

Profile and Plan Essentials

School		AUN/Branch
Jamestown Area Elementary School		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		kevin.boariu@jasdmuskies.com
Principal Name		
Ms. Kristin Hope		
Principal Email		
kristin.hope@jasdmuskies.com		
Principal Phone Number		Principal Extension
7249323181		
School Improvement Facilitator Name		School Improvement Facilitator Email
Ms. Jill Taylor		jill.taylor@jasdmuskies.com

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jill Taylor	Education Specialist	Jamestown Elementary School	jill.taylor@jasdmuskies.com
Kristin Hope	Principal	Jamestown Elementary School	kristin.hope@jasdmuskies.com
Kevin Boariu	Chief School Administrator	Superintendent	kevin.boariu@jasdmuskies.com
Shawna Yesko	Parent	PTO, Parent	shawnayesko@gmail.com
Justin Pipp	Community Member	Mayor of Jamestown Borough	mayor@jamestownpa.gov
Molly Snyder	Parent	Parent	mollysnyder.rdn@gmail.com
Malissa Rhoades	Teacher	Jamestown Elementary School	malissa.rhoades@jasdmuskies.com
Val Nottingham	Paraprofessional	Jamestown Elementary School	valerie.nottingham@jasdmuskies.com
Shannon Kearney	Teacher	Jamestown Area High School	shannon.kearney@jasdmuskies.com

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

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Student performance in ELA was behind the state average for both achievement and growth.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	As the only statistically significantly racial subgroup, the 50% proficiency scores only exceeds the whole group score by 2%

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Only 35.2% of students from economically disadvantaged homes scored proficient on the ELA assessment.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

43.1 % of students were proficient on their state assesments, outpacing a statewider average of 41.7%

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Proficiency in mathematics for students with disabilities has improved over the previous school year.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Only 29.1% of students from economically disadvantaged homes achieved proficiency on mathematics assessments.

Comments/Notable Observations

Our student growth scored of 58.0 lagged well behind the state average of 75.4.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Students from disadvantaged homes scored higher than the group average.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	White students had statistically insignificant differences in their growth score than their overall peer group.

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

With a growth score of 71.1, JASD students exceeded the statewide goal in mathematics.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Students from academically disadvantaged homes achieved lower growth score than their same aged peers.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Students from economically disadvantaged homes had lower growth scores than the scores of the whole group.

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Almost 94% of students in the Jamestown Area School District do not reach the level of Chronic Absenteeism.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
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Students with Disabilities	19.2% of students with disabilities are considered chronically absent.
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Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

100% of Jamestown Area School District students completed their Career Standards benchmarking tasks.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	All students in subgroups successfully completed benchmarking in career standards.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	All students in subgroups successfully completed benchmarking in career standards.

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

Attendance for students from economically disadvantaged families is consistent with the whole group.
100% of Jamestown Area School District students completed their Career Standards benchmarking tasks.
43.1 % of students were proficient on their state assessments, outpacing a statewide average of 41.7%
With a growth score of 71.1, JASD students exceeded the statewide goal in mathematics.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

19.2% of students with disabilities are considered chronically absent.
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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".
Read180 data shows that students continue to improve their RIT score at a pace above their non-intervention peers	Students with disabilities have consistently met or exceeded their RIT goal.

English Language Arts Summary

Strengths

The READ 180 targeted intervention program has historically contributed to the growth of our ELA scores.
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
Limitations on the number of student seats available for the intervention program when students above Tier III are included in the group.
Previous lack of intervention in primary grades.

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.

72.5% of high school students scored proficient or higher on Biology and 8th grade science assessments during the 2024-25 school year.	We continue to score well above the state averages.
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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 2024-25 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

Starting the year, once again without PSSA Science data, we do not feel fully equipped to use data for instructional decision making.

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.

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.

100% of students in the 24-25 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.
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Students with Disabilities

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

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

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

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.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	As all of our other racial groups are statistically insignificant, scores for our "white" students are very close to the scores for our "all student" group.

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.

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.

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
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Align curricular materials and lesson plans to the VA standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Not Yet Evident
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

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Our Title I surveys shows that families feel that our students are safe and welcomed in school. This would help us to encourage more attendance at school events and overall school attendance.

achieving your mission, vision and future ready PA track interim targets in State Assessment Measures, On Track Measures, or College and Career Measures?

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Our lack of focus on professional development including both time and resources is stifling our curriculum alignment and growth.
Our Title I surveys show that parents want help with academic support for students and internet safety.

