

Clarion-Limestone Area JSHS

TSI non-Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Clarion-Limestone Area JSHS		106161703
Address 1		
4091 C-L School Road		
Address 2		
City	State	Zip Code
Strattanville	PA	16258
Chief School Administrator		Chief School Administrator Email
Mr. Brian K Weible		bweible@clasd.net
Principal Name		
Rob Sintobin		
Principal Email		
rsintobin@clasd.net		
Principal Phone Number		Principal Extension
814-764-6006		154
School Improvement Facilitator Name		School Improvement Facilitator Email
Brian Weible		bweible@clasd.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Brian Weible	Chief School Administrator	Clarion-Limestone	bweible@clasd.net
Rob Sintobin	Principal	Clarion-Limestone	rsintobin@clasd.net
David Eggleton	Principal	Clarion-Limestone	deggleton@clasd.net
David Louder	Board Member	Clarion-Limestone	davidlouder42@gmail.com
Jason Craig	Teacher	Clarion-Limestone	jason.craig@clasd.net
Sara Meals	Parent	Clarion-Limestone	smeals@clasd.net
Lisa Dunkle	Community Member	Local Farmer	dunklefamily2005@gmail.com
Hope Eggleton	Teacher	Clarion-Limestone	heggleton@clasd.net
Jase Ferguson	Student	Clarion-Limestone	25243@clasd.net

Vision for Learning

Vision for Learning

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. To support our students and to address areas of concern identified by TSI, we will focus on “Continuous Improvement of Instruction” to increase student achievement in mathematics and English language arts. Increase in achievement will be monitored by common benchmarks utilized throughout our schools. We will also increase our graduation rate for our 4- and 5-year cohort.

Future Ready PA Index

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

False K	False 1	False 2	False 3	False 4	False 5	False 6
True 7	True 8	True 9	True 10	True 11	True 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
In ELA All Student Group Exceeds the Standard Demonstrating Growth	
In Science/Biology All Student Group Meets the Standard Demonstrating Growth	
In College and Career Measures All Student Group Exceeds Performance Standard.	

Challenges

Indicator	Comments/Notable Observations
Below State Average in proficiency in Mathematics and Algebra.	
Below State Average for meeting regular attendance standards.	

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

Strengths

Indicator Economically Disadvantaged Students Meets or Exceeds the Standard Demonstrating Growth in ELA ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations
Indicator 72.5% of Scored proficient or higher on the Biology Keystone ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations

Challenges

Indicator 15% were proficient or higher in math/algebra testing ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations
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Indicator Did Not Meet Interim Goal/Improvement Target in ELA ESSA Student Subgroups	Comments/Notable Observations
Indicator 4.4% were Advanced or high in ELA ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations

Summary

Strengths

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

In ELA All Student Group Exceeds the Standard Demonstrating Growth
In Science/Biology All Student Group Meets the Standard Demonstrating Growth
In College and Career Measures All Student Group Exceeds Performance Standard.
Economically Disadvantaged Students Meets or Exceeds the Standard Demonstrating Growth in ELA
72.5% of Scored proficient or higher on the Biology Keystone

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Below State Average in proficiency in Mathematics and Algebra.
Below State Average for meeting regular attendance standards.
15% were proficient or higher in math/algebra testing
Did Not Meet Interim Goal/Improvement Target in ELA
4.4% were Advanced or high in ELA

Local Assessment

English Language Arts

Data	Comments/Notable Observations
No Data Currently available	For Future reference we plan to create local assessments

English Language Arts Summary

Strengths

Our students are exceeding the standard for growth on the ELA state assessments
The number of students scoring advanced or proficient on the state assessments exceeds the state average by 12%.

Challenges

We need to create common locally based assessment to measure growth and show proof that students are meeting the state standards in ELA.
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Mathematics

Data	Comments/Notable Observations
No Data available	For future reference, we plan to create local assessments in mathematics

Mathematics Summary

Strengths

We adjusted the curriculum to allow for additional instructional time in math/algebra at grades 7 and 8.
We have created a 30-minute daily intervention period for students needing help achieving increased scores on the state assessments.

Challenges

Creating locally based assessments to measure to progress monitor student achievement in math/algebra.
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
No Data Available	Create local assessments to help determine progress in student achievement

Science, Technology, and Engineering Education Summary

Strengths

The course offerings have been adjusted to offer classes more suitable to preparing students for the state assessment.

Challenges

Develop local assessments that will help us track and improve student success in meeting the state standards and increase scores on state assessments.

