

**Jamestown Area El Sch**

Schoolwide Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Jamestown Elementary School		104433604
<b>Address 1</b>		
3938 Douthett Drive		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Jamestown	PA	16134
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Tracy L. Reiser		tracy.reiser@jasdmuskies.com
<b>Principal Name</b>		
Kristin Hope		
<b>Principal Email</b>		
kristin.hope@jasdmuskies.com		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
7249325557		1441
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Tracy L. Reiser	Superintendent	Jamestown Area School District	tracy.reiser@jasdmuskies.com
Kristin Hope	Jamestown Elementary Principal	Jamestown Elementary School	kristin.hope@jasdmuskies.com
Jill Taylor	Title I Coordinator	Jamestown Elementary School	jill.taylor@jasdmuskies.com
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Ed Carter	Community Representative	Jamestown Area School District	edcarter88@hotmail.com
Amy Floch	Parent	Jamestown Elementary School	amy_lynn9009@yahoo.com
Claire Floch	Student	Jamestown Elementary School	claire.floch@jasdmuskies.com
Tracy Laidlaw	Teacher	Jamestown Elementary School	tracy.laidlaw@jasdmuskies.com

## **Vision for Learning**

### **Vision for Learning**

VISION STATEMENT The Jamestown Area School District administration, faculty, and staff believe that all students can learn and that learning is a continual process. It is also our belief that: The curriculum should address the unique needs and learning styles of every student. High academic standards are necessary to meet the challenges of the 21st century. Students should be given opportunities to apply their learning in meaningful ways. Creativity enhances learning. A cooperative learning environment encourages self-esteem, personal responsibility, and respect for others. Students need guidance in goal setting and career planning. Effective discipline and attendance must be consistently applied throughout the school system. Positive interaction between school, parents, and community is essential. The school should provide each student a safe, clean, and properly equipped environment in which to learn.

## Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

<b>True K</b>	<b>True 1</b>	<b>True 2</b>	<b>True 3</b>	<b>True 4</b>	<b>True 5</b>	<b>True 6</b>
<b>False 7</b>	<b>False 8</b>	<b>False 9</b>	<b>False 10</b>	<b>False 11</b>	<b>False 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
Future Ready PA Index Math Progress Measures (PSSA Data)	According to PVAAS data for the 2022 school year, elementary student groups are meeting the expectations for growth in the area of math as evidenced by PSSA test scores. (blue to dark blue color coded)
Future Ready PA Index Science Progress Measures (PSSA Data)	According to PVAAS data for the 2022 school year, elementary students in grade 6, score well above (dark blue) growth expectations for ELA.

### Challenges

Indicator	Comments/Notable Observations
PVAAS ELA Progress Measures (2023 Data)	According to PVAAS data from the 2023 administration, 5th grade students were below expectations in the area of ELA.
PVAAS ELA 4-6 Progress Measures (2023 Data)	According to PVAAS data from the 2023 administration, students did not score as high on PSSA as predicted by scores on CDT.

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

### Strengths

Indicator	Comments/Notable Observations
System 44/Read 180 Intervention Programs <b>ESSA Student Subgroups</b> White	Jamestown Elementary utilizes the System 44/Read 180 intervention programs. According to the System 44/Read180 program, on average, students are expected to grow approximately 75-100 Lexile's per year. In the year 2023-2024 students participating in the program grew on average 198.56 Lexile points. This data demonstrates substantial growth.

<b>Indicator</b> PVAAS and eMetric Data <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> Jamestown Elementary School has consistently shown student learning growth in the area of ELA according to PVAAS and eMetric data.
<b>Indicator</b> DIBELS 8 <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> At the end of the 2023-2024 school year, 75% of JES kindergarten students were at or above benchmark level in the area of ELA according to DIBELS 8.

### Challenges

<b>Indicator</b> DIBELS 8 <b>ESSA Student Subgroups</b> White	<b>Comments/Notable Observations</b> According to the 2023-24 beginning of the year DIBELS data, 68% of kindergarten students are "below" or "well below" benchmark.
<b>Indicator</b> DIBELS 8 <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> According to the 2023-24 beginning of the year DIBELS data, 54% of second grade students are "below" or "well below" benchmark.

### Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

The System 44 program has had a positive impact on ELA scores at the elementary school.
The READ 180 program has had a positive impact on ELA scores at the elementary school.
Focused intervention groups using systematic/explicit instruction in the primary grades K-2 has proven to close achievement gaps.

## 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.

Targeted intervention groups, based upon DIBELS 8 data, will be utilized to increase reading readiness/reading skills.
According to the 2023-24 beginning of the year DIBELS data, 54% of second grade students are "below" or "well below" benchmark.
Targeted skill groups, based on formative assessment in grades 4-6 ELA will be utilized to increase student growth and achievement.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
PSSA Data	Students in grades 4-6 have consistently met or exceeded the growth model in ELA
CDT Data	CDT data can only be used for one year, as this was our first year using this tool. Students met or exceeded growth indicators in all ELA grade level data for 2023.
DIBELS 8	Students in grades K-2 show significant growth in reading readiness skills. As students matriculate through elementary school, they do not show the same amount of growth across all grade levels.

### English Language Arts Summary

#### Strengths

Aligned ELA curriculum and instruction grades K-3.
Targeted intervention in the primary grades.
The System 44 and READ 180 targeted intervention programs have contributed to the growth of our ELA scores.

#### Challenges

Data analysis and implementation of targeted skill groups in all grade levels.
Designated days for staff development to align and strengthen instruction and conceptual understanding of explicit instruction across core content areas.

### Mathematics

Data	Comments/Notable Observations
PVAAS-PSSA Data	Students in grades 4-6 consistently met or exceeded the growth expectations in math through 2022. In 2023 the students in grades 4-6 did not meet the growth expectations.
CDT	Students in grades 4-6 met the growth expectations on the 2023 CDT and were expected to show more growth on PSSA, but did not meet that goal.
mCLASS Math Kindergarten	88% of students in kindergarten were considered to be "deficit" or "emerging" at the beginning of the 2023-24 school year.



Mathematics Summary

Strengths

Students met or exceeded the growth expectations on the 2023 CDT.
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Challenges

Identify gaps in math curriculum and spiral review methods and materials.
Targeted skill groups, based on formative assessment in grades 4-6 ELA will be utilized to increase student growth and achievement.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Data	According to the 2024 data, 92% of 4th grade students were proficient or advanced on the science PSSA.

Science, Technology, and Engineering Education Summary

Strengths

Students in 4th grade receive 90 minutes of science instruction daily and attend STEAM class weekly.
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Challenges

Implement STEELS standards across K-6 by integrating into ELA K-2.
STEELS standards will be fully implemented by the 2025-2026 school year.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
The Jamestown Area School District has a Chapter 339 plan that is a K-12 program.	Jamestown Elementary School career readiness program begins at the kindergarten level and is taught by a certified school counselor.

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

## 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 elementary and high school counselors work in concert to provide a well aligned K-12 career readiness program (Smart Futures which aligns with PA Career Readiness goals).
The elementary school counselor will continue to use a new character education program which aligns with school values.

## 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.

Due to the rural location of the district and limited community resources, field trips to business and industry are not readily accessible; however, can occur virtually.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

According to the Future Ready Index PSSA Math Data in 2023, 74% of economically disadvantaged students met the growth standard.
According to the Future Ready Index PSSA ELA Data in 2023, 74% of all students met the growth standard.


**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.

Students in grade 4 scored higher on ELA PSSA in 2023 than they did in 2024.
Students in grade 5 scored higher in ELA PSSA in 2023 than they did 2024.

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
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	Operational
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	Operational
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	Operational

### 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	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Exemplary
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	Exemplary

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
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 student learning	Emerging

## Summary

### Strengths

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

Jamestown Elementary School staff are exemplary in the efforts to create a culture of high expectations for all. The building teachers are focused on students relationships while promoting self-awareness and consistent improvement.
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### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

