Profile and Plan Essentials

LEA Type	AUN
School District	117414003
Address 1	
175 A & P Drive	
Address 2	

City	State	Zip Code
Jersey Shore	PA	17740

Chief School Administrator	Chief School Administrator Email
Dr Brian T Ulmer	bulmer@jsasd.org
Single Point of Contact Name	
Dr. Laura Osenbach	
Single Point of Contact Email	
losenbach@jsasd.org	
Single Point of Contact Phone Number	
5703981561	

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Holly Kramer	Staff Member	High School	hkramer@jsasd.org
Tim Greene	Staff Member	High School	tgreene@jsasd.org
Ella Simcox	Staff Member	High School	esimcox@jsasd.org
Krista Callahan	Staff Member	Middle School	kcallahan@jsasd.org
Angela Haffley	Staff Member	Middle School	ahaffley@jsasd.org
Ruth Levan	Staff Member	Middle School	rlevan@jsasd.org
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Diane Mantek	Staff Member	Elementary School	dmantek@jsasd.org
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Quinn Henry	Staff Member	District	qhenry@jsasd.org
Rachael Clark	Parent	District	rclark5554@gmail.com
Matt Gottschall	Parent	District	mgottschall@woodlandsbank.com
Mark Wall	Parent	District	mwall@jsasd.org
Chris Brass	Parent	District	cbrass@jsasd.org
Matthew Feil	Community Member	District	Mkfeil@firstquality.com
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Jen Gurski	Community Member	District	jgurski@commonwealthu.edu
Heather Allison	Community Member	District	heather.allisonexternal@westpharma.com
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Brian Ulmer	Administrator	District	bulmer@jsasd.org
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Mary Thomas	Board Member	District	mthomas@jsasd.org

Maria Pierce	Administrator	District	mpierce@jsasd.org
Jessie Edwards	Board Member	District	jedwards@jsasd.org
Tim McDonnell	Board Member	District	tmcdonnell@jsasd.org

LEA Profile

The Jersey Shore Area School District sits at the gateway to the Pennsylvania Wilds in North Central Pennsylvania. Our 385 square miles district is on the Susquehanna River and the beautiful Pine Creek Valley with its 60-mile rail trail that runs through it. The Jersey Shore Area School District is the 2nd largest school district in Lycoming County, which happens to also be the 9th largest geographical district in Pennsylvania. We are a progressive school district with a forward-looking vision. Visitors have described us as a surprising gem. We have a motivated administration, devoted teachers, and amazing students.

The Jersey Shore Area School District is located in Clinton and Lycoming Counties in North Central Pennsylvania, midway between Williamsport and Lock Haven. The school district is comprised of the Boroughs of Jersey Shore and Salladasburg and the Townships of Anthony, Bastress, Brown, Cummings, Limestone, McHenry, Mifflin, Nippenose, Piatt, Porter, and Watson–all in Lycoming County; and the Borough of Avis, the Township of Crawford, and part of the Township of Pine Creek–all in Clinton County. Jersey Shore Borough is the largest municipality in the district with a population of more than 4,000 individuals. The 2024 population served by the school district was approximately 16,979.

Mission and Vision

Mission

The Jersey Shore Area School District will provide a supportive environment where all members learn, grow and succeed to positively impact the world around them.

Vision

The Jersey Shore Area School District will prepare students for the next step in their life's plan. OUR GRADUATES WILL: Be college and/or career ready. Be able to apply what they have learned effectively to face a wide range of challenges. Be a good communicator. Be both disciplined and creative. Be an effective leader and good team member. Be able to monitor their behavior and change it when necessary. Be of high moral character and willing to serve others. Be able to set a goal, develop a plan, and work toward achievement. Be willing to persevere for the achievement of long-term goals. Be innovative and proactive. Be able to accelerate the learning they have achieved. Be a lifelong learner. Be reflective, tolerant, and inclusive while being contributing members of society.

Educational Values

Students

We ask students to be at their best every day.

Staff

The district will use multiple measures of data (process, demographic, perception and learning) to improve teaching, learning, and to help the district fulfill its vision of student achievement. Identify the purpose of using data Provide professional development on the use of data Analyze data to establish instructional practices and target improvement areas Create/charge building teams to analyze data Check implementation of action plan Enhance Opportunities for students to prepare for their future. Review current course offerings and identify gaps, needs and opportunities for growth Investigate K-6 curriculum alignment to prepare students Identify staffing needs/changes for K-12 curriculum and program offerings

Administration

The administrative team of the Jersey Shore Area School District works tirelessly to support staff and students in the pursuit of excellence.