Related Academics

Career Readiness

Data	Comments/Notable Observations
98.3% of students met or exceeded the Career Readiness standards	Continue the existing plan

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
8.7% of the CTE student were advance on the NOCTI (Industry Based Standards Assessments) which exceeds the state average of 5.5%	

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

98.3% of the students are meeting Career Readiness Standards

Students enrolled in the schools CTE program exceed the state average for advanced on standards-based competency assessments

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.

We would like to see the number of students passing the Industry Based Standards exams increase in the advanced category.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Insufficient Data	There we no ELL students in the past several years in the district.

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
There is currently no data or assessment measure for this group	We will plan to use CDT's and other benchmark testing to progress monitor all students in the future
FRCCP Data Science/Biology score increase from 2022 to 2023	Student scores on the science/biology exam increased.

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.

FRCCP Data Science/Biology score increase from 2022 to 2023
ELA students in the economically disadvantage category meet or exceeded the interim target goals

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 is a need to develop local assessments to better monitor student progress in math/algebra for those in the economically disadvantaged category.
The is a need to develop local assessments to better monitor student progress in ELA for those in the economically disadvantaged category.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Exemplary
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Exemplary
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

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

Foster a culture of high expectations for success for all students, educators, families, and community members
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Align curricular materials and lesson plans to the PA Standards
Identify professional learning needs through analysis of a variety of data
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Challenges

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

Use multiple professional learning designs to support the learning needs of staff
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Implement a multi-tiered system of supports for academics and behavior

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
In ELA All Student Group Exceeds the Standard Demonstrating Growth	True
In Science/Biology All Student Group Meets the Standard Demonstrating Growth	True
In College and Career Measures All Student Group Exceeds Performance Standard.	True
Economically Disadvantaged Students Meets or Exceeds the Standard Demonstrating Growth in ELA	True
72.5% of Scored proficient or higher on the Biology Keystone	True
Our students are exceeding the standard for growth on the ELA state assessments	True
98.3% of the students are meeting Career Readiness Standards	True
Students enrolled in the schools CTE program exceed the state average for advanced on standards-based competency assessments	True
The number of students scoring advanced or proficient on the state assessments exceeds the state average by 12%.	True
We adjusted the curriculum to allow for additional instructional time in math/algebra at grades 7 and 8.	True
We have created a 30-minute daily intervention period for students needing help achieving increased scores on the state assessments.	True
The course offerings have been adjusted to offer classes more suitable to preparing students for the state assessment.	True
Foster a culture of high expectations for success for all students, educators, families, and community members	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	True
Align curricular materials and lesson plans to the PA Standards	True
Identify professional learning needs through analysis of a variety of data	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
FRCCP Data Science/Biology score increase from 2022 to 2023	False
ELA students in the economically disadvantage category meet or exceeded the interim target goals	False

Challenges

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

Strength	Check for Consideration in Plan
Below State Average in proficiency in Mathematics and Algebra.	True
Below State Average for meeting regular attendance standards.	True
15% were proficient or higher in math/algebra testing	True
Did Not Meet Interim Goal/Improvement Target in ELA	True
4.4% were Advanced or high in ELA	True
We need to create common locally based assessment to measure growth and show proof that students are meeting the state standards in ELA.	True
We would like to see the number of students passing the Industry Based Standards exams increase in the advanced category.	True
Creating locally based assessments to measure to progress monitor student achievement in math/algebra.	True
Develop local assessments that will help us track and improve student success in meeting the state standards and increase scores on state assessments.	True
Use multiple professional learning designs to support the learning needs of staff	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	True
Implement a multi-tiered system of supports for academics and behavior	True
The is a need to develop local assessments to better monitor student progress in math/algebra for those in the economically disadvantaged category.	False
The is a need to develop local assessments to better monitor student progress in ELA for those in the economically disadvantaged category.	False

Most Notable Observations/Patterns

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

We are below State Average in proficiency in Mathematics and Algebra. We are below State Average for meeting regular attendance standards. We did Not Meet Interim Goal/Improvement Target in ELA