The district will focus in-service time on strategies for teaching and monitoring ELA and math progress.
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The district will continue to work towards a standards aligned new curriculum in the area of science to be prepared to implement STEELS standards.
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## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
The System 44 program has had a positive impact on ELA scores at the elementary school.	False
The READ 180 program has had a positive impact on ELA scores at the elementary school.	False
Aligned ELA curriculum and instruction grades K-3.	True
Focused intervention groups using systematic/explicit instruction in the primary grades K-2 has proven to close achievement gaps.	True
The System 44 and READ 180 targeted intervention programs have contributed to the growth of our ELA scores.	True
Students in 4th grade receive 90 minutes of science instruction daily and attend STEAM class weekly.	False
According to the Future Ready Index PSSA Math Data in 2023, 74% of economically disadvantaged students met the growth standard.	True
Targeted intervention in the primary grades.	False
According to the Future Ready Index PSSA ELA Data in 2023, 74% of all students met the growth standard.	False
The elementary and high school counselors work in concert to provide a well aligned K-12 career readiness program (Smart Futures which aligns with PA Career Readiness goals).	False
The elementary school counselor will continue to use a new character education program which aligns with school values.	False
Jamestown Elementary School staff are exemplary in the efforts to create a culture of high expectations for all. The building teachers are focused on students relationships while promoting self-awareness and consistent improvement.	True
Students met or exceeded the growth expectations on the 2023 CDT.	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
According to the 2023-24 beginning of the year DIBELS data, 54% of second grade students are "below" or "well below" benchmark.	True
Targeted intervention groups, based upon DIBELS 8 data, will be utilized to increase reading readiness/reading skills.	False
Identify gaps in math curriculum and spiral review methods and materials.	False
Due to the rural location of the district and limited community resources, field trips to business and industry are not readily accessible; however, can occur virtually.	False
Data analysis and implementation of targeted skill groups in all grade levels.	True
The district will focus in-service time on strategies for teaching and monitoring ELA and math progress.	False
Designated days for staff development to align and strengthen instruction and conceptual understanding of explicit instruction across core content areas.	False
The district will continue to work towards a standards aligned new curriculum in the area of science to be prepared to implement STEELS standards.	False
Targeted skill groups, based on formative assessment in grades 4-6 ELA will be utilized to increase student growth and achievement.	False
Implement STEELS standards across K-6 by integrating into ELA K-2.	False
Students in grade 4 scored higher on ELA PSSA in 2023 than they did in 2024.	False
STEELS standards will be fully implemented by the 2025-2026 school year.	False
Students in grade 5 scored higher in ELA PSSA in 2023 than they did 2024.	False
Targeted skill groups, based on formative assessment in grades 4-6 ELA will be utilized to increase student growth and achievement.	False

### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Due to mandated trainings, the challenge for professional development time is still prevalent.



## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
According to the 2023-24 beginning of the year DIBELS data, 54% of second grade students are "below" or "well below" benchmark.	Targeted intervention will contain small group and one on one skill development.	True
Data analysis and implementation of targeted skill groups in all grade levels.	Planning and implementation of skill groups using evidence based materials.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Aligned ELA curriculum and instruction grades K-3.	Teachers in grades K-3 have aligned curriculum and teach the units in a synchronized manner, ensuring all units are taught during the course of the school year.
The System 44 and READ 180 targeted intervention programs have contributed to the growth of our ELA scores.	Small group. systematic programming at student's instructional level.
According to the Future Ready Index PSSA Math Data in 2023, 74% of economically disadvantaged students met the growth standard.	
Focused intervention groups using systematic/explicit instruction in the primary grades K-2 has proven to close achievement gaps.	Intervention groups will be flexible to promote and encourage growth.
Jamestown Elementary School staff are exemplary in the efforts to create a culture of high expectations for all. The building teachers are focused on students relationships while promoting self-awareness and consistent improvement.	Staff professional development will focus on building positive relationships with students which will promote higher student achievement and engagement.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Scheduling of support personnel and teachers to effectively implement targeted intervention which will contain small group or one on one skill development and practice.
	Development for faculty around the utilization of time and resources to effectively plan and implement skill groups using evidence based materials.



## Goal Setting

**Priority: Development for faculty around the utilization of time and resources to effectively plan and implement skill groups using evidence based materials.**

<b>Outcome Category</b>			
Professional learning			
<b>Measurable Goal Statement (Smart Goal)</b>			
Specific- Teachers, Title I staff and administration will work together to analyze data to develop a plan for implement of skill groups. Teachers, Title I staff and administration will analyze materials and create a plan for constructively using these in small group centers.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Skill Group Development			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Test students using CDT/DIBELS (grade 3) and analyze data in grade level meetings with teachers.	Create skill groups based on data and develop plans for use of instructional materials.	Fully implement plans for small skill groups.	Using end of year data, analyze the effectiveness of skill groups and instructional practices.

