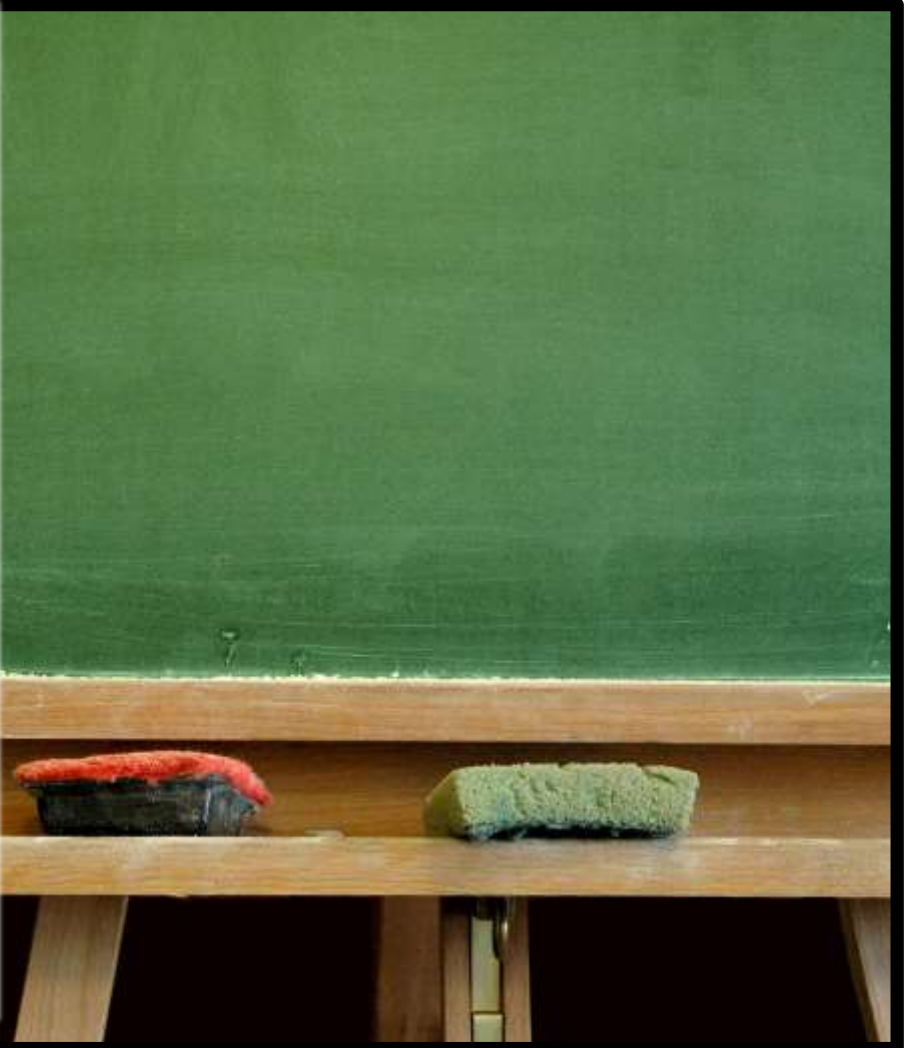


JAMESTOWN SCHOOL DISTRICT

THREE- AND FIVE-YEAR PLAN

2020



School Board Proposed Date for Review and Approval on June 15, 2020

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INTRODUCTION

THREE- AND FIVE-YEAR PLANNING REQUIREMENTS

15.1-07-26. School district demographics - Long-term planning process.

1. Between **January first and June thirtieth** of every even-numbered year, the board of each school district shall invite the public to participate in a planning process addressing the effects that demographics might have on the district in the ensuing **three-year and five-year periods**, and specifically addressing potential effects on:
 - a. **Academic and extracurricular programs;**
 - b. **Instructional and administrative staffing;**
 - c. **Facility needs and utilization; and**
 - d. **District tax levies.**
2. At the conclusion of the planning process, the board shall prepare a report, publish a notice in the official newspaper of the district indicating that the report is available, and make the report available upon request.