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Below State Average in proficiency in Mathematics and Algebra.		True
Below State Average for meeting regular attendance standards.		True
15% were proficient or higher in math/algebra testing		False
Did Not Meet Interim Goal/Improvement Target in ELA		True
4.4% were Advanced or high in ELA		False
We would like to see the number of students passing the Industry Based Standards exams increase in the advanced category.		False
We need to create common locally based assessment to measure growth and show proof that students are meeting the state standards in ELA.		False
Creating locally based assessments to measure to progress monitor student achievement in math/algebra.		False
Develop local assessments that will help us track and improve student success in meeting the state standards and increase scores on state assessments.		False
Use multiple professional learning designs to support the learning needs of staff		False
Implement an evidence-based system of schoolwide positive behavior interventions and supports		False
Implement a multi-tiered system of supports for academics and behavior		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
In ELA All Student Group Exceeds the Standard Demonstrating Growth	
In Science/Biology All Student Group Meets the Standard Demonstrating Growth	
In College and Career Measures All Student Group Exceeds Performance Standard.	
Economically Disadvantaged Students Meets or Exceeds the Standard Demonstrating Growth in ELA	
72.5% of Scored proficient or higher on the Biology Keystone	
98.3% of the students are meeting Career Readiness Standards	
Students enrolled in the schools CTE program exceed the state average for advanced on standards-based competency assessments	
Our students are exceeding the standard for growth on the ELA state assessments	
The number of students scoring advanced or proficient on the state assessments exceeds the state average by 12%.	
We adjusted the curriculum to allow for additional instructional time in math/algebra at grades 7 and 8.	
We have created a 30-minute daily intervention period for students needing help achieving increased scores on the state assessments.	
The course offerings have been adjusted to offer classes more suitable to preparing students for the state assessment.	
Foster a culture of high expectations for success for all students, educators, families, and community members	

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	
Align curricular materials and lesson plans to the PA Standards	
Identify professional learning needs through analysis of a variety of data	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We need to use progress monitoring data to drive student achievement in Math in the areas that they are deficient.
	Continue working with district magistrate to enforce attendance laws. Communicate regularly with parents about the importance of attending school regularly.
	We need to use progress monitoring data to drive student achievement in ELA in the areas that they are deficient.

Goal Setting

Priority: We need to use progress monitoring data to drive student achievement in Math in the areas that they are deficient.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Increase student achievement in mathematics. Increase in achievement will be monitored by common benchmarks.			
Measurable Goal Nickname (35 Character Max)			
Mathematics District Designed/chosen Benchmarks			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
5% Increase in proficiency over initial Benchmark Exam	10% Increase in proficiency over initial Benchmark Exam	15% Increase in proficiency over initial Benchmark Exam	20% Increase in proficiency over initial Benchmark Exam

Priority: Continue working with district magistrate to enforce attendance laws. Communicate regularly with parents about the importance of attending school regularly.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Student Attendance will increase by 5% over the previous school year.			
Measurable Goal Nickname (35 Character Max)			
Student Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Students will show 5% increase in attendance over the previous school year.	Students will show 5% increase in attendance over the previous school year.	Students will show 5% increase in attendance over the previous school year.	Students will show 5% increase in attendance over the previous school year.

Priority: We need to use progress monitoring data to drive student achievement in ELA in the areas that they are deficient.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Increase student achievement in English Language Arts. Increase in achievement will be monitored by common benchmarks.			
Measurable Goal Nickname (35 Character Max)			
English Language Arts District Designed/chosen Benchmarks			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
5% Increase in proficiency over initial Benchmark Exam	10% Increase in proficiency over initial Benchmark Exam	15% Increase in proficiency over initial Benchmark Exam	20% Increase in proficiency over initial Benchmark Exam

Action Plan

Measurable Goals

Mathematics District Designed/chosen Benchmarks	Student Attendance
English Language Arts District Designed/chosen Benchmarks	

Action Plan For: Math Progress Monitoring

Measurable Goals:
<ul style="list-style-type: none"> Increase student achievement in mathematics. Increase in achievement will be monitored by common benchmarks.

Action Step		Anticipated Start/Completion Date	
The students will take a benchmark at the beginning of the year. They will continue to take the benchmark testing at the end of each quarter to monitor growth and deficiencies.		2024-09-02	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
David Eggleton/ Assistant Principal	Benchmark exam	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The number of students scoring proficient will grow each quarter.	Principals/Math teachers, Quarterly, electronic benchmark test.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Math Progress Monitoring	The students will take a benchmark at the beginning of the year. They will continue to take the benchmark testing at the end of each quarter to monitor growth and deficiencies.

Math SAS training

Audience		
Math Department Teachers		
Topics to be Included		
Using the SAS Portal, Aligning curriculum to the standards, best practices in teaching mathematics.		
Evidence of Learning		
teacher observations and walkthroughs		
Lead Person/Position	Anticipated Start	Anticipated Completion
Rob Sintobin/ Principal	2024-09-02	2025-05-30

Learning Format

Type of Activities	Frequency
Workshop(s)	once with regular check-ins and observations
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Brian Weible	2024-07-18
Building Principal Signature	Date
School Improvement Facilitator Signature	Date
Brian Weible	