

Jamestown Area SD

Comprehensive Plan | 2023 - 2026

Profile and Plan Essentials

LEA Type		AUN
Jamestown Area School District		104433604
Address 1		
204 Shenango Street		
Address 2		
City	State	Zip Code
Jamestown	PA	16134
Chief School Administrator		Chief School Administrator Email
Tracy Reiser		tracy.reiser@jasdmuskies.com
Single Point of Contact Name		
Tracy Reiser		
Single Point of Contact Email		
tracy.reiser@jasdmuskies.com		
Single Point of Contact Phone Number		
7249325557		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Tracy Reiser	Administrator	Jamestown Area School District	tracy.reiser@jasdmuskies.com
Kristin Hope	Administrator	Jamestown Elementary School	kristin.hope@jasdmuskies.com
Brian Keyser	Administrator	Jamestown High School	brian.keyser@jasdmuskies.com
Gary Kinnear	Administrator	Jamestown Area School District	gary.kinnear@jasdmuskies.com
Jill Taylor	Staff Member	Jamestown Elementary School	jill.taylor@jasdmuskies.com
Tracie Runyon	Board Member	Jamestown Area School District	freedompropertyventures@yahoo.com
Kelli Mayer	Parent	Jamestown Area School District	mayer.kelli@yahoo.com
Kristy Zarecky	Staff Member	Jamestown High School	kristy.zarecky@jasdmuskies.com
Mary Jane Fenton	Community Member	Pymatuning Boat Sales	mjfmjf745@gmail.com
Josh Rausch	Staff Member	Jamestown Elementary School	joshua.rausch@jasdmuskies.com

LEA Profile

The Jamestown Area School District is comprised of approximately 374 students and 81 faculty and support staff. It is considered to be a rural school district located on the border of Mercer and Crawford Counties in Northwestern Pennsylvania. It is approximately 90 minutes north of Pittsburgh and 60 minutes south of Erie.

For the 2023-2024 school year, there are 184 students at the elementary school and 190 students at the middle/high school.

The district covers 64 square miles and includes South Shenango, Greene, West Shenango Townships and the borough of Jamestown.

The district has one elementary school serving grades K-6, and one middle/high school, grades 7-12.

Specific features of the district include:

- A comprehensive guidance program encompassing grades K-12.
- A Kindergarten through Grade 12 Student Assistance Program.
- PTO and Booster Clubs.
- Family Center program housed within Jamestown Elementary School.
- Headstart program housed within Jamestown Elementary School.
- Success by Six (Kindergarten Preparation Camp) funded partially by the Mercer County United Way
- Elementary academic summer camps
- Camp Kids funded by the Mercer County Behavioral Health Commission offered during the summer months
- JDAPP- School/Community partnership for a drug & alcohol prevention program.
- Elementary, Middle & High School STEAM (Science Technology Engineering Art & Math) programs (including 3d printing/entrepreneurship programs)

The 2022-2023 district budget is \$10,840,246.

Mission and Vision

Mission

The mission statement of the Jamestown Area School District is 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.

Educational Values

Students

The Jamestown Area School District students arrive at school and prepare themselves to learn after having a healthy breakfast that is provided by the JASD Food Service Department. Students participate in meaningful classroom discussions which are rigorous and relevant to the changing global society. Due to the size of our district, students are able to form relationships with their teachers which enable them to feel connected to the school environment.

Staff

The Jamestown Area School District administration, teachers and support personnel believe that all children can learn and that each child should be given an equal opportunity to succeed. Students are provided individualized support because of our desire to help students regardless of their background and prior knowledge. We are committed to helping students socially and academically.

Administration

The Jamestown Area School District administration share a common belief in supporting our faculty and staff in whatever ways we can. The culture of our schools are designed around the values established to create a nurturing, safe environment for children to succeed.

Parents

Parents will partner with the school in supporting academic, athletic, and social events. Opportunities for parents to be included in school events are established through PTO and booster organizations.

