

Clarion-Limestone Area SD

Mission Statement

The Clarion-Limestone School Community is committed to unconditionally nurture our students to be successful, proud, and prepared to thrive.

Vision Statement

The Clarion-Limestone School District, with the collaborative support of the community, will prepare life-long learners. We will promote learning by providing a strong foundation of experiences leading to the acquisition and application of a diverse body of knowledge and skills in a safe and supportive environment.

Established Priorities

We will improve student growth in ELA by 20 points (as reported on the FRPA Index) by examining student testing data and structuring lessons to meet specific student needs. We will utilize our Title I reading program to support this process and to remediate trends that are identified through data analysis.

By the end of the 2023-2024 school year we will train our administrators and Title 1 team on the

Measurable Goals

Clarion-Limestone School district will implement the Multi-Tier System of Supports (MTSS) model to help improve student achievement and increase academic growth.

Multi-Tier System of Academic and Behavioral Supports

Clarion - Limestone School District will provide it's teachers with the necessary training to help diversify and differentiate instructional strategies that will promote the academic growth of all students regardless of background or ability.

Essential Practices 1: Focus on continuous improvement of instruction

Clarion-Limestone School District will reassess, re-write and implement it's primary grade reading curriculum according to the Science of Reading requirements through structured literacy training.

Early Literacy training

Clarion - Limestone School District will implement a Student Run Manufacturing Program that will help develop both the students career and industry related skill sets.

Industry Based Learning

MTSS model. By the end of the 2024-2025 school year we will train our entire elementary staff on the MTSS model. By the end of the 2025-2026 school year MTSS will be utilized with a fully trained staff throughout the elementary school.

CLARION-LIMESTONE AREA SD

4091 C-L School Road

Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

The Clarion-Limestone School Community is committed to unconditionally nurture our students to be successful, proud, and prepared to thrive.

VISION STATEMENT

The Clarion-Limestone School District, with the collaborative support of the community, will prepare life-long learners. We will promote learning by providing a strong foundation of experiences leading to the acquisition and application of a diverse body of knowledge and skills in a safe and supportive environment.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

We believe success of our students requires an awareness of their abilities and strengths so that they can continue to be cultivated; an acknowledgement of barriers so they can be managed; and a clear vision of what success looks like to them so it can be sought. Through reflection, students can explore the thoughts, "Am I satisfied with what I did?; Did I do my best as a student, friend, classmate?; and Does my best inspire me to continue?" Our students will be prepared to thrive through resilience and how they bounce back; grit and how they push forward; and self-efficacy; their belief in their ability to do so.

STAFF

We believe staff interact with the students with empathy and awareness. Success of a student derives from personalized and realistic expectations of a student's capabilities. Pride of a student comes from an emphasis on what is done well, and exploration of what can be improved. Students strive when staff speak and act intentionally. What staff say influences how students view themselves so we speak with compassion, belief, and encouragement. What staff does influences how students view themselves so we act with empathy, support and connection.

ADMINISTRATION

Administration believes that the success of a student comes from seeing the whole student. A holistic approach factors a student's development, mental well-being, environment, and perspective when cultivating growth and engagement. Success, pride, and preparation to thrive starts within, meeting the student where they are and building from that foundation. Support, flexibility, and patience provide for an environment that individualizes treatment and education. Administration expects each day to be met with curiosity, creativity, and excitement for learning and teaching.

PARENTS

We encourage parents to be involved in bridging the gap between home and school to reinforce consistency and accountability. Parents

influence how students view and interact with school. To have success as a student, we invite collaboration and communication. To cultivate pride, we invite involvement in school activities, sports, and projects. To thrive, parent insight assists with perspective, direction, and intervention for student outcomes. Insight leads to personalized education and opportunity.

COMMUNITY

A school's community is a reflection of the school. Communities model expectations, behaviors, and attitudes. Communities guide the success of a student. Community pride influences the pride of a student. And community engagement shapes the readiness of a student. We encourage community involvement in school activities. We welcome community partnerships for student career growth through internships, job shadows and work release.