The school district presents an annual superintendent report each year based on the most recently completed school year. Much of the data provided in this biennial report can also be found annually as part of this report. It is generally presented to the board between November – February. [See Appendix A](#) for the most recent annual superintendent report, which covers the 2018/2019 school year. Information was also gathered using the State of North Dakota school district dashboard for [Jamestown Public Schools](#).

Hardcopies of this report and corresponding appendices can also be requested from the Central Office.

Mission, Vision, and Strategic Goals (Updated in April 2019)

The Jamestown School Board approved a strategic plan, developed through a representative group of stakeholders in April 2019. See [Appendix B](#) for the JPS Strategic Plan.

Our Mission

Engaging students with challenging and innovative experiences to prepare them for future success.

Our Vision

Jamestown Public Schools supports a safe, educationally rigorous, and collaborative environment. Our vision is to prepare students for tomorrow's challenges by practicing skills such as collaboration, communication, creativity, and critical thinking. We believe all students should have personalized, authentic experiences that integrate with the community for meaningful learning. As an essential contributor to the growth of our student's intellectual, social, and personal well-being, we will positively impact our community and society.

Our Values

The Jamestown Public Schools values strong relationships between and among students, staff, parents, and the community. By engaging students with a rigorous and relevant curriculum, we will deliver a high quality of instruction by leveraging innovative experiences. Through the support of our community, "*Learning for All*" will be the central value that guides our efforts to meet the Mission and Vision of our school district.

Our Strategic Focus

The Jamestown Public School District will achieve its mission, vision, and values through the fulfillment of its strategic plan. The following strategic initiatives will guide our efforts as we "Engage students with challenging and innovative experiences to prepare them for future success."

- I. Academic Engagement and Personalized Learning
 - a. Standards-Based Education
 - b. 21st Century Readiness
 - c. Marzano Teacher and Leader Evaluation Framework
 - d. Striving Readers Grant Implementation
- II. Professional Learning and Development
 - a. Literacy Lens Audit Report Recommendations
 - b. Professional Learning Supporting Best Instructional Practices and Leadership
 - c. Governance Development
 - d. Staff Development for Support Staff
- III. Social Emotional Learning
 - a. Emergency Procedures
 - b. Social and Emotional Learning
- IV. Resource Management and Planning
 - a. Long-Range Facilities Planning
 - b. Long-Range Technology Planning
 - c. Long-Range Financial Planning
- V. Engagement in Extra and Co-Curricular Activities
 - a. Diverse and High Quality Activities that Enhance Learning
- VI. Continuous Improvement and Data-Driven Decision-Making

ENROLLMENT TRENDS

Enrollment Data

The current enrollment data is actual attendance on May 21, 2020. The projected enrollments are partially based upon the enrollment study conducted by RSP & Associates presented to the Jamestown School Board on January 16, 2017. While anticipated enrollments listed in the report have been lower than projections, due to a number of factors, including economic conditions than realized, it does provide important planning data. A complete copy of the RSP Enrollment Study can be as [Appendix C](#).

The district projections see relatively stable enrollment over the 2020/2021 – 2022/2023 term with larger than typical enrollment at Jamestown High School. The Classes of 2023 – 2025 are the largest enrollments currently in the district. With the current funding model predominately driven by enrollment, the decline in students, beginning with the graduation of the Class of 2023, could have significant financial impact.

Enrollment by Category	Current	2020/2021 Projected Enrollments	2021/2022 Projected Enrollments	2022/2023 Projected Enrollments
Gussner Elementary	262	255	246	250
Lincoln Elementary	232	231	224	225
Louis L'Amour Elementary	100	98	105	105
Roosevelt Elementary	230	220	223	225
Washington Elementary	109	105	112	115
Jamestown Middle School	545	546	516	510
Jamestown High School	696	723	750	755

Enrollment totals	Current	2020/2021 Projected Enrollments	2021/2022 Projected Enrollments	2022/2023 Projected Enrollments
K-5 Total	933	909	910	920
6-8 Total	545	546	516	510
9-12 Total	696	723	750	755
K-12 Total	2174	2178	2176	2185

STUDENT ASSESSMENT DATA

Based on the COVID pandemic, the North Dakota State Assessment (NDSA) was not conducted in Spring of 2020.