Community

The Community will partner with the school in supporting academic, athletic, and social events. Opportunities for community involvement are established through PTO and booster organizations, school/community events.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
100% of students in grades 4-6 met or exceeded the growth model on math PSSA according to 21-22 data.	
According to the 21-22 PSSA data, 89.5% of students in 4th grade scored proficient or advanced on science PSSA which is above the 2030 statewide goal of 83%.	
ELA scores on 21-22 PSSA in grades 7-8 were higher than the state average.	

Challenges

Indicator	Comments/Notable Observations
Math scores on 21-22 PSSA in grades 7-8 did not meet the state target or increase performance from the previous year.	
Math scores on 21-22 PSSA in grades 4-6 did not meet the state target but increased performance from the previous year.	

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

Strengths

<p>Indicator According to 21-22 science PSSA data, 4th grade students met or exceeded the state goal.</p> <p>Grade Level(s) and/or Student Group(s) 4th grade students</p>	Comments/Notable Observations
<p>Indicator According to 21-22 ELA PSSA data, economically disadvantaged students in grades 7-8 increased in performance from the previous year.</p> <p>Grade Level(s) and/or Student Group(s) 7th and 8th grade</p>	Comments/Notable Observations

Challenges

Indicator According to 21-22 ELA PSSA data, economically disadvantaged students in grades 4-6 decreased in performance from the previous year. Grade Level(s) and/or Student Group(s) 4-6	Comments/Notable Observations
Indicator According to 21-22 ELA PSSA data, economically disadvantaged students in grades 7-8 decreased in performance from the previous year. Grade Level(s) and/or Student Group(s) 7-8	Comments/Notable Observations

Summary

Strengths

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

100% of students in grades 4-6 met or exceeded the growth model on math PSSA according to 21-22 data.
ELA scores on 21-22 PSSA in grades 7-8 were higher than the state average.

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.

Math scores on 21-22 PSSA in grades 7-8 did not meet the state target or increase performance from the previous year.
Math scores on 21-22 PSSA in grades 4-6 did not meet the state target but increased performance from the previous year.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
According to the 2021-2022 ELA PSSA data for Jamestown Elementary School, 50.5% of the students scored proficient or advanced.	The statewide average proficiency rate was 54.1%
According to the 2021-2022 ELA PSSA data for Jamestown High School, 61.6% of the students scored proficient or advanced.	The statewide average proficiency rate was 54.1%.

English Language Arts Summary

Strengths

The PSSA ELA scores for the 2021-22 year in grades 7-8 were higher than the state average.
According to the ELA PVAAS data for Jamestown Elementary School, 80% of the students made at least one year of growth. The state average for growth was 76%.

Challenges

There was a high teacher turnover rate in the 7-8th grade levels during the 2021-2022 school year.
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Mathematics

Data	Comments/Notable Observations
According to the Jamestown Elementary School 2021-2022 PSSA math data, 39.8% of the students scored proficient or advanced.	The state average was 35.7%.
According to the Jamestown High School 2021-2022 PSSA math data, 25.8% of the students scored proficient or advanced.	The state average was 35.7%.

Mathematics Summary

Strengths

100% of students in grades 4-6 met or exceeded the growth model on math PSSA according to the 21-22 data.

Challenges

Math scores on 21-22 PSSA in grades 7-8 did not meet the state target or increase performance from the previous year.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
According to the 2021-2022 PSSA data for Science, 89.5% of Jamestown Elementary students scored proficient or advanced.	The statewide average for science was 54.5%.
According to the 2021-2022 PSSA data for Science/Biology, 50.8% of the Jamestown High School students scored proficient or advanced.	The statewide average for science was 54.4%.

Science, Technology, and Engineering Education Summary

Strengths

Historically, students in 4th grade perform well on science PSSA.
According to the 2021-22 PSSA data, the economically disadvantaged students in 8th grade increased their performance on the science PSSA .
The district has recently hired a STEAM teacher to integrate science standards and concepts into additional daily coursework.
Due to the high rate of science department turnover, we are placing a high emphasis on professional development in order to remain on track for the transition to the STEEL standards.