STEERING COMMITTEE

Name	Position	Building/Group
Brian Weible	Administrator	Clarion-Limestone Area School District
Jonathan Quinn	Administrator	Clarion-Limestone Area School District
Bryan Huwar	Parent	Clarion-Limestone Area School District
Greta Edmonds	Staff Member	Clarion-Limestone Elementary School
Lee Park	Staff Member	Clarion-Limestone Area School District
Sarah Backus	Other	Clarion-Limestone Area School District
Christine Wolfe	Staff Member	Clarion-Limestone Area School District
Donna Smith	Staff Member	Clarion-Limestone Area School District
Brad Frazier	Staff Member	Clarion-Limestone Elementary School
Stacy Wiles	Staff Member	Clarion-Limestone Area High School
Tricia Parker	Parent	Clarion-Limestone
Chris Boozer	Board Member	Clarion-Limestone
Rob Sintobin	Administrator	Clarion-Limestone

Name

Position

Building/Group

Jon Quinn

Administrator

Clarion-Limestone Area School District

ESTABLISHED PRIORITIES

Priority Statement

We will improve student growth in ELA by 20 points (as reported on the FRPA Index) by examining student testing data and structuring lessons to meet specific student needs. We will utilize our Title I reading program to support this process and to remediate trends that are identified through data analysis.

Outcome Category

Essential Practices 3:
Provide Student-Centered Support Systems
Early Literacy
Essential Practices 1:
Focus on Continuous Improvement of Instruction

By the end of the 2023-2024 school year we will train our administrators and Title 1 team on the MTSS model. By the end of the 2024-2025 school year we will train our entire elementary staff on the MTSS model. By the end of the 2025-2026 school year MTSS will be utilized with a fully trained staff throughout the elementary school.

Industry-Based Learning

ACTION PLAN AND STEPS

Evidence-based Strategy

Multi-Tier System of Academic and Behavioral Supports

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

MTSS Implementation Clarion-Limestone School district will implement the Multi-Tier System of Supports (MTSS) model to help improve student achievement and increase academic growth.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Conduct staff meetings to discuss the concept of an MTSS and its usefulness for the district Administrative review of staff concerns and initial obstacles Administration will find and compile a list of professional development opportunities to educate the staff on MTSS. Use in-service and act 80 days to train staff on the use of the MTSS model Create both elementary and high school schedules that will foster the use of the MTSS process. Teacher implementation of the MTSS process in individual classroom. Admin walk throughs and grade level meeting will address concern or issues regarding the implementation of the MTSS model.	2023-09-18 - 2025-06-18	Rob Sintobin/Principal	MTSS Training with IUG
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Anticipated Outcome

MTSS will be fully in place by the end of the 2025 school year

Monitoring/Evaluation

The Administrative team will monitor and analyze the use of the MTSS model and collect data on the usefulness of an intervention period on student academic and behavioral performance.

Evidence-based Strategy

Early Literacy training

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Primary Literacy Training Clarion-Limestone School District will reassess, re-write and implement it's primary grade reading curriculum according to the Science of Reading requirements through structured literacy training.

Action Step

Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Survey the staff on the need for a new reading program at the primary level	2023-09-19 - 2026-06-19	Rob Sintobin/Principal	Fast Bridge, IU training on Structured Literacy, New Reading series. Written, standards based curriculum.
Evaluate multiple reading programs and determine which programs meet the requirements of the Science of Reading standards. Provide the staff with the required trainings on Structured Literacy (Science of Reading)			
Write a new primary level reading curriculum that supports the Science of Reading standards and Structured Literacy. Purchase and implement the appropriate materials related to promote literacy at the primary level. Use diagnostic tools (Fast Bridge) to determine student growth in the area of reading. Utilize walk throughs and evaluations to determine teacher fidelity to the new curriculum			

Anticipated Outcome

Clarion-Limestone will develop a plan to reassess and rewrite the primary level reading curriculum and give the teacher the training and materials needed to implement the new curriculum.