NORTH DAKOTA STATE ASSESSMENTS

(Required by NDCC Section 15.1-21-08)

Percentage of Proficient and Advanced Students in English Language Art (ELA), Math and Science:

Grades	2016-17		2017-18		2018-19	
	ELA		ELA		ELA	
Third	D: 58%	S: 46%	D: 48%	S: 46%	D: 58%	S: 48%
Fourth	D: 57%	S: 45%	D: 68%	S: 50%	D: 53%	S: 45%
Fifth	D: 56%	S: 49%	D: 68%	S: 48%	D: 63%	S: 47%
Sixth	D: 58%	S: 47%	D: 58%	S: 45%	D: 63%	S: 49%
Seventh	D: 59%	S: 47%	D: 43%	S: 44%	D: 58%	S: 46%
Eighth	D: 63%	S: 44%	D: 63%	S: 46%	D: 63%	S: 51%
Tenth	D: 65%	S: 55%	D: 58%	S: 42%	D: 68%	S: 47%

D= District average S=State average

Grades	2016-17		2017-18		2018-19	
	MATH		MATH		MATH	
Third	D: 51%	S: 48%	D: 68%	S: 48%	D: 63%	S: 49%
Fourth	D: 49%	S: 44%	D: 63%	S: 46%	D: 58%	S: 43%
Fifth	D: 38%	S: 37%	D: 58%	S: 44%	D: 69%	S: 48%
Sixth	D: 41%	S: 36%	D: 58%	S: 44%	D: 63%	S: 47%
Seventh	D: 40%	S: 36%	D: 54%	S: 45%	D: 58%	S: 40%
Eighth	D: 42%	S: 34%	D: 48%	S: 44%	D: 48%	S: 47%
Tenth	D: 44%	S: 33%	D: 63%	S: 35%	D: 48%	S: 30%

D= District average S=State average

Grades	2016-17		2017-18		2018-19	
	SCIENCE		SCIENCE		SCIENCE	
Fourth	D: 78%	S: 66%	D: 73%	S: 66%	D: 78%	S: 64%
Eighth	D: 72%	S: 62%	D: 73%	S: 61%	D: 78%	S: 64%
Eleventh	D: 67%	S: 62%	D: 68%	S: 61%	D: 78%	S: 60%

D= District average S=State average

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

(Required by 34 C.F.R 200.11)

Grades	2017				2019			
	Reading		Math		Reading		Math	
Fourth	S: 222	N:222	S:244	N:240	S: 221	N:219	S: 243	N:240
Eighth	S: 265	N:267	S: 288	N:283	S: 263	N:262	S: 286	N:281

D: State average N: National average

ACT/WORKKEY RESULTS FOR HIGH SCHOOL JUNIORS

(Required by NDCC Section 15.1-21-19)

Test Averages	2016-2017		2017-18		2018-19	
ACT	District: 20.3	State: 20.3	District: 20.6	State: 20.3	District: 20.2	State: 19.9

	% Meeting Profile Criteria in 2016-17		% Meeting Profile Criteria in 2017-18		% Meeting Profile Criteria in 2018-19	
WorkKey	Applied Math: 100%	Reading: 100%	Applied Math: 100%	Reading: 100%	Applied Math: 100%	Reading: 100%

Work Keys is administered only to students that qualify for the ND CTE Scholarship with an ACT score of less than 24. The WorkKeys results are based on the fact that all students that qualified for the scholarship through WorkKeys have met the requirements. Therefore 100% of the students taking this test in 14-15, 15-16, and 16-17 met profile criteria requirements for Applied Math and Reading.