Challenges

The district has experienced a high turnover rate within the science department at the high school.

Related Academics

Career Readiness

Data	Comments/Notable Observations
According to the 2021-2022 Future Ready Index data, 100% of Jamestown Elementary School students have met the Career Standards Benchmark.	The district employs an elementary school counselor who is responsible for implementing the program with all students, K-6.
According to the 2021-2022 Future Ready Index data, 94.5% of the Jamestown High School student have met the Career Standards Benchmark.	The statewide average is 88.3% for the Career Standards Benchmark.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Thiel College

Agreement Type

Dual Credit

Program/Course Area

Dual Enrollment

Uploaded Files

Dual Enrollment- Thiel 2023.pdf

Partnering Institution

Butler Community College

Agreement Type

Dual Credit

Program/Course Area

Dual Enrollment

Uploaded Files

Dual Enrollent- BC3 2023.pdf

Partnering Institution

University of Pittsburgh

Agreement Type

Other

Program/Course Area

College In The High School Calculus Course

Uploaded Files

Pitt College in the High School -March 2023.pdf

Partnering Institution

Penn Stat University

Agreement Type

Dual Credit

Program/Course Area

Dual Enrollment

Uploaded Files

Dual Enrollment- PSU 2023.pdf

Summary**Strengths**

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

The Jamestown Area School District offers an array of dual enrollment options for students to gain college credits while being enrolled in high school.
Jamestown students are able to participate in college courses via a cyber option due to the advanced technology that is offered by the district.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Due to the rural geographical setting of the district as well as the high percentage of economically disadvantaged students (51%), traveling to universities is not always a feasible option.

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

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

Data	Comments/Notable Observations
According to the 2021-2022 PSSA data, 13.6% of the economically disadvantaged students at Jamestown High School met the proficient or advanced level of proficiency in the area of math.	The overall state average for math proficiency at the high school level is 35.7%.
According to the 2021-2022 PSSA data, 23.5% of the economically disadvantaged students at Jamestown Elementary School met the proficient or advanced level of proficiency in the area of math.	The overall state average for math proficiency at the elementary level is 35.7%.

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 2021-2022 PVAAS data, 58% of Jamestown High School students made at least one year of growth in the area of math.
According to the 2021-2022 PVAAS data, 100% of the Jamestown Elementary School students made at least one year of growth in the area of math.

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.

Jamestown High School has had a high teacher turnover rate which has impacted the scores in all areas.
During the pandemic, student absences have had a negative impact on achievement and growth primarily at the high school.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The Special Education Plan was approved during the last cycle.
Title 1 Program	The Title I Plan is approved yearly during the August or September board meeting. A group of individuals serve on the Title I plan committee to ensure a school/community connection.
Student Services	The district employs a full-time Special Education Director/School Psychologist/Homeless Liaison to serve as a student services connection. The district has a high number of homeless students.
K-12 Guidance Plan (339 Plan)	The district has a strong school counseling program. The program goals are reviewed with a school/community committee two times per school year.
Technology Plan	The district was able to implement a district-wide one-to-one initiative during the pandemic. The district is utilizing an external cyber program (Titusville Rocket program) to serve its students that desire a cyber school experience.
English Language Development Programs	NA

Strengths

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

The district has a very strong school counseling program.
The district was able to move to a one-to-one technology initiative during the pandemic which has afforded us the opportunity to access more up-to-date curricular information and programs.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

The district has placed a high emphasis on math professional development for its teachers and staff.
The district is focused on improving its high school science scores by placing a high emphasis on the transition to the STEELS standards.

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	Operational

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Emerging
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Exemplary
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Exemplary

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Emerging
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Exemplary
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Exemplary

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.

Coordinate and monitor supports aligned with students' and families' needs
Partner with local businesses, community organizations, and other agencies to meet the needs of the district

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.