Monitoring/Evaluation

The administration will monitor the on-going process of re-aligning the reading curriculum and ensure teacher fidelity to the process by monitoring classroom activities as well as assessing diagnostic scores.



Evidence-based Strategy

Essential Practices 1: Focus on continuous improvement of instruction

Measurable Goals

Goal Nickname Measurable Goal Statement (Smart Goal)

Differentiated Instruction Clarion - Limestone School District will provide it's teachers with the necessary training to help diversity and Training differentiate instructional strategies that will promote the academic growth of all students regardless of background or ability.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Provide the staff with evidence based instructional strategies with the expectation of classroom implementation. Provide time for the staff to implement strategies in the class room and allow peers to sit in and evaluate the viability of the differentiated instructional being utilized.	2023-09-01 - 2026-06-19	Dave Eggleton/Asst. Principal	Training and support on Differentiated Instruction
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Action Step

Anticipated Start/Completion **Lead Person/Position** **Materials/Resources/Supports Needed**

Have the teachers monitor and assess the benefits of the new instructional concepts being utilized. Individual staff will present at an Ed. Camp in-service on the benefits/drawbacks of the differentiated instructional techniques implemented in the individual teachers classroom.

Anticipated Outcome

Clarion-Limestone School District will implement evidence based, differentiated instructional strategies in the classroom to ensure the success of all students regardless of ability or interest.

Monitoring/Evaluation

Administration will utilize classroom walk throughs and an in-service Educational camp to ensure utilization of the differentiated instruction.

Evidence-based Strategy

Industry Based Learning

Measurable Goals

Goal Nickname **Measurable Goal Statement (Smart Goal)**

Student Run Clarion - Limestone School District will implement a Student Run Manufacturing Program that will help develop

Goal Nickname

Measurable Goal Statement (Smart Goal)

Manufacturing

both the students career and industry related skill sets.

Action Step

Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Develop a curriculum for a Student Run Manufacturing program Train staff on the implementation of a Student Run Manufacturing Program	2023-09-01 - 2026-06-19	Rob Sintobin/Principal	Student Run Manufacturing Grant
Build community and business partnerships that will foster the growth of the program			
Create a specific class/schedule to accommodate and implement the new program.			

Anticipated Outcome

Clarion-Limestone School District will implement a new curriculum that provides students with an opportunity to build industry based skills by working hand in hand with local businesses to generate products for local industry.

Monitoring/Evaluation

Administration/ Monitor staff and program development

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Clarion-Limestone School district will implement the Multi-Tier System of Supports (MTSS) model to help improve student achievement and increase academic growth. (MTSS Implementation)	Multi-Tier System of Academic and Behavioral Supports	Conduct staff meetings to discuss the concept of an MTSS and its usefulness for the district Administrative review of staff concerns and initial obstacles Administration will find and compile a list of professional development opportunities to educate the staff on MTSS. Use in-service and act 80 days to train staff on the use of the MTSS model	09/18/2023 - 06/18/2025

Measurable Goals

Action Plan Name **Professional Development Step** **Anticipated Timeline**

Create both elementary and high school schedules that will foster the use of the MTSS process. Teacher
implementation of the MTSS process in individual classroom. Admin walk throughs and grade level meeting will address concern or issues regarding the implementation of the MTSS model.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Clarion-Limestone School District will reassess, re-write and implement it's primary grade reading curriculum according to the Science of Reading requirements through structured literacy training. (Primary Literacy Training)	Early Literacy training	Survey the staff on the need for a new reading program at the primary level Evaluate multiple reading programs and determine which programs meet the requirements of the Science of Reading standards. Provide the staff with the required trainings on Structured Literacy (Science of Reading) Write a new primary level reading curriculum that	09/19/2023 - 06/19/2026