APPROVAL, ACCREDITATION, AND CURRICULAR OFFERINGS

Approval and Accreditation

The school district is accredited through AdvancED. On October 15-18, 2017 the Jamestown School District engaged with an AdvancED Review team of five individuals for the most recent 5-year review. The Review team interviewed 201 educational stakeholders to gather appropriate perspective on the work of the Jamestown School District. This included 8 board members, 8 district office staff, 15 business/community partners, 33 parents, 8 principals, 78 teachers, and 51 students.

While the full Review Report ([See Appendix D](#)) includes a more comprehensive overview of the three components of: 1) AdvancED Continuous Improvement System, 2) AdvancED Standards Diagnostic Results, inclusive of Leadership Capacity, Resource Capacity, and Effective Learning Environments Observation Tool (eleot) results, the focus of this memo is to provide an overview of the overall findings. These can best be organized into the categories of: 1) Powerful Practices, 2) Opportunities for Improvement, and 3) Improvement Priorities (formally known as Required Actions).

Powerful Practices

Two powerful practices were recognized by the AdvancED Review Team with both being in the leadership domain (Primary Standard 1.5 and 1.7). As noted by the Review Team, in 2013 the district received a total of 6 Required Actions with 3 directly related to the work of the school board. For that to transition from Required Action to Powerful Practice in the span of one Review cycle is outstanding and representative of a lot of work and commitment to effective governance. Board Education, board meeting assessments, review of board norms, and the data from the Effective Governing Board Observation Tool were all listed as evidences to validate the ranking of Power Practice.

The second powerful practice is the commitment to continuous improvement specifically as it relates to the prioritization of the 2013 AdvancED Review recommendations in the strategic planning process. The vast majority of the goals in the 2014-Present JPS Strategic Plan were directly related to the Required Actions and Opportunities for Improvement of the 2013 AdvancED Review Report.

Opportunities for Improvement

The Review Team reported three Opportunities for Improvement, which mean that these are areas that the team felt additional work could be valuable for the continuous improvement of the district.

The Review team felt that the district should examine ways in which to develop, implement, and evaluate the effectiveness of initiatives in a more formal way and that the district should engage in an examination of common grading practices and how those can guide instructional practice.

There was a lack of congruence between the student engagement results and the eleot scores. While both of these are subjective in nature, it is important to remember that the eleot-based observations are one snapshot in time. The scores reflect what they observed in those classroom visits while, I believe, the student responses are more indicative of rigor provided in classrooms throughout the district. The district has made a significant commitment through the Improving Academic Literacy (IAL) initiative that has seen extremely positive results in terms to learning equity and engagement.

Improvement Priorities

The two improvement priorities are areas that, as an administrative team, we had targeted for improvement and are consistent with recent initiatives and planning efforts. These areas are improving our use of data to drive decisions and improve our curriculum development process.

All 6-12 Courses, including AP and Dual Credit

The Jamestown High School and Jamestown Middle School classes, available for review in [Appendix E](#), include the projected enrollment for the 2020/2021 school year.

STUDENT SERVICES AND SUCCESS INDICATORS

STUDENT SERVICES

Services Unless Otherwise Specified, Services are Optional	Currently Offered		Number of Students Utilizing Service		
			K-5	6-8	9-12
Adult education	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	N/A	N/A	27
Athletics – See Appendix F	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No			
	If yes, list:	<input type="checkbox"/> Co-op			
	1.				
	2.	<input type="checkbox"/> Co-op			
	3.	<input type="checkbox"/> Co-op			
	4.	<input type="checkbox"/> Co-op			
	5.	<input type="checkbox"/> Co-op			
	6.	<input type="checkbox"/> Co-op			
	7.	<input type="checkbox"/> Co-op			
	8.	<input type="checkbox"/> Co-op			
	9.	<input type="checkbox"/> Co-op			
	10.	<input type="checkbox"/> Co-op			
Chemical abuse prevention/dependency counseling	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No			
School-sponsored student organizations (e.g., honors society, yearbook, student newspaper, etc.) See Appendix F	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No			
	If yes, list:				
	1.				
	2.				
	3.				
	4.				
	5.				
	6.				
	7.				
	8.				
	9.				
	10.				
Counseling (required by NDCC 15.1-06-19)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	All	All	All
Online Courses Taken	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	0	0	696