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
Attendance for students from economically disadvantaged families is consistent with the whole group.	False
100% of Jamestown Area School District students completed their Career Standards benchmarking tasks.	False
43.1 % of students were proficient on their state assessments, outpacing a statewide average of 41.7%	False
With a growth score of 71.1, JASD students exceeded the statewide goal in math.	False
The READ 180 targeted intervention program has historically contributed to the growth of our ELA scores.	True
72% of students are scoring at/or above grade-level benchmark on the 2nd grade STAR reading assessment	True
31% of students in Grades 8 are projected to score proficiently on the PSSA Mathematics assessment based on Firefly assessment.	False
72.5% of high school students scored proficient or higher on Biology and 8th grade science assessments during the 2024-25 school year.	False
Jamestown Area School District science teachers have worked with IU4 to complete STEELS professional development and to begin re-writing our science curriculum	False
Our Title I surveys shows that families feel that our students are safe and welcomed in school. This would help us to encourage more attendance at school events and overall school attendance.	False
Our Title I team is heavily invested in the community and uses those resources to support student and family engagement programs.	False
100% of students in the 24-25 cohort graduated within the 4-year window	False
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	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School 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
19.2% of students with disabilities are considered chronically absent.	False
Only 29.1% of students from economically disadvantaged homes achieved proficiency on mathematics assessments.	True
59% of students are scoring at/or above grade-level benchmark on the 3rd grade STAR reading assessment	False
Limitations on the number of student seats available for the intervention program when students above Tier III are included in the group.	False
Previous lack of intervention in primary grades.	True
38% of students in Grades 5-6 are projected to score proficiently on the PSSA Mathematics assessment based on Firefly assessment.	False
Teachers in Grades 5-8 have observed inadequate instructional time for mathematics compared to primary grades peers.	False
Starting the year, once again without PSSA Science data, we do not feel fully equipped to use data for instructional decision making.	False
Jamestown Area School District started the year with 66% of high school science staff teaching on emergency permits.	False
Our lack of focus on professional development including both time and resources is stifling our curriculum alignment and growth.	True
Our Title I surveys show that parents would like help with academic support for students and internet safety.	True
34.5% of students from economic disadvantaged homes in the elementary school achieved proficiency on the PSSA assessment in reading.	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 Challenges	Discussion Points	Check for Priority
Only 29.1% of students from economically disadvantaged homes achieved proficiency on mathematics assessments.		False
Our lack of focus on professional development including both time and resources is stifling our curriculum alignment and growth.		True
Our Title I surveys show that parents would like help with academic support for students and internet safety.		False
Previous lack of intervention in primary grades.		True
34.5% of students from economic disadvantaged homes in the elementary school achieved proficiency on the PSSA assessment in reading.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The READ 180 targeted intervention program has historically contributed to the growth of our ELA scores.	
72% of students are scoring at/or above grade-level benchmark on the 2nd grade STAR reading assessment	
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.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The Jamestown Area School District will provide professional development and resources for literacy skills each school year.
	The Jamestown Area School District will implement intervention targeting students in Grades K-1 with skill need group developed.
	The Jamestown Area School District will provide 45 minutes of intervention reading services utilizing Read180 for Grade 4-6 students who are not projected to achieve proficient or above on the PSSA assessments.

utilizing Read180 for Grade 1-6 students who are not projected to achieve proficient or above on the PSSA assessments.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
90% of the students in 5th and 6th grade who are being instructed in the Read180 classroom will improve their RIT score from the Beginning of the Year (BOY) to the End of the Year (EOY) as demonstrated on MAP Growth assessments.			
Measurable Goal Nickname (35 Character Max)			
Read180 Target Group			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Complete benchmarking assessments and identify students for intervention groups.	Provide 45 minutes of explicit, targeted instruction in reading for identified students. Increase of Reading Inventory and fluency scores.	Provide 45 minutes of explicit, targeted instruction in reading for identified students. Increase of Reading Inventory and fluency scores.	90% of the 5th and 6th grade Read180 students will increase their RIT score by the End of the Year.

Priority: The Jamestown Area School District will provide professional development and resources for literacy skills each school year.

Outcome Category			
Professional learning			
Measurable Goal Statement (Smart Goal)			
Results from the use of Heggerty Phonemic Awareness and Early Phonics programs for students in grades kindergarten, first and second will show growth in percentile ranked performance from the Beginning of the Year (BOY) to End of the Year (EOY) on DIBELS 8 benchmark assessments.			
Measurable Goal Nickname (35 Character Max)			
Heggerty Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Complete Heggerty Phonemic Awareness professional development session and begin 10-minute daily instruction in Grades K-2 utilizing the program.	All students in Grades K-2 receive 4-5X weekly instruction in the Heggerty program with improvement in early reading battery scores.	All students in Grades K-2 receive 4-5X weekly instruction in the Heggerty program with improvement in early reading battery scores.	90% or more of the students in grades K-2 will increase their percentile ranked performance in the following measures. Phoneme Segementation Fluency (PSF) and/or Letter Sounds-(Nonsense Word Fluency (NWF)Correct Letter Sounds (CLS)