Measurable Goals

Action Plan Name **Professional Development Step** **Anticipated Timeline**

supports the
Science of
Reading standards
and Structured
Literacy. Purchase
and implement
the appropriate
materials related
to promote
literacy at the
primary level. Use
diagnostic tools
(Fast Bridge) to
determine student
growth in the area
of reading. Utilize
walk throughs and
evaluations to
determine teacher
fidelity to the new
curriculum

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Clarion - Limestone School District will provide its teachers with the necessary training to help diversify and differentiate instructional strategies that will promote the academic growth of all students regardless of background or ability. (Differentiated Instruction Training)	Essential Practices 1:	Provide the staff with evidence based instructional strategies with the expectation of classroom implementation.	09/01/2023
	Focus on continuous improvement of instruction	allow peers to sit in and evaluate the viability of the differentiated instructional being utilized. Have the teachers monitor and assess the benefits of the new instructional	06/19/2026

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		concepts being utilized. Individual staff will present at an Ed. Camp in-service on the benefits/drawbacks of the differentiated instructional techniques implemented in the individual teachers classroom.	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Clarion - Limestone School District will implement a Student Run Manufacturing Program that will help develop both the students career and industry related skill sets. (Student Run Manufacturing)	Industry Based Learning	Develop a curriculum for a Student Run Manufacturing program Train staff on the implementation of a Student Run Manufacturing Program Build community and business partnerships that will foster the growth of the program Create a specific class/schedule to accommodate and implement the new program.	09/01/2023
			-
			06/19/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals

Clarion-Limestone School district will implement the Multi-Tier System of Supports (MTSS) model to help improve student achievement and increase academic growth. (MTSS Implementation)

Action Plan Name	Communication Step	Anticipated Timeline
Multi-Tier System of Academic and Behavioral Supports	Conduct staff meetings to discuss the concept of an MTSS and its usefulness for the district Administrative review of staff concerns and initial obstacles Administration will find and compile a list of professional development opportunities to educate the staff on MTSS. Use in-service and act 80	09/18/2023 - 06/18/2025

Measurable Goals

Action Plan Name **Communication Step** **Anticipated Timeline**

days to train staff on the use of the MTSS model
Create both elementary and high school schedules that will foster the use of the MTSS process.
Teacher
implementation of the MTSS process in individual classroom. Admin walk throughs and grade level meeting will address concern or issues regarding the implementation of the MTSS model.

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

69.7 % of elementary students scored proficient or advanced in ELA.

92.3% of elementary students scored proficient or advanced in Science.

71.3% of our JS/HS students scored proficient or advanced on the ELA State Assessment.

The majority of our 3rd to 6th grade students are increasing their mastery and growing their reading skills when we review data from Star Benchmark Testing. We are performing well above the statewide performance average for ELA on our PSSA Testing. We are below our goal of 81%, but we are increasing our student performance. We believe our reading program strength could be leveraged to improve our pressing challenges.

The majority of our 3rd to 6th grade students are increasing their mastery and growing their Math Readiness benchmark testing when we review data from the beginning of the year compared to the end of the year. We are performing well above the statewide performance average for Math on our PSSA Testing. We are below our goal of 71%. Our higher than state performance average shows

Challenges

29.1 % of economically disadvantaged students in grades 7-11 scored proficient or advanced on the Math Keystone Exam.

48% of economically disadvantaged students in grades 7-11 scored proficient or advanced on the Science/Biology Keystone Exam.

We are performing below the Statewide growth score as well as below our Growth Standard in ELA as noted in our latest FRPA Index data. While our students are outperforming the state wide average for proficiency, we are not growing our students at the 70 point growth standard.

We are performing below the Statewide growth score as well as below our Growth Standard in Mathematics as noted in our latest FRPA Index data. While our students are outperforming the state wide average for proficiency, we are not growing our students at the 70 point growth standard.

Economically disadvantaged students are not performing at the same rate as the entire student group .