Early childhood education	<input type="checkbox"/> Yes If yes, how many students?	X No			
Gifted and talented program	X Yes	<input type="checkbox"/> No	80	0	0
Kindergarten (required by NDCC 15.1-22-01)	X Yes	<input type="checkbox"/> No	178	N/A	N/A
	X Offered in District <input type="checkbox"/> District pays for students to attend kindergarten in another district (list):				
Library/media	X Yes	<input type="checkbox"/> No	933	545	696
Other extracurricular or co-curricular activities (e.g., debate, speech) – See Appendix F	X Yes	<input type="checkbox"/> No			
	If yes, list:	<input type="checkbox"/> Co-op			
	1.	<input type="checkbox"/> Co-op			
	2.	<input type="checkbox"/> Co-op			
	3.	<input type="checkbox"/> Co-op			
	4.	<input type="checkbox"/> Co-op			
	5.	<input type="checkbox"/> Co-op			
	6.	<input type="checkbox"/> Co-op			
	7.	<input type="checkbox"/> Co-op			
	8.	<input type="checkbox"/> Co-op			
	9.	<input type="checkbox"/> Co-op			
	10.	<input type="checkbox"/> Co-op			
School resource officer*	<input type="checkbox"/> Yes	X No	933	545	696
Social worker	X Yes	<input type="checkbox"/> No	N/A	N/A	696
Special education (required by NDCC 15.1-32-08)	X Yes	<input type="checkbox"/> No			
	X District participates in Jamestown and Jamestown Valley Special Education Unit				
Student performance strategist (required by NDCC 15.1-07-32)	X Yes	<input type="checkbox"/> No	933	0	0
Transportation (regular education)	X Yes	<input type="checkbox"/> No	278	147	77

While the Jamestown School District has held a Memorandum of Understanding (MOU) to work with the Jamestown Police Department to provide a 1.0 FTE School Resource Officer (SRO) for the Jamestown Public School District for a number of years, the Jamestown Police Department was unable to fulfill that obligation due to staffing shortages. This program, while represented as “not currently offered”, will be reinstated as soon as appropriate staffing allows for the Jamestown Police Department to provide a contract for service. This is anticipated to be available during the 2020/2021 School Year. The enrollment numbers represent the students that will be impacted when an SRO is again available to the school district.

The district wrote and received a 3-year, \$1.25 million Striving Readers literacy grant in 2018 with the goal of improving literacy across the Birth to Grade 12 continuum. A literacy coordinator was hired and a coalition

was formed to determine the efficacy of grant activities. This included an audit of all literacy-based programs, development of a literacy framework, support of Pre-K literacy programs with primary partners, enhancement of literacy programs available to support Kindergarten readiness in literacy, adoption of Professional Learning Communities across K-12, enhancement of instructional coaches to improve literacy instruction, and training for elementary and middle school staff in writing.

The district wrote and received an additional 5-year, \$1.25 million Comprehensive Literacy State Development (CLSD) grant in 2020 to continue much of this work through 2025. The focus of the CLSD grant is on instructional coaching in literacy, which allows the district to continue building capacity in our teachers in literacy instruction.

STUDENT INTERVENTIONS

The district has been operating a Multi-Tiered System of Supports (MTSS) model for math and reading since the 2014/2015 school year. Utilizing this structure, pathways were created to move students from below benchmark (grade level) to benchmark.

The district has been coordinating an initiative to decrease absences across K-12 through improving communication around the importance of attendance and building and maintaining positive relationships with families of the chronically absent. The result from a system perspective has been a greater awareness of attendance across the system and strategies to mitigate absences. Most importantly, the district has seen a decrease in chronic absenteeism at all levels.