Parents

Parents and guardians are partners in education and help the district fulfill the goal of supporting student growth and achievement.

Community

Create a unified K-12 culture that encompasses a "Bulldog Nation" by focusing on community, teamwork and bulldog pride. Create /building opportunities for K-12 connections Promote school spirit within the community Establish district-wide opportunities to showcase school pride Create and share district expectations for Bulldog employees A Bulldog is: a. Courageous b. Loyal c. Tenacious d. Principled e. Compassionate

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Regular Attendance	
Alg 1 Growth & Achievement	
Career Readiness Standards	

Challenges

Indicator	Comments/Notable Observations
ELA Growth	
Math Achievement	

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

Strengths

Indicator Math Growth **Grade Level(s) and/or Student Group(s)** 5th Grade	**Comments/Notable Observations**
Indicator ELA Growth **Grade Level(s) and/or Student Group(s)** 5th Grade, 6th Grade	**Comments/Notable Observations**

Challenges

Indicator Math Achievement & Growth **Grade Level(s) and/or Student Group(s)** 8th Grade	**Comments/Notable Observations**
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**

Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations

Summary

Strengths

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

Regular Attendance
5th Grade Math Growth
Alg. 1 Growth & Achievement

Challenges

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

Math Achievement
ELA Growth

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience	Data informs instruction and intervention groupings.
iReady	Data informs instruction and intervention groupings.

English Language Arts Summary

Strengths

Standardized programs of instruction (Core Program, Fundations, ECRI) as well as several research-based interventions that are supported by iReady Diagnostics and individual student pathways

Challenges

Vertical alignment of ELA instruction

Mathematics

Data	Comments/Notable Observations
Acadience	Data informs instruction and intervention groupings.
iReady	Data informs instruction and intervention groupings.

Mathematics Summary

Strengths

5th grade math growth
Alg. 1 Growth & Achievement

Challenges

Vertical alignment of Math instruction to improve math achievement

Science, Technology, and Engineering Education

Data	Comments/Notable Observations

Science, Technology, and Engineering Education Summary

Strengths

Growth in students with IEPs & lowest performing 33% of students

Challenges

Growth in Economically Disadvantaged Students

Related Academics

Career Readiness

Data	Comments/Notable Observations
Smart Futures Benchmarks	Career Readiness Benchmarks

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Nocti Exams	Performance on these assessments.

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)

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

Data	Comments/Notable Observations
Civics Assessment	Performance on this assessment

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
Commonwealth University
Agreement Type
Local Articulation
Program/Course Area
All

Uploaded Files
Commonwealth U Guaranteed Admissions Agreement_497c3959.pdf
Partnering Institution
University of Northwestern Ohio
Agreement Type
Local Articulation
Program/Course Area
Automotive
Uploaded Files
Univ. Northwestern Ohio Articulation Agreement.pdf
Partnering Institution
Commonwealth University
Agreement Type
Local Articulation
Program/Course Area
Child Care
Uploaded Files
JSASD Child Care Articulation Agreement with Commonwealth University 2024-2025.pdf
Partnering Institution
Pennsylvania College of Technology
Agreement Type
Local Articulation
Program/Course Area
Entrepreneurship
Uploaded Files
JSASD Entrepreneurship Pathway Agreement with PCT 2024-2025.pdf
Partnering Institution
Lackawanna College
Agreement Type
Local Articulation
Program/Course Area
English, Reading or Language Arts, Mathematics, Science, Foreign Language, Civics &Government, Economics, Arts, History and Geography.
Uploaded Files
Lackawanna Pre-College Agreement 24-25.pdf
Partnering Institution

Pennsylvania College of Technology
Agreement Type
Local Articulation
Program/Course Area
Diversified Occupations
Uploaded Files
Penn College_Diversified Occupations_Jersey Shore_2024_45c82038.pdf
Partnering Institution
Pennsylvania College of Technology
Agreement Type
Dual Credit
Program/Course Area
English, Reading or Language Arts, Mathematics, Science, Foreign Language, Civics & Government, Economics, Arts, History and Geography.
Uploaded Files
Penn College Dual Enrollment Agreement.pdf
Partnering Institution
Commonwealth University
Agreement Type
Local Articulation
Program/Course Area
English, Reading or Language Arts, Mathematics, Science, Foreign Language, Civics &Government, Economics, Arts, History and Geography.
Uploaded Files
Commonwealth University MOU.pdf
Commonwealth University MOU_e272a868.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.

Career Readiness
Civics Instruction

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.

Equity Considerations

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

Data	Comments/Notable Observations
WIDA	Performance on these assessments.