We feel courses such as FCS will be beneficial to the overall student experience at our district. We recognize that increasing

Strengths

the strength in our teaching staff that can be leveraged to improve.

Benchmark testing data showed that students testing results grew significantly throughout the school year when comparing Start of Year to End of Year testing results. Strength for this category would be growth and teaching results.

93.1% of elementary students are meeting performance standards for Career Benchmark.

99% of high school students are meeting performance standards for Career Benchmark.

We are already working on adding an MTSS model of support for our students. This will positively support our student groups identified in this plan.

Our school district has veteran teachers who find new and adaptive ways to meet student needs-. These teachers are invested in the success of our MTSS model delivery.

Starting an MTSS model to support the need of our students. Our administrative staff and our teachers have recognized the need to provide supports for our students to address specific needs.

Our staff is invested in ensuring the success of our MTSS model.

Challenges

these course offerings benefits students across all subject areas.

Increasing student enrollment in our Career Tech classes will most positively impact our goals toward our mission and vision.

We are starting our MTSS model from the ground floor. It will take some time to develop to it's full potential.

Time is a consistent challenge in education. Finding the needed time to onboard staff for our new MTSS model will provide some challenges.

Finding the time to onboard our staff with a new program is a real challenge.

Creating a system to track student needs will help provide a more productive model focussed on student success.

Coordinate and monitor supports aligned with students' and families' needs

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district

Strengths

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning

Foster a vision and culture of high expectations for success for all students, educators, and families

Establish and maintain a focused system for continuous improvement and ensure organizational coherence

Most Notable Observations/Patterns

Challenges

We are performing below the Statewide growth score as well as below our Growth Standard in ELA as noted in our latest FRPA Index data. While our

Discussion Point

We need to identify each students strengths and areas that need support.

Priority for Planning



Challenges

Discussion Point

Priority for Planning

students are outperforming the state wide average for proficiency, we are not growing our students at the 70 point growth standard.

We need to meet our students where they are at.

We are performing below the Statewide growth score as well as below our Growth Standard in Mathematics as noted in our latest FRPA Index data.

While our students are outperforming the state wide average for proficiency, we are not growing our students at the 70 point growth standard.

Economically disadvantaged students are not performing at the same rate as the entire student group .

Increasing student enrollment in our Career Tech classes will most positively impact our goals toward our mission and vision.

We are starting our MTSS model from the ground floor. It will take some time to develop to it's full potential.

We recognize the need to provide tiered supports for our students when they are struggling. This will help us meet them at the levels in which they need support.



Coordinate and monitor supports aligned with students' and families' needs

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district

ADDENDUM B: ACTION PLAN

Action Plan: Multi-Tier System of Academic and Behavioral Supports

Action Steps

Anticipated Start/Completion Date

Conduct staff meetings to discuss the concept of an MTSS and its usefulness for the district Administrative review of staff concerns and initial obstacles Administration will find and compile a list of professional development opportunities to educate the staff on MTSS. Use in-service and act 80 days to train staff on the use of the MTSS model Create both elementary and high school schedules that will foster the use of the MTSS process. Teacher implementation of the MTSS process in individual classroom. Admin walk throughs and grade level meeting will address concern or issues regarding the implementation of the MTSS model.

09/18/2023 - 06/18/2025

Monitoring/Evaluation

Anticipated Output

The Administrative team will monitor and analyze the use of the MTSS model and collect data on the usefulness of an intervention period on student academic and behavioral performance.

