

CLARION-LIMESTONE AREA SD

4091 C-L School Road

Comprehensive Plan | 2020 - 2023

Steering Committee

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LEA Profile

The Clarion-Limestone Area School District is a small rural district located in Clarion and Jefferson Counties. The district includes the boroughs of Strattanville and Corsica and the townships of Clarion, Limestone, Union and Millcreek. Together, the district is comprised of 117 square miles and is one of 17 school districts in the Riverview Intermediate Unit 6 service area. The staff includes 76 professional staff; 1 superintendent, 3 building administrators, 4 central office personnel and 45 support staff for a total of 129 employees.

The student population is approximately 820 students, pre-k-12. The percentage of low income students average 46.74% at the elementary and 37.07% at the secondary level. Prior to SPP, district students met AYP (adequate yearly progress) goals for eleven consecutive years. In the same way, the district boasted solid SPP ratings in the first two years and most recently in SY 2018-2019 the elementary scored 78.8 and the high school scored 75.8.

The district has an exceptionally above-average number of classes with 20 or fewer students, a well below-average of professional personnel turnover rate, a moderately above-average proportion of special education students and an average proportion of economically disadvantaged students.

The district's attendance rate is between 94 to 95% which is comparable to state and similar peer schools. The drop out rate is about 1.5%.

The district has a wide range of academic and co-curricular offerings. Both the elementary and secondary schools have very strong parent support groups in terms of PTOs and booster clubs. The respective groups have financed field trips, library resources, classroom materials, athletic fields, uniforms and general equipment.

Approximately 37% of the district revenue of the budget comes from local sources, while 60% come from state sources, followed by 3.0% from federal revenues, .08% other (grants).

The local community median household income is well below the state average. Approximately 14% of state school district communities have lower median household incomes. Approximately 9% of the household with children are headed by single parents. The portion of adult residents in the community with at least a bachelor's degree is moderately below the estimated state average.

The Clarion-Limestone Area School District Plan is one of continuous development. Clarion Limestone Area School District is the only school in Clarion County that achieved reaching the goals set by the Pennsylvania Department of Education (PSSA for 11 years in a row) and Adequate Yearly Progress.

The district has the reputation of being a progressive and proactive district. The district continues to be financially responsible even during this season of political, social, and economic stress that the state is in. Clarion-Limestone Area School District has been as frugal as possible, being good stewards of taxpayers' money as we continue to improve our educational program.

The real question for the district is how we will cope with the uncertainty in our school district budget for the upcoming 2021-2022 school year and beyond. Clarion Limestone Area School District has implemented a systematic and flexible way to answer key fiscal questions for the district's survival in the past few years; however, we remain concerned due to the unstable economic environment.

Our District Plan includes, but is not limited to improving our existing programs. The District believes that communication and the continued development of our performance and project based educational programs and curriculum enables the school district to stay on the cutting edge. The Clarion-Limestone Area School District incorporates many methods of communication.

- High School Parent/Student handbook—annually
- Elementary Parent/Student handbook—annually
- School calendar-monthly
- School website—updated weekly
- Teacher newsletters
- School Reach- Special announcements made on as needed basis
- Title I annual parent meetings (Fall and Spring)
- Superintendent Nightly Parent Emails
- Library newsletter
- Citizen’s Advisory Committee
- Pandemic Task Force Team
- The District has an active 501-c3 Foundation program and plans are in place to reach out to alumni.
- The District posts: school polices, calendar, handbook and special announcements on the website
- Email and phone service
- The District has and uses a service provides personalized phone or text messages, for notification about delays, or cancellations
- Open house is always well attended and special events are planned in September and October PTO /Booster Club meetings are held each month
- Letters from the Nurse are sent home as needed to ensure an open line of communication dealing with health issues
- The district offers welcome packets for new students moving into the district--- annually
- Kindergarten Information Night is held annually for parents that have students starting school.
- Extra-curricular activities/sport packets are utilized---distributed seasonally as per sport and/or club event
- School Policy binders are made available at the central office, high school and elementary office and the library for the community to have access for informational and review
- Open Records and the Right to Know is available
- Both Principals have Advisory Committees
- District partners with Edmentum to provide an in-house cyber program.
- CSIU is the Student System-almost all forms are digitalized for parents to complete online enrollment and other items.

The Clarion-Limestone Area School District takes extreme pride when developing a plan that endorses the education of our students. The District has well defined policies, procedures and guidelines that enable the district to support and develop a tremendous educational foundation.

The district has well defined policies that have been approved by the Clarion-Limestone School Board. These policies ensure the health, safety and welfare of our students and faculty.

At the elementary school, the staff is trained and able to identify those students who are in need of educational, social, economic issues, and homeless services. A counselor is available to assist with personal or school problems that a student may have. Students are encouraged to visit the guidance department or speak to an administrator at any time. The elementary school utilizes a School Psychologist, Guidance Counselor, Nurse, and a Child Study Team approach to solve problems that may arise. The high school offers a Student Assistance Program for a student that may need help in any area.

The school district hired a third-party social worker for SY 20190-2020 and she continues in this role.