**Priority: Scheduling of support personnel and teachers to effectively implement targeted intervention which will contain small group or one on one skill development and practice.**

<b>Outcome Category</b>			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
<b>Measurable Goal Statement (Smart Goal)</b>			
Measurable-Master schedule will be created to allow for support personnel to be utilized for targeted intervention and instruction. Teacher schedules allow ample time for effective instruction in ELA and math.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Scheduling			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Ensure that master schedule is created utilizing support personnel to assist students during classroom instruction	Walkthrough plans will be used ensure the most effective use of support personnel.	Ongoing data analysis will be done with staff at grade level data meetings. Changes to small groups and/or support will be made.	Using end of the year data analyze the effectiveness of scheduling



## Action Plan

### Measurable Goals

Skill Group Development	Scheduling
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### Action Plan For: Skill Group Development

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Specific- Teachers, Title I staff and administration will work together to analyze data to develop a plan for implement of skill groups. Teachers, Title I staff and administration will analyze materials and create a plan for constructively using these in small group centers.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Using beginning of the year benchmark data, targeted skill groups will be created across primary and intermediate grade levels.		2024-09-09	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers and Principal	Data gathered on sites used for assessments. Amplify and PDE-Firefly	No	
Action Step		Anticipated Start/Completion Date	
Grade Specific Data Meetings-Flexible Grouping Meetings		2024-09-30	2025-05-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers, Title Teacher, Special Education Teachers, Principal	Classroom assessment data, progress monitoring data, middle of the year benchmark data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased performance on classroom assessments, progress monitoring, benchmark assessments and ultimately increased performance on PSSA for all students including those in sub groups.	Teachers, Title Teacher, Special Ed Teachers, Principal Monthly review of data, more frequently if progress is not being made.

## Action Plan For: Evaluation of master schedule and instructional materials

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Measurable-Master schedule will be created to allow for support personnel to be utilized for targeted intervention and instruction. Teacher schedules allow ample time for effective instruction in ELA and math.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Bi-weekly meetings to review data and compare with alignment of resources being used for instruction		2024-08-19	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal and Teachers	Benchmark Advance and Engage NY resources	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Establish early in the school year that the resources that we are using for instruction are meeting our instructional needs. We will also be able to make changes to the master schedule early in the year to maximize the benefit of personnel within the building and ensure that they are being used to support our most at need students. (sub groups)	Walkthrough, Once a month meetings with paraprofessionals and teachers to ensure that we are maximizing our personnel.



## Expenditure Tables

### School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

### Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"><li>Skill Group Development</li><li>Evaluation of master schedule and instructional materials</li></ul>	Professional Educational Services (Salaries/Benefits)	141,600.00
Instruction	<ul style="list-style-type: none"><li>Evaluation of master schedule and instructional materials</li></ul>	Nonpublic Services	4381.00
Other Expenditures	<ul style="list-style-type: none"><li>Skill Group Development</li></ul>	Other Purchased Services (Homeless Set Aside)	2000.00
Total Expenditures			6522



## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Evaluation of master schedule and instructional materials	Bi-weekly meetings to review data and compare with alignment of resources being used for instruction

### Curriculum Alignment

Action Step		
<ul style="list-style-type: none"><li>Bi-weekly meetings to review data and compare with alignment of resources being used for instruction</li></ul>		
Audience		
Classroom Teachers, Title Teacher, Special Education Teachers		
Topics to be Included		
Alignment of curriculum to Core Standards in the areas of ELA, Math, and Science		
Evidence of Learning		
Review of lesson plans and grouping material/discussions in grade level meetings		
Lead Person/Position	Anticipated Start	Anticipated Completion
IU Personnel (Curriculum Specialists), Principal	2024-09-09	2025-06-30

### Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Quarterly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

### Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Bi-weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	



Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none"><li>Title Plan Affirmation 2024-2025.docx</li></ul>

Chief School Administrator	Date
Tracy L. Reiser	2024-08-28
Building Principal Signature	Date
Kristin Hope	2024-08-28
School Improvement Facilitator Signature	Date