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
Free and Reduced Lunch Percentage	Over 50%

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.

The district has worked with community partners to serve students who are economically disadvantaged.

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 basic needs of students in our community (food insecurity, mental health, needed services).

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	In place
Title 1 Program	In place
Student Services	In place
K-12 Guidance Plan (339 Plan)	In place
Technology Plan	
English Language Development Programs	Services from IU

Strengths

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

Well Developed Special Education Plan
Well Developed Title 1 Program

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.

Lack of Funding

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	Operational
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	Operational
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	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Operational

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	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	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Emerging

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.

District goals and building goals are aligned
System in place for K-12 focus

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.

While quality Professional Development of all staff is a priority, mandated trainings utilize much of the time set aside for professional development.
Fiscal issues strain programming

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
Regular Attendance	True
5th Grade Math Growth	False
Alg. 1 Growth & Achievement	False
Standardized programs of instruction (Core Program, Fundations, ECRI) as well as several research-based interventions that are supported by iReady Diagnostics and individual student pathways	True
Growth in students with IEPs & lowest performing 33% of students	False
5th grade math growth	False
Alg. 1 Growth & Achievement	False
Career Readiness	False
Civics Instruction	False
The district has worked with community partners to serve students who are economically disadvantaged.	True
Well Developed Special Education Plan	False
Well Developed Title 1 Program	False
District goals and building goals are aligned	True
System in place for K-12 focus	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 Achievement	False
ELA Growth	False
Vertical alignment of ELA instruction	False
Vertical alignment of Math instruction to improve math achievement	False
Growth in Economically Disadvantaged Students	False
Funding for Programming	False
The basic needs of students in our community (food insecurity, mental health, needed services).	True

Lack of Funding	True
While quality Professional Development of all staff is a priority, mandated trainings utilize much of the time set aside for professional development.	True
Fiscal issues strain programming	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 (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The basic needs of students in our community (food insecurity, mental health, needed services).	More services needed	True
Lack of Funding	Mandates vs. Funding	True
While quality Professional Development of all staff is a priority, mandated trainings utilize much of the time set aside for professional development.		False
Lack of funding strains programming		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Regular Attendance	Analyze data for populations to realize even more growth in this area
Standardized programs of instruction (Core Program, Fundations, ECRI) as well as several research-based interventions that are supported by iReady Diagnostics and individual student pathways	Use of these programs has benefitted students. Knowing this can lead us to utilizing similar programs in other subject areas.
The district has worked with community partners to serve students who are economically disadvantaged.	Utilize these relationships to address the basic needs of students in our community.
District goals and building goals are aligned	Alignment is key

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The district will focus on serving the basic needs of all students to help them access education.
	The district will prioritize needs of the district in order to use funding that we have to benefit students to the highest extent.

Goal Setting

Priority: The district will focus on serving the basic needs of all students to help them access education.

Outcome Category
School climate and culture

Measurable Goal Statement (Smart Goal)
The district will provide a comprehensive program of School-Wide positive behavior to all students in all buildings annually to help them better access their education. This will include lessons, SWPB rewards program, faculty training and student consequences.

Measurable Goal Nickname (35 Character Max)
SWPBS

Target Year 1	Target Year 2	Target Year 3
The district will provide a comprehensive program of School-Wide positive behavior to all students in all buildings annually to help them better access their education. This will include lessons, SWPB rewards program, faculty training and student consequences. Year 1 will focus on Tier 1 analysis and revisions	The district will provide a comprehensive program of School-Wide positive behavior to all students in all buildings annually to help them better access their education. This will include lessons, SWPB rewards program, faculty training and student consequences. Year 2 will focus on Tier 2 analysis and revisions	The district will provide a comprehensive program of School-Wide positive behavior to all students in all buildings annually to help them better access their education. This will include lessons, SWPB rewards program, faculty training and student consequences.

Outcome Category
Community Engagement

Measurable Goal Statement (Smart Goal)
The district will continue to engage community stakeholders to provide support for and grow the backpack program and food pantry program, as well as the Bulldog Locker Room and the Care Closet to help students better access their education.   Each year, schools will provide notification to families and support the identification of families and students in need of support.