Mission and Vision

Mission

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

Vision

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.

Other (Optional)

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
N/A	No
Proficient or Advanced in Math/Algebra I Academic Measures (HS)	No
Percent Proficient/Advanced in Math/Alg I (HS)	Yes
Regular Attendance (ES)	Yes
Proficient or Advanced in Science/Biology Academic Measures (HS)-Economically Disadvantaged Group	Yes
Demonstrating Growth in ELA (ES)-Economically Disadvantaged Group	Yes
Foster a vision and culture of high expectations for success for all students, educators, and families	Yes
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	No
Comprehension increases as students academic growth grows.	Yes
Using appropriate context clues as decoding.	No
Students are able to attain early understanding of algebraic concepts.	No
Addition of whole numbers, decimals and fractions is good.	No
Our 4th graders are 100% proficient in science. One teacher in the grade level teaches science.	Yes
Students are able to program robots in 8th grade.	No
Having our Life Skills students in our building is fantastic! True least restrictive environment!	No
We have our own CTE program which keeps our students in the home school district and not going to the Career Center.	Yes
All of our students, no matter what economic status they live in, love to come to school.	Yes
We house our own Life Skills program 7-12. We even have another district sending thier student to us.	Yes

Challenges

Challenge	Consideration In Plan
N/A	No
Regular Attendance (HS)	Yes
Proficient or Advanced in Math/Algebra I Academic Measures (HS)-Economically Disadvantaged Group	No
Proficient or Advanced in Math/Algebra I Academic Measures (ES)-Economically Disadvantaged Group	No
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	Yes
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.	Yes
Writing a cohesive essay is weak.	Yes
Connecting different language pieces in a similar way is weak.	No
Multi-step problem solving is difficult for most learners.	No
Explanation of the math processes used needs practiced.	No
Biology continues to be a struggle for most. More hands on are needed.	No
More opportunities for robotics and programming would be beneficial.	Yes
Replacing CTE teachers when ours retire or leave. Hard to find good replacements.	Yes
How and where do we add Home Economics/Consumer Science into our daily curriculum?	Yes
We so want to enable the ED students' parents to get involved more in their child's education.	No
If we had more space, we would have our own elementary Life Skills program and our own Emotional Support HS class.	Yes
Basic math facts are not automatic.	No

Most Notable Observations/Patterns

High School Attendance! Returning Home Economics to our Building! Bringing all of our special education students back to our buildings! Connecting the two buildings! Connecting with the community for work release and job opportunities!

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Percent Proficient/Advanced in Math/Alg I (HS)	Our elementary math struggles. Why?
Regular Attendance (ES)	Our elementary students love school. What happens when they cross the street?
Proficient or Advanced in Science/Biology Academic Measures (HS)-Economically Disadvantaged Group	This is wonderful. Why is this?
Demonstrating Growth in ELA (ES)-Economically Disadvantaged Group	Strength is there in the elementary school. What are we doing right? Can this be extended to the high school?
Foster a vision and culture of high expectations for success for all students, educators, and families	This is C-L! High expectations for all!
Comprehension increases as students academic growth grows.	Comprehension is a good positive for our school district.
Our 4th graders are 100% proficient in science. One teacher in the grade level teaches science.	This is a great early start for science.
We have our own CTE program which keeps our students in the home school district and not going to the Career Center.	Not many schools have this anymore. We want to build this up and continue on a positive path.
All of our students, no matter what economic status they live in, love to come to school.	We need to give our high school students a reason to come to school!
We house our own Life Skills program 7-12. We even have another district sending thier student to us.	This is great. We need to add more of our own programs to keep all of our students in the district.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement

Regular Attendance (HS)	We know where all of our students are; we just need to entice them to come to school. Every student needs to have a reason to come to school.	Yes	We will explore the reason(s) why students do not attend school regularly at the high school. In understanding the why, we can proactively assess contributing factors and implement changes that offset irregular attendance. In tracking barriers to coming to school, we can improve the average daily attendance from 94.7% in 19-20 school year, to 97.5% in the 22-23 school year.
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	We have two buildings in our district. We need to become one. We need to review grade level data K-12 all the time and gather our data to create our yearly goals.	No	
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.		No	
Writing a cohesive essay is weak.		No	
More opportunities for robotics and programming would be beneficial.		No	
Replacing CTE teachers when ours retire or leave. Hard to find good replacements.		No	
How and where do we add Home Economics/Consumer Science into our daily curriculum?	This needs to happen. Do we have a room? Can it be placed into the schedule? Should it be required or a optional?	Yes	Each student will have the opportunity to participate in Family and Consumer Science, FCS, education. The opportunity provides added diversity to the content of their education through integration of skill development in the other capacities of life. Adding FCS curriculum prepares students for factors outside of the learning environment within a school setting, and increases confidence in basic life skills.
If we had more space, we would have our own elementary Life Skills program and our own Emotional Support HS class.	We will work with the Clarion County Superintendents to create a Consortium to provide services within our districts.	Yes	Academic achievement and engagement extends beyond a generalized curriculum, but rather takes place on an individualized level exploring obstacles, challenges, and barriers for each student. To provide opportunity for success by mitigating barriers,

			without overtly disrupting normalcy and consistency for a student, is a priority at CL. To allocate a resource for students to accommodate academic, developmental, and social emotional skills is a right for the equality and dignity of all students.
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Goal Setting