Number of Students Required to Repeat a Grade

2016-17 School Year	2017-18 School Year	2018-19 School Year
10	10	7

Dropout Rate (reported as a percentage)

2016-17 School Year	2017-18 School Year	2018-19 School Year
D: 3% S: 2%	D: 2% S: 1%	D: 2% S: 2%

D= District average S=State average

Attendance Rate

2016-17 School Year	2017-18 School Year	2018-19 School Year
D: 96%, S: 95%	D: 96%, S: 95%	D: 96%, S: 95%

*Inclusive of all days missed, including time placed in residential placements, care facilities, and days absent from JPS prior to formal acceptance from another education institution.

D= District average S=State average

Suspensions and Expulsions

2016-17 School Year	2017-18 School Year	2018-19 School Year
30	25	48

*There were no expulsions within the reported time periods. Suspensions listed are reported through the Suspension, Expulsion Report submitted to the Department of Public Instruction.

STUDENT SUCCESS INDICATORS

High School Graduation Rates (report as a percentage)

Year	District %	State %
2018-19 graduation rate	88%	88%
2018-19 graduates receiving alternative diploma	0	Not available
2019-20 projected graduation rate	89%	Not available
2019-20 graduates projected to receive alternative diploma	0	Not available

Senior Survey on Post-Secondary Plans

2016-17 School Year	2017-18 School Year	2018-19 School Year
4-Year College/University: 61% 2-Year College/Vo-Tech: 16% Military: 5% Employed/Other: 18%	4-Year College/University: 56% 2-Year College/Vo-Tech: 25% Military: 3% Employed/Other: 16%	4-Year College/University: 64% 2-Year College/Vo-Tech: 16% Military: 5% Employed/Other: 15%

DISTRICT FINANCIAL DATA

GENERAL FUND REVENUES, EXPENDITURES, BALANCES

Year	Revenues	Expenditures	Balances
2014 to 2015	\$26,166,047	\$26,635,190	(\$469,144)
2015 to 2016	\$27,577,214	\$28,042,434	(\$465,220)
2016 to 2017	\$28,901,905	\$29,133,291	(\$231,386)
2017 to 2018	\$28,695,352	\$28,681,533	\$13,819
2018 to 2019 (Last Completed Year)	\$28,850,379	\$28,912,509	(\$62,130)

EXPENDITURES/STUDENT

Year	General Fund Expenditures	Student by Average Daily Membership (ADM)	Expenditures/ADM
2014 to 2015	\$26,635,191	2,325.17	\$10,014
2015 to 2016	\$28,042,434	2,341.98	\$10,485
2016 to 2017	\$29,133,291	2,229.26	\$11,329
2017 to 2018	\$28,498,867	2,205.35	\$11,118
2018 to 2019 (Last Completed Year)	\$28,912,509	2,212.42	\$11,339

MILL LEVIES

Year	General	Misc.	Special Reserve	Tuition	Building	Sub-Total	Excess Mills	Total	Total \$
2015/2016	61.71	12	0	7	10	90.71	3	93.71	\$5,563,270
2016/2017	64.70	12	0	7	10	93.70	1	94.70	\$5,918,982
2017/2018	69.01	12	0	7	10	98.01	1	99.01	\$6,723,580
2018/2019	70	12	0	7	10	99.00	1	100.00	\$6,685,392
2019/2020 (Current Year)	70.00	12	0	7	10	99.00	1	100.00	\$7,103,214

See [NDCC Sections 57-15-13, 57-15-14.2, 57-15-16](#)

STATE/FEDERAL AID AND OTHER REVENUE SOURCES

School Year	Amount		
	State	Federal	Other Revenue Sources
2016-17	\$21,142,381	\$1,444,050	\$7,048,497
2017-18	\$20,748,287	\$1498,500	\$6,448,565
2018-19	\$20,199,097	\$1,857,775	\$6,793,507
2019-20 (estimated)	\$20,715,380	\$2,412,427	\$7,165,577
2020-21 (projected)	\$21,442,099	\$2,184,377	\$7,519,032

