-10	2025-11-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Ms. Kristin Hope, Principal	Heggerty Phonemic Awareness teachers manual IU4 Trainers	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Implementation of 10 minute daily Phonemic Awareness lessons in Kindergarten	Ms. Hope and our K-2 teachers will attend 3 professional development sessions and follow up meetings, in-person during the 1st quarter of the 26-27 school year.

Action Plan For: Improving Reading Comprehension in Kindergarten Through 3rd Grade

Measurable Goals:

- With two years of support from a reading interventionist in Grades K and 1, 75% of grade 2 students achieve at or above benchmark on STAR Assessments

Action Step		Anticipated Start Date	Anticipated Completion Date
Assignment of a K-1 reading interventionist to teach early literacy skills including letter recognition, sound recognition, and blending of letters.		2026-08-19	2027-05-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Ms. Tracy Laidlaw, Intervention Teacher	Classroom teacher Title I or R2L funds	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All students below mid-year benchmark in Kindergarten literacy skills receive 60 minutes per week of additional resource time	The school MTSS team including the Title I teacher and Building Principal will review data quarterly, identify students for weekly support, and review end of year data to ensure frequency of intervention has occurred.

Action Plan For: Use of a Progress Monitoring System to Enable Teachers to Differentiate Mathematics Instruction

Measurable Goals:
<ul style="list-style-type: none"> 40% of students in Grade 8 and 55% of students in Grade 6 achieving Advanced or Proficient scores on the PSSA with 90% of students reaching a growth target of 5 percentile points

Action Step		Anticipated Start Date	Anticipated Completion Date
Implementation of Amplify Desmos Math Resource and structure of 60-90 minute mathematics instructional block.		2026-08-10	2027-05-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mr. Kevin Boariu, Superintendent	Amplify Desmos Math textbooks Vertical alignment meeting time	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Professional Development sessions on structuring of mathematics class time		2026-08-10	2026-03-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Lynch, SRU Professor of	Meeting space, 2 presenters from SRU, copies of new Amplify	Yes	No

Education	teacher's manuals and curriculum guide		
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Updated, vertically-aligned mathematics curriculum with effective use of 60-90 minutes of daily instructional time.	7 Monthly Math Department meetings with the Superintendent 2 Professional Development sessions with Dr. Lynch

Action Plan For: Text Messaging with Families to Support Student Attendance

Measurable Goals:
<ul style="list-style-type: none"> The Jamestown Area School District will provide opportunities for student-community engagement, improve parent communication, and improve our percentage of students of non-chronically absent students to 90%.

Action Step		Anticipated Start Date	Anticipated Completion Date
Implementation of the ParentSquare resource		2026-08-10	2029-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mr. Brian Keyser, Principal	ParentSquare program, professional development time.	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
80% parent participation by year 2	The administrative team will review monthly utilization reports and hold quarterly success meetings to review utilization with the entire high school faculty and staff.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade	Professional Development and Implementation of the Heggerty Phonemic Awareness curricular resource
Use of a Progress Monitoring System to Enable Teachers to Differentiate Mathematics Instruction	Professional Development sessions on structuring of mathematics class time

Mathematics Instructional Time Utilization PD

Action Step		
<ul style="list-style-type: none"> Professional Development sessions on structuring of mathematics class time 		
Audience		
Grades 5-8 mathematics teachers and administration		
Topics to be Included		
Using a pacing guide, differentiated instruction, uses of blocked instructional time		
Evidence of Learning		
Lesson plans, student assessment scores		
Lead Person/Position	Anticipated Start	Anticipated Completion
Mr. Boariu, Superintendent Dr. Lynch, Professor of Education	2026-08-10	2026-11-25

Learning Format

Type of Activities	Frequency
Workshop(s)	2-3 sessions
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3c: Engaging Students in Learning 2c: Managing Classroom Procedures 	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Classroom/school visitation	2 sessions during the professional development period
Observation and Practice Framework Met in this Plan	

- 1e: Designing Coherent Instruction
- 3b: Using Questioning and Discussion Techniques

This Step Meets the Requirements of State Required Trainings

Heggerty Training and Implementation

Action Step

- Professional Development and Implementation of the Heggerty Phonemic Awareness curricular resource

Audience

Grade K-3 teachers, interventionists

Topics to be Included

Use of the Heggerty Resource, assessment of skills

Evidence of Learning

Lesson plans, teacher feedback on implementation

Lead Person/Position	Anticipated Start	Anticipated Completion
Ms. Kristin Hope, Principal	2026-08-10	2026-11-25

Learning Format

Type of Activities	Frequency
Inservice day	2 sessions

Observation and Practice Framework Met in this Plan

- 1d: Demonstrating Knowledge of Resources
- 3d: Using Assessment in Instruction

This Step Meets the Requirements of State Required Trainings

Structured Literacy

Communications Activities

ParentSquare Implementation for Grades 7-12					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Implementation of the ParentSquare resource 	Grades 7-12 teachers and Parents	Staff program use, Parent program use	Mr. Kevin Boariu, Superintendent	08/17/2026	08/21/2026

Communications

Type of Communication	Frequency
Presentation	2 presentations, 1 for staff and 1 online session for parents
Newsletter	2 distributions, 1 summer and 1 winter

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Kevin Boariu	2026-03-30