Priority: We will explore the reason(s) why students do not attend school regularly at the high school. In understanding the why, we can proactively assess contributing factors and implement changes that offset irregular attendance. In tracking barriers to coming to school, we can improve the average daily attendance from 94.7% in 19-20 school year, to 97.5% in the 22-23 school year.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Regular Attendance	The high school, daily average attendance rate will improve from 94.7% in 2019-2020 to 97.5% in 2022-2023	Under My Wing	The high school daily average attendance rate will improve to 95%.	The high school daily average attendance rate will improve to 96.25%.	The high school, daily average attendance rate will improve from 94.7% in 2019-2020 to 97.5% in 2022-2023

Priority: Each student will have the opportunity to participate in Family and Consumer Science, FCS, education. The opportunity provides added diversity to the content of their education through integration of skill development in the other capacities of life. Adding FCS curriculum prepares students for factors outside of the learning environment within a school setting, and increases confidence in basic life skills.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Other	Family and Consumer Science class will be offered at the high school by school year 2022-2023.	Well Rounded Students	Public Discussion will be held with the school board and community on the pros and cons of adding this class with the intention of developing a job description and searching for the professional with the best qualifications.	The course curriculum will be built along with deciding if the course should be an elective or a requirement for a specific grade level(s).	Family and Consumer Science class will be offered at the high school by school year 2022-2023.

Priority: Academic achievement and engagement extends beyond a generalized curriculum, but rather takes place on an individualized level exploring obstacles, challenges, and barriers for each student. To provide opportunity for success by mitigating barriers, without overtly disrupting normalcy and consistency for a student, is a priority at CL. To allocate a resource for students to accommodate academic, developmental, and social emotional skills is a right for the equality and dignity of all students.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 5: Allocate Resources Strategically and Equitably	An Elementary Life Skills Program will be housed in our elementary school by the 2022-2023 school year.	Life Skills	Discussion with Special Education Specialist and School Board about the possibilities of adding an Elementary Life Skills program in 2022-2023 school year.	The Clarion Area Superintendents will work to develop a "consortium" for special education students to be "shared" among our school districts to bring the target population back to us and to help alleviate costs accrued by having the IU run these programs.	An Elementary Life Skills Program will be housed in our elementary school by the 2022-2023 school year.

Action Plan

Action Plan for: Every Student Needs a Reason to come to School						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Under My Wing 		Implementation of the Program			Staff will send progress/successes via Google Docs to the Superintendent every 6 weeks.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Develop the "Under the Wing" program.	06/12/2021	08/23/2021	Mrs. Amy J. Glas/Superintendent	Teacher Engagement, Program Development,	Yes	No

Action Plan for: Academic Standards for Family and Consumer Sciences

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Well Rounded Students 		Availability of Family and Consumer Science courses			Evidence of Course Selection when Scheduling Classes	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Develop the template for availability of Family and Consumer Science courses for High School students to be presented for approval.	06/12/2021	08/23/2021	Mrs. Amy J. Glasl/Superintendent	Collaboration with Administration and Guidance. Curriculum Development Utilizing Outlined Academic Standards	No	Yes

Action Plan for: Utilize Principles Outlined in "A Guide to Effective Collaboration...Consortia"

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Life Skills 		Development of consortium with goal of implementing a life skills class at the Clarion Limestone Elementary school.			Observable evidence of multi-district collaboration with mutual goals, visions, and roles outlined.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Explore, outline. and utilize principles researched to improve the collaboration and effectiveness of a consortium within the Clarion County districts.	06/12/2021	08/23/2021	Mrs. Amy J. Glasl/Superintendent	Utilize identified guide outlining principles for effective collaboration in application to multi-district consortium. Engagement with Clarion County Superintendents. Input from administration and special education departments.	No	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Every Student Needs a Reason to come to School	<ul style="list-style-type: none"><li data-bbox="716 224 1247 253">• Develop the "Under the Wing" program.

Professional Development Activities

In-service Day training						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All High School Staff	Under the Wing Program	Each HS staff member begins the program by September 30, 2021.	Superintendent and Mr. Dan Hawkins	08/23/2021	08/23/2021
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings		
Inservice day	Once			Teaching Diverse Learners in an Inclusive Setting		

Communications Action Steps

Evidence-based Strategy	Action Steps
Academic Standards for Family and Consumer Sciences	<ul style="list-style-type: none"><li data-bbox="678 224 1976 285">• Develop the template for availability of Family and Consumer Science courses for High School students to be presented for approval.

Communications Activities

Discussion Outlining Development and Implementation of FCS Curriculum					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Administration and Office of Guidance	Review and Implementation of Academic Standards for Family and Consumer Science Education	Mrs. Amy J. Glas/Superintendent	06/12/2021	08/23/2021
Communications					
Type of Communication			Frequency		
Other			As Needed		