Ensure effective, standards-aligned curriculum and assessment
Establish and maintain a focused system for continuous improvement and ensure organizational coherence

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
100% of students in grades 4-6 met or exceeded the growth model on math PSSA according to 21-22 data.	True
ELA scores on 21-22 PSSA in grades 7-8 were higher than the state average.	False
The PSSA ELA scores for the 2021-22 year in grades 7-8 were higher than the state average.	False
According to the ELA PVAAS data for Jamestown Elementary School, 80% of the students made at least one year of growth. The state average for growth was 76%.	False
100% of students in grades 4-6 met or exceeded the growth model on math PSSA according to the 21-22 data.	False
Historically, students in 4th grade perform well on science PSSA.	False
According the 2021-22 PSSA data, the economically disadvantaged students in 8th grade increased their performance on the science PSSA .	False
According to the 2021-2022 PVAAS data, 58% of Jamestown High School students made at least one year of growth in the area of math.	False
According to the 2021-2022 PVAAS data, 100% of the Jamestown Elementary School students made at least one year of growth in the area of math.	False
The Jamestown Area School District offers an array of dual enrollment options for students to gain college credits while being enrolled in high school.	False
Jamestown students are able to participate in college courses via a cyber option due to the advanced technology that is offered by the district.	False
The district has recently hired a STEAM teacher to integrate science standards and concepts into additional daily coursework.	False
Due to the high rate of science department turnover, we are placing a high emphasis on professional development in order to remain on track for the transition to the STEEL standards.	False
The district has a very strong school counseling program.	False
The district was able to move to a one-to-one technology initiative during the pandemic which has afforded us the opportunity to access more up-to-date curricular information and programs.	False
Coordinate and monitor supports aligned with students' and families' needs	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Math scores on 21-22 PSSA in grades 7-8 did not meet the state target or increase performance from the previous year.	True
Math scores on 21-22 PSSA in grades 4-6 did not meet the state target but increased performance from the previous year.	True
There was a high teacher turnover rate in the 7-8th grade levels during the 2021-2022 school year.	False
Math scores on 21-22 PSSA in grades 7-8 did not meet the state target or increase performance from the previous year.	False
The district has experienced a high turnover rate within the science department at the high school.	False
Jamestown High School has had a high teacher turnover rate which has impacted the scores in all areas.	False
During the pandemic, student absences have had a negative impact on achievement and growth primarily at the high school.	False
Due to the rural geographical setting of the district as well as the high percentage of economically disadvantaged students (51%), traveling to universities is not always a feasible option.	False
The district has placed a high emphasis on math professional development for its teachers and staff.	False
The district is focused on improving its high school science scores by placing a high emphasis on the transition to the STEELS standards.	False
Ensure effective, standards-aligned curriculum and assessment	False
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Math scores on 21-22 PSSA in grades 7-8 did not meet the state target or increase performance from the previous year.	Our district is continuing to vertically align our math curriculum	True
Math scores on 21-22 PSSA in grades 4-6 did not meet the state target but increased performance from the previous year.	Elementary was not using a K-6 aligned math curriculum	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
100% of students in grades 4-6 met or exceeded the growth model on math PSSA according to 21-22 data.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The district is continuing to vertically align our math curriculum through the use of common materials and language, professional development and professional learning communities (PLC)
	Elementary was not using a K-6 aligned math curriculum. Through professional development we have vertically aligned K-6 instruction and continue to improve evidence based learning outcomes.

Goal Setting

Priority: The district is continuing to vertically align our math curriculum through the use of common materials and language, professional development and professional learning communities (PLC)

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
Specific-K-12 math teachers, title, special education teachers, and administrators will work together to develop a K-12 aligned math curriculum using common materials, language and professional learning communities in order to increase our district math scores.		
Measurable Goal Nickname (35 Character Max)		
Alignment		
Target Year 1	Target Year 2	Target Year 3
Creation of PLC groups and student data analysis. Identification of skills/standard deficits.	Crosswalk of current materials and identification of skill gaps. Development of common language and use of common materials.	Specific-K-12 math teachers, title, special education teachers, and administrators will work together to develop a K-12 aligned math curriculum using common materials, language and professional learning communities in order to increase our district math scores.