MTSS will be fully in place by the end of the 2025 school year

Material/Resources/Supports Needed

PD Step

Comm Step

MTSS Training with IU6

yes

yes

Action Plan: Early Literacy training

Action Steps	Anticipated Start/Completion Date
<p>Survey the staff on the need for a new reading program at the primary level Evaluate multiple reading programs and determine which programs meet the requirements of the Science of Reading standards. Provide the staff with the required trainings on Structured Literacy (Science of Reading) Write a new primary level reading curriculum that supports the Science of Reading standards and Structured Literacy. Purchase and implement the appropriate materials related to promote literacy at the primary level. Use diagnostic tools (Fast Bridge) to determine student growth in the area of reading. Utilize walk throughs and evaluations to determine teacher fidelity to the new curriculum</p>	09/19/2023 - 06/19/2026

Monitoring/Evaluation

Anticipated Output

The administration will monitor the on-going process of re-aligning the reading curriculum and ensure teacher fidelity to the process by monitoring classroom activities as well as assessing diagnostic scores.

Clarion-Limestone will develop a plan to reassess and rewrite the primary level reading curriculum and give the teacher the training and materials needed to implement the new curriculum.

Material/Resources/Supports Needed **PD Step** **Comm Step**

Fast Bridge, IU training on Structured Literacy, New Reading series. Written, standards based curriculum. Yes no

Action Plan: Essential Practices 1: Focus on continuous improvement of instruction

Action Steps

Anticipated Start/Completion Date

Provide the staff with evidence based instructional strategies with the expectation of classroom implementation. Provide time for the staff to implement strategies in the class room and allow peers to sit in and evaluate the viability of the differentiated instructional being utilized. Have the teachers monitor and assess the benefits of the new instructional concepts being utilized. Individual staff will present at an Ed. Camp in-service on the benefits/drawbacks of the differentiated instructional techniques implemented in the individual teachers classroom.

09/01/2023 - 06/19/2026

Monitoring/Evaluation

Anticipated Output

Administration will utilize classroom walk throughs and an in-service Educational camp to ensure utilization of the differentiated instruction.

Clarion-Limestone School District will implement evidence based, differentiated instructional strategies in the classroom to ensure the success of all students regardless of ability or interest.

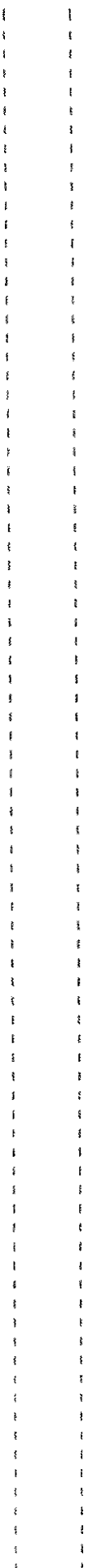
Material/Resources/Supports Needed

PD Step

Comm Step

Training and support on Differentiated Instruction

yes



Action Plan: Industry Based Learning

Action Steps	Anticipated Start/Completion Date	
Develop a curriculum for a Student Run Manufacturing program Train staff on the implementation of a Student Run Manufacturing Program Build community and business partnerships that will foster the growth of the program Create a specific class/schedule to accommodate and implement the new program.	09/01/2023 - 06/19/2026	
Monitoring/Evaluation	Anticipated Output	
Administration/ Monitor staff and program development	Clarion-Limestone School District will implement a new curriculum that provides students with an opportunity to build industry based skills by working hand in hand with local businesses to generate products for local industry.	
Material/Resources/Supports Needed	PD Step	Comm Step
Student Run Manufacturing Grant	Yes	

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Clarion-Limestone School district will implement the Multi-Tier System of Supports (MTSS) model to help improve student achievement and increase academic growth. (MTSS Implementation)	Multi-Tier System of Academic and Behavioral Supports	Conduct staff meetings to discuss the concept of an MTSS and its usefulness for the district Administrative review of staff concerns and initial obstacles Administration will find and compile a list of professional development opportunities to educate the staff on MTSS. Use in-service and act 80 days to train staff on the use of the MTSS model	09/18/2023 - 06/18/2025

Measurable Goals

Action Plan Name	Professional Development Step	Anticipated Timeline
Early Literacy training	Create both elementary and high school schedules that will foster the use of the MTSS process. Teacher implementation of the MTSS process in individual classroom. Admin walk throughs and grade level meeting will address concern or issues regarding the implementation of the MTSS model.	09/19/2023 - 06/19/2026