STAFFING

FTE INSTRUCTIONAL STAFF

	Current FTEs	Projected		
		2021-22 Projected	2022-23 Projected	2023-24 Projected
K-5	86.56	86.56	85.56	85.56
6-8	43	43	43	43
9-12	52	52	53	53

FTE SUPPORT STAFF

	Current FTEs				Projected											
	K-5	6-8	9-12	Total	2021/2022				2022/2023				2023/2024			
					K-5	6-8	9-12	Total	K-5	6-8	9-12	Total	K-5	6-8	9-12	Total
Food Services	9.5	4.4	6.2	20.1	9.5	4.4	6.2	20.1	9.5	4.4	6.2	20.1	9.5	4.4	6.2	20.1
Maintenance	8.5	4	8	20.5	8.5	4	8	20.5	8.5	4	8	20.5	10.4	4.4	5.6	20.5
Aides	40.5	6.9	13.5	60.9	40.5	6.9	13.5	60.9	40.5	6.9	13.5	60.9	40.5	6.9	13.5	60.9
Secretarial/ clerical	5	1.9	4.9	11.8	5	1.9	4.9	11.8	5	1.9	4.9	11.8	5	1.9	4.9	11.8
Transportation	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Extracurricular (only off-staff counted)	.1	.2	3	3.3	.1	.2	3	3.3	.1	.2	3	3.3	.1	.2	3	3.3
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

ADMINISTRATIVE STAFF

Grade levels	Current Staff	Projected		
		2021-22 Projected	2022-23 Projected	2023-24 Projected
K-5	5	5	5	5
6-8	2	2	2	2
9-12	3	3	3	3

FACILITY PLANNING

Facility Name	Grades	Date Built / Additions	Site Size (sq feet)	Capacity	Enrollment	% of Cap
Washington Elementary School*	K-5	1929, 1960, 1989	33,992	150	105	70%
Lincoln Elementary School	K-5	1955, 2000	35,133	250	231	92%
Roosevelt Elementary School	K-5	1958, 1974	39,265	275	220	80%
Gussner Elementary School	K-5	1965, 1971	42,100	275	255	93%
Louis L'Amour Elementary School	K-5	1990	21,405	150	98	65%
Middle School	6-8	1953,1962,1967,2005	200,000	700	546	78%
Jamestown High School	9-12	January 2004	204,000	1000	723	72%

*Note: The Washington Elementary School capacity is based on usable classrooms

The Jamestown School District has attempted 3 referendums in recent years to address facility issues through new construction/remodeling/decommissioning or through the enhancement of the district's building fund. With these three unsuccessful attempts, the district will focus on prioritizing the school board-approved Capital Projects Plan, which includes the most significant facility needs through the 2024-2024 school year. The district will examine other opportunities, such as utilizing the district's general fund, to supplement the building fund to complete necessary facility projects.

OUTCOME OF THREE- AND FIVE-YEAR DEMOGRAPHIC PLANNING

A total of 73 respondents, including staff (teachers, administrators, and support staff), board members, students, parents, board members, and community members, provided perspective for the following themes in the areas of Academic and Extracurricular Programs, Instructional and Administrative Staffing, Facility Needs and Utilization, and District Tax Levies.

With the recognition that many different perspectives are held by varied stakeholders, the district administrator synthesized the results into the most commonly held belief statements. Included in each area are recommendations from the district administrator in how to continue to grow and improve based on this feedback.

Academic and Extracurricular Programs:

Areas of Strength Targeted by Respondents:

Strong academic standards and the willingness to support the varied needs of students were referenced in many of the responses. This includes programs that support students that struggle as well as those that need enrichment opportunities, such as Advanced Placement, STEM activities, Dual Credit, and Talented and Gifted.

Respondents referred to numerous and outstanding extracurricular opportunities that range from the fine arts to athletics.