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Intervention students in grades kindergarten and first will show growth in percentile ranked performance from the Beginning of the Year (BOY) to End of the Year (EOY) on DIBELS 8 benchmark assessments.			
Measurable Goal Nickname (35 Character Max)			
Primary Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Students in Grades K-1 who do not meet benchmark will receive targeted intervention from a part-time Title I support.	Students in the intervention group will meet with their interventionist 1-3X per week.	Students in the intervention group will meet with their interventionist 1-3X per week. Students who remain in the intervention group will improve DIBELS 8 percentile from BOY to Mid-Year.	75% of students in the K/1 intervention groups will improve their percentile ranked DIBELS 8 score by 5 or more. (i.e. move from 20th to 25th

Action Plan

Measurable Goals

Read180 Target Group, Heggerty Goal, Primary Goal

Action Plan For: Intermediate Intervention

Measurable Goals:
90% of the students in 5th and 6th grade who are being instructed in the Read180 classroom will improve their RIT score from the Beginning of the Year (BOY) to the End of the Year (EOY) as demonstrated on MAP Growth assessments.

Action Step	Anticipated Start Date	Anticipated Completion Date
Utilizing beginning of the year data, targeted groups will be developed	2026-08-24	2026-09-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Ms. Jill Taylor, Title I Reading Specialist	DIBELS 8, Firefly assessments	No

Action Step	Anticipated Start Date	Anticipated Completion Date
Targeted group students will receive 4-5x weekly supplemental instruction in reading intervention.	2026-09-18	2027-04-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?

50% of the students in 5th and 6th grade who are being instructed in the Read180 classroom will improve their RIT score from the Beginning of the Year (BOY) to the End of the Year (EOY) as demonstrated on MAP Growth assessments.	Student achievement will be measured via MAP Growth Assessment and will demonstrate improvement 3x throughout the year in accordance with their RIT data.
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Action Plan For: Primary Core Enhancement and Reading Intervention

Measurable Goals:
- Results from the use of Heggerty Phonemic Awareness and Early Phonics programs for students in grades kindergarten, first and second will show growth in percentile ranked performance from the Beginning of the Year (BOY) to End of the Year (EOY) on DIBELS 8 benchmark assessments. - Intervention students in grades kindergarten and first will show growth in percentile ranked performance from the Beginning of the Year (BOY) to End of the Year (EOY) on DIBELS 8 benchmark assessments.

Action Step		Anticipated Start Date	Anticipated Completion Date
All primary teachers and elementary certified staff will complete training on the Heggerty Phonemic Awareness program.		2026-08-17	2026-08-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ms. Linda Delvaux, MIU4 Instructor	Heggerty teacher's manual	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Students in Grades K-2 will receive 4-5x weekly lessons utilizing the Heggerty curriculum supplemental. Students in MTSS Tier II/III in Grades 3-4 will receive 2-3x weekly instruction in the Heggerty intervention program.		2026-08-24	2027-05-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ms. Kristin Hope, Principal	DIBELS 8 assessment, Heggerty manual	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Results from the use of Heggerty Phonemic Awareness and Early Phonics programs for students in grades kindergarten, first and second will show growth in percentile ranked performance from the Beginning of the Year (BOY) to End of the Year (EOY) on DIBELS 8 benchmark assessments.	Growth will be measured using DIBELS 8 data from Beginning of the Year (BOY) to End of Year (EOY)

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	- Intermediate Intervention - Primary Core Enhancement and Reading Intervention	Title I Teacher(s) salary and benefits	\$147,821
Total Expenditures			\$147,821

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Primary Core Enhancement and Reading Intervention	All primary teachers and elementary certified staff will complete training on the Heggerty Phonemic Awareness program.

Heggerty Implementation Training and Ongoing Review

Action Step		
All primary teachers and elementary certified staff will complete training on the Heggerty Phonemic Awareness program.		
Audience		
K-4 teachers, 5-12 Special Education teachers		
Topics to be Included		
Heggerty Phonemic Awareness, Heggerty Intervention		
Evidence of Learning		
Improvement in phonemic awareness skills as measured on the DIBELS 8 assessment		
Lead Person/Position	Anticipated Start	Anticipated Completion
Ms. Linda Delvaux, IU4 Instructor	2026-08-17	2026-08-19

Learning Format

Type of Activities	Frequency
In-service day	1 day
Observation and Practice Framework Met in this Plan	
1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

Type of Activities	Frequency
Classroom/school visitation	2x annually
Observation and Practice Framework Met in this Plan	
1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	

Chief School Administrator	Date
Kevin Boariu	2026-08-31
Building Principal Signature	Date
Kristin Hope	2026-09-01