Measurable Goal Nickname (35 Character Max)
Food & Clothing Insecurity

Target Year 1	Target Year 2	Target Year 3
The district will continue to engage community stakeholders to provide support for and grow the backpack program and food pantry program, as well as the Bulldog Locker Room and the Care Closet to help students better access their education. Year 1 will focus on the	The district will continue to engage community stakeholders to provide support for and grow the backpack program and food pantry program, as well as the Bulldog Locker Room and the Care Closet to help students better access their education. Year 2 will focus effective outreach to families.	The district will continue to engage community stakeholders to provide support for and grow the backpack program and food pantry program, as well as the Bulldog Locker Room and the Care Closet to help students better access their education. Each year, schools will provide notification to families and support the

growth of these programs through community partnerships.		identification of families and students in need of support.

Outcome Category		
Parent and family engagement		
Measurable Goal Statement (Smart Goal)		
The district will provide opportunities for family engagement in all buildings annually to help students better access their education.		
Measurable Goal Nickname (35 Character Max)		
Family Engagement		
Target Year 1	**Target Year 2**	**Target Year 3**
The district will provide opportunities for family engagement in all buildings annually to help students better access their education. Year 1 will focus on gathering feedback from families.	The district will provide opportunities for family engagement in all buildings annually to help students better access their education Year 2 will focus on effective outreach.	The district will provide opportunities for family engagement in all buildings annually to help students better access their education.

Priority: The district will prioritize needs of the district in order to use funding that we have to benefit students to the highest extent.

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
The district will use a zero-based budget process to prioritize use of funding each year to benefit students' education as much as possible. The Year 3 target is to have a process in place for prioritizing funding needs.		
Measurable Goal Nickname (35 Character Max)		
Allocate Resources		
Target Year 1	**Target Year 2**	**Target Year 3**
The district will use the budget process to prioritize use of funding each year to benefit students' education as much as possible. Year 1 will focus on each school/department.	The district will use the budget process to prioritize use of funding each year to benefit students' education as much as possible. Year 2 will focus on the entire process.	The district will use a zero-based budget process to prioritize use of funding each year to benefit students' education as much as possible. The Year 3 target is to have a process in place for prioritizing funding needs.

Outcome Category
Essential Practices 4: Implement Data-Driven Human Capital Strategies
Measurable Goal Statement (Smart Goal)
The district will use staffing reports and student data to prioritize staffing needs each year to benefit students' education as much as possible. The Year 3 target is to have a process in place for prioritizing staffing needs.

Measurable Goal Nickname (35 Character Max)		
Staffing Needs		
Target Year 1	**Target Year 2**	**Target Year 3**
The district will use staffing reports and student data to prioritize staffing needs each year to benefit students' education as much as possible. Year 1 will focus on each school/department.	The district will use staffing reports and student data to prioritize staffing needs each year to benefit students' education as much as possible. Year 2 will focus on the entire process.	The district will use staffing reports and student data to prioritize staffing needs each year to benefit students' education as much as possible. The Year 3 target is to have a process in place for prioritizing staffing needs.

Action Plan

Measurable Goals

SWPBS	Food & Clothing Insecurity
Family Engagement	Allocate Resources
Staffing Needs	

Action Plan For: Resource Allocation

Measurable Goals:
• The district will use staffing reports and student data to prioritize staffing needs each year to benefit students' education as much as possible. The Year 3 target is to have a process in place for prioritizing staffing needs.
• The district will use a zero-based budget process to prioritize use of funding each year to benefit students' education as much as possible. The Year 3 target is to have a process in place for prioritizing funding needs.

Action Step		Anticipated Start Date	Anticipated Completion Date
Annual Staffing/Budget Process		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Dr. Brian Ulmer	Staffing & Budget Analysis	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Staffing and Funding will be allocated to benefit the students to the highest extent.	Annual student-related data

Action Plan For: Supporting Student Needs

Measurable Goals:
• The district will provide a comprehensive program of School-Wide positive behavior to all students in all buildings annually to help them better access their education. This will include lessons, SWPB rewards program, faculty training and student consequences.
• The district will continue to engage community stakeholders to provide support for and grow the backpack program and food pantry program, as well as the Bulldog Locker Room and the Care Closet to help students better access their education.   Each year, schools will provide notification to families and support the identification of families and students in need of support.
• The district will provide opportunities for family engagement in all buildings annually to help students better access their education.

Action Step	Anticipated Start Date	Anticipated Completion Date
Support student needs through addressing the whole child.	2026-07-01	2029-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administrators	Community Resources	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The district will support student needs.	Annual student-related data

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Supporting Student Needs	Support student needs through addressing the whole child.

Act 55 Trainings

Action Step		
• Support student needs through addressing the whole child.		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**

Learning Format

Type of Activities	Frequency
Inservice day	Annually
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Communications Activities

Annual Budget Public Posting					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Public	Proposed Final Budget	Ben Enders	07/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Posting on district website	Annually

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date