Areas of Potential Development Targeted by Respondents:

There were varied opinions about the extracurricular programs offered with some respondents feeling that the opportunities were appropriate, some feeling that they were not adequate and others feeling that there were too many programs to support.

Academic programs referenced for the district to consider include Pre-K, more electives at the middle level, 1:1 technology, and more opportunities for Advanced Placement/Dual Credit

Recommendations for Academic and Extracurricular Programs

Continue to, on a regular basis, review and revise academic and extracurricular offerings to meet the needs of the students. This should be done in recognition of the present and future budget.

Instructional and Administrative Staffing:

Areas of Strength Targeted by Respondents:

All employment classifications, including teachers, administrators, support staff, and coaches, were referenced in terms of strengths of the school district. Respondents referenced caring attitudes and positive connections with students, strong communication, commitment to academics, and well-educated/professional staff.

The district's response to the COVID-19 pandemic and distance learning was categorized as a strength.

Areas of Potential Development Targeted by Respondents:

Respondents referenced staff be fairly compensated to ensure retention of high-quality staff and for the ability to recruit new staff.

Communication at all levels (classroom to home, school building to home, and district office to home) was an area referenced by varied respondents as a potential area to improve. This includes utilizing existing communication tools better, creating or continuing to build on existing positive partnerships with home, and ensure families are connected to the academic and extracurricular aspects of each student.

The ability and the support to work with varied levels of students, including necessary training, as it relates to diversity, students with special needs, and behavioral challenges.

Recommendations for Instructional and Administrative Staffing

Based on this feedback, the community recognizes the high value that should be placed on staff recruitment and retention. The district, at all levels, should take every opportunity to show appreciation for all employment classifications. Further, there is a need to more examine pay structures and set goals for each employment classification. This should be done in a manner that is easy to communicate, both inside and outside the district, to minimize animosity and clearly articulate the district's intentions.

Continue to provide support, encouragement, expectations and training to ensure a positive school-to-home connection.

Assess training opportunities and professional development through the Professional Development Committee to ensure that professional learning opportunities meet the needs of students and teachers and that expectations are clear related to implementation.

Facility Needs and Utilization:

Areas of Strength Targeted by Respondents:

There is a great deal of pride in the Jamestown High School campus, specifically the JHS building. JHS was referenced in numerous surveys as a well-utilized and well-kept.

The district utilized the available funding to make updates as available with older facilities.

Areas of Potential Development Targeted by Respondents:

In terms of facility needs, responses included a need to prioritize needs around existing funds at all buildings. The respondents most commonly referenced Heating, Ventilation, and Air Conditioning (HVAC) as an improvement area. These responses specifically included the need to enhance air circulation in older facilities equitable air conditioning throughout district facilities, and updated boiler systems at the elementary levels.

A number of respondents also referenced a desire to bring more activities to/closer to the Jamestown High School campus. This included suggestions to partner with the University of Jamestown and to seek other alternatives to build our own facilities.

Recommendations for Facilities Needs and Utilization

The community recognizes that there are facility needs and supports those needs, however, that support is tempered by an already high tax burden. The district needs to continue to triage and prioritize facility needs while looking for creative solutions, where possible, to clip the peak of facility needs.

District Tax Levies:

Areas of Strength Targeted by Respondents:

As can be expected, many respondents did not comment in this area. Those that did share perspective on the strengths in this area, felt that their tax burden was reasonable or appropriate, although many qualified those statements with a belief that taxes were still very high.

Areas of Potential Development Targeted by Respondents:

Respondents that shared perspective on areas of development in district tax levies felt that the tax burden within the community was very high and further tax increases could not be supported.

Respondents shared that greater prioritization in budgeting should be considered prior to any future referendum and that if another referendum is pursued it should be significantly scaled down.

Recommendations for District Tax Levies

Future budgets should consider the very loud and definitive voice from patrons related to increased taxes. The district should also continue to look for greater efficiencies that allow the district to move forward without the need to request additional community levy support.