Priority: Elementary was not using a K-6 aligned math curriculum. Through professional development we have vertically aligned K-6 instruction and continue to improve evidence based learning outcomes.

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
Realistic- K-6 teachers and administrators using bi-weekly 40 minute grade level/data meetings, will determine the effectiveness of the current practices using Engage NY and fill skill gaps with evidence based materials to increase student math scores.		
Measurable Goal Nickname (35 Character Max)		
Targeted Instruction		
Target Year 1	Target Year 2	Target Year 3
Crosswalk of current materials and identification of skill gaps. Development of common language and use of common materials.	Implementation of material to ensure all state standards are being met in grades K-6.	Realistic- K-6 teachers and administrators using bi-weekly 40 minute grade level/data meetings, will determine the effectiveness of the current practices using Engage NY and fill skill gaps with evidence based materials to increase student math scores.

Action Plan

Measurable Goals

Alignment	Targeted Instruction
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Action Plan For: Curriculum Alignment

Measurable Goals:
<ul style="list-style-type: none"> • Specific-K-12 math teachers, title, special education teachers, and administrators will work together to develop a K-12 aligned math curriculum using common materials, language and professional learning communities in order to increase our district math scores. • Realistic- K-6 teachers and administrators using bi-weekly 40 minute grade level/data meetings, will determine the effectiveness of the current practices using Engage NY and fill skill gaps with evidence based materials to increase student math scores.

Action Step		Anticipated Start/Completion Date	
The district math department will identify skill gaps based on PA Core Standards.		2023-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrative Team	SAS Portal, Online Math Curriculum	Yes	Yes
Action Step		Anticipated Start/Completion Date	
The district math department will identify evidence based resources to fill skill gaps.		2023-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrative Team	SAS Portal, Online Math Curriculum	Yes	Yes
Action Step		Anticipated Start/Completion Date	
The district math department will evaluate local, formative, and summative assessments to determine if appropriate alignment has been achieved for relevance, reliability, and consistency.		2023-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrative Team	SAS Portal, Math Assessments	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will achieve and grow at or above the expected yearly rate.	Continuous monitoring through grade level data meetings, walk-through evaluations, and summative performance levels.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Curriculum Alignment	The district math department will identify skill gaps based on PA Core Standards.
Curriculum Alignment	The district math department will identify evidence based resources to fill skill gaps.
Curriculum Alignment	The district math department will evaluate local, formative, and summative assessments to determine if appropriate alignment has been achieved for relevance, reliability, and consistency.

District Math Curricular Mapping

Action Step		
<ul style="list-style-type: none"> The district math department will identify skill gaps based on PA Core Standards. 		
Audience		
K-12 Math Teachers, Special Education Teachers, Administrators		
Topics to be Included		
Skill gap identification through a curriculum review		
Evidence of Learning		
Local and State Assessments and Classroom Observation		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administrative Team	2023-07-01	2026-06-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	On-Going
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Curriculum Alignment	The district math department will identify skill gaps based on PA Core Standards.
Curriculum Alignment	The district math department will identify evidence based resources to fill skill gaps.
Curriculum Alignment	The district math department will evaluate local, formative, and summative assessments to determine if appropriate alignment has been achieved for relevance, reliability, and consistency.

Steering Committee Review of Curriculum Mapping Plan

Action Step		
Audience		
K-12 Math Department Teachers, Special Education Teachers, Administrators, and Comprehensive Plan Steering Committee		
Topics to be Included		
Skill gap identification through curriculum review		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administrative Team	2023-07-01	2026-06-30

Communication

Type of Communication	Frequency
Email	On-Going

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">Comprehensive Plan Signature Page 2023.pdf

Chief School Administrator	Date
Tracy L. Reiser	2024-01-09