Clarion-Limestone School District will reassess, re-write and implement it's primary grade reading curriculum according to the Science of Reading requirements through structured literacy training. (Primary Literacy Training)

Survey the staff on the need for a new reading program at the primary level
Evaluate multiple reading programs

Measurable Goals

Action Plan Name	Professional Development Step	Anticipated Timeline
	and determine which programs meet the requirements of the Science of Reading standards. Provide the staff with the required trainings on Structured Literacy (Science of Reading) Write a new primary level reading curriculum that supports the Science of Reading standards and Structured Literacy. Purchase and implement the appropriate materials related to promote literacy at the primary level. Use diagnostic tools (Fast Bridge)	

Measurable Goals

Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Clarion - Limestone School District will implement a Student Run Manufacturing Program that will help develop both the students career and industry related skill sets. (Student Run Manufacturing)</p>	<p>Instructional being utilized. Have the teachers monitor and assess the benefits of the new instructional concepts being utilized. Individual staff will present at an Ed. Camp in-service on the benefits/drawbacks of the differentiated instructional techniques implemented in the individual teachers classroom.</p>	<p>09/01/2023 - 06/19/2026</p>
<p>Industry Based Learning</p>	<p>Develop a curriculum for a Student Run Manufacturing program Train staff</p>	

Measurable Goals

Action Plan Name **Professional Development Step** **Anticipated Timeline**

		on the implementation of a Student Run Manufacturing Program Build community and business partnerships that will foster the growth of the program Create a specific class/schedule to accommodate and implement the new program.
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step **Audience** **Topics of Prof. Dev**

MTSS Training Teaching Staff Multi Tier System of Supports

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

The staff will complete multiple in-service trainings on MTSS.

08/28/2023 - 06/01/2026

Rob Sintobin/Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in Inclusive Settings

Professional Development Step

Audience

Topics of Prof. Dev

Early Literacy Training

Elementary Teaching Staff

Structured Literacy Training/Science of Reading

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Completion of Structured Literacy Training

08/28/2023 - 06/01/2026

Rob Sintobin/Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students

Professional Development Step

Audience

Topics of Prof. Dev

Differentiated Instruction Training

K-12 Staff

Differentiated Instruction

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

The k-12 staff will complete in-service training regarding the topic of differentiating instruction.

11/28/2023 - 06/01/2026

Dave Eggleton/Asst Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step

Audience

Topics of Prof. Dev

Industry Based Learning

High School Ag and business teachers.

Student Run Manufacturing

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Staff will complete trainings provided by the NWRIC.

08/28/2023 - 06/01/2026

Rob Slintobin/Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Clarion-Limestone School district will implement the Multi-Tier System of Supports (MTSS) model to help improve student achievement and increase academic growth. (MTSS Implementation)	Multi-Tier System of Academic and Behavioral Supports	Conduct staff meetings to discuss the concept of an MTSS and its usefulness for the district Administrative review of staff concerns and initial obstacles Administration will find and compile a list of professional development opportunities to educate the staff on MTSS. Use in-service and act 80 days to train staff on the use of the MTSS model	2023-09-18 - 2025-06-18

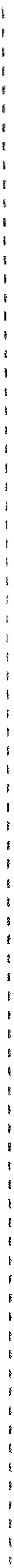
Measurable Goals

Action Plan Name **Communication Step** **Anticipated Timeline**

Create both elementary and high school schedules that will foster the use of the MTSS process. Teacher implementation of the MTSS process in individual classroom. Admin walk throughs and grade level meeting will address concern or issues regarding the implementation of the MTSS model.

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
MTSS Communications	Staff and Parents	MTSS Implementation
Anticipated Timeframe	Frequency	Delivery Method
08/28/2023 - 06/01/2026	Semi-Permanent posting for the duration of the plan	Posting on district website Email
Lead Person/Position		
Rob Sintobin/Principal		



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

