

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

Goal 1: Increase the average KPREP reading proficiency scores for Clarkson Elementary from 58.5% in 2019 to 67.9% in 2024; increase the average KPREP math proficiency scores from 51.2% in 2019 to 62.3% in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase the reading proficiency for Clarkson Elementary School students in grades 3-5 from 58.5% in 2019 to 60.4% in 2021.</p>	<p>Design and Deliver Instruction (Reading and Math)</p>	<p>Establish a process (work) to: Ensure congruency is present between standards, learning targets, and assessment measures. Formal and informal observations will be conducted by our principal using the Domain 3 walkthrough document that she created. Each lesson requires formative assessment to ensure mastery of content. Explicit instruction must match learning targets and assessments. Teachers will conduct peer observations as well and discuss findings at faculty meetings.</p>	<p>Principal will monitor through classroom observations using her created Domain 3 walkthrough document; peer observers will also use this document.</p>		<p>Approximately \$400 daily for teacher work days to pay for the substitutes needed (if students are attending school in person). Title I funds will be used for this.</p>
<p>Objective 2: Increase the math proficiency for Clarkson Elementary School students in grades 3-5 from 51.2% in 2019 to 53.4% in 2021.</p>	<p>Design and Deploy Standards (Reading and Math)</p>	<p>Establish a condition (workplace) to: Increase collaboration in deconstructing standards and developing congruent learning targets. Teachers will be involved in frequent PLCs and work days throughout the year in which they will deconstruct standards and determine if assignments, activities, and assessments reflect the learning targets that students have had the opportunity to learn.</p>	<p>Agendas from PLCs as well as sign in sheets will be provided.</p>		

2: Separate Academic Indicator

Goal 2: Increase the average KPREP proficiency scores for Clarkson Elementary in science from 40.4% to 53.9%; in social studies from 48.1% to 59.9%; and in writing from 48.1% to 59.9% by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase the science proficiency for Clarkson Elementary School students from 40.4% in 2019 to 43.1% in 2021.</p>	<p>Design and Deliver Instruction (Science, Social Studies, Writing)</p>	<p>Establish a practice (worker) to: Develop assignments and activities that reflect the learning targets students have had the opportunity to learn. Teachers will use state provided Through Course Tasks for science or they may develop their own. All teachers will use Writer’s Workshop to ensure that all students are familiar with the writing process (including drafting, conferencing, editing, and publishing). Teachers will administer on demand writing prompts three times per year and will plan lessons and activities with high levels of cognitive engagement.</p>	<p>Working student writing folders, data teams concerning on-demand writing, samples of Through Course Tasks submitted to school leadership, teachers use data collected to drive instruction.</p>		<p>\$0</p>
<p>Objective 2: Increase the social studies proficiency for Clarkson Elementary School students from 48.1% in 2019 to 50.5% in 2021.</p>	<p>Establishing Learning Culture and Environment (Science, Social Studies, Writing)</p>	<p>Establish a practice (worker) to: Ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning. Teachers will conference with students concerning their writing through Writer’s Workshop. Professional learning will be provided on various forms of effective feedback.</p>	<p>School leadership will monitor through classroom observations.</p>		
<p>Objective 3: Increase the writing proficiency for Clarkson Elementary School students from 48.1% in 2019 to 50.5% in 2021.</p>	<p>Design and Deliver Assessment Literacy (Science, Social Studies, Writing)</p>	<p>Establish a process (work) to: Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. PLCs will be conducted focusing on the new social studies standards, teachers will work as grade level teams to deconstruct new standards, find resources, and develop lessons and assessments to ensure mastery of those standards.</p>	<p>Agenda and sign-in sheet for professional learning provided.</p>		

3: Achievement Gap

Goal 3: Increase the average KPREP reading proficiency scores from 34.1% in 2019 to 49.1% in 2024 and the average KPREP math proficiency scores from 25.0% in 2019 to 42.0% in 2024 for students in the disability group; increase the average KPREP reading proficiency scores from 54.0% in 2019 to 64.5% in 2024 and the average KPREP math proficiency scores from 43.9% in 2019 to 56.7% in 2024 for students receiving free/reduced lunch.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase the average KPREP reading proficiency scores for students in the disability group from 34.1% in 2019 to 37.1% in 2021.</p> <p>Objective 2: Increase the average KPREP math proficiency scores for students in the disability group from 25.0% in 2019 to 28.4% in 2021.</p> <p>Objective 3: Increase the average KPREP reading proficiency scores for students receiving free/reduced lunch from 54.0% in 2019 to 56.1% in 2021.</p> <p>Objective 4: Increase the average KPREP math proficiency scores for students receiving free/reduced lunch from 43.9% in 2019 to 46.5% in 2021.</p>	<p>Design and Deliver Instruction (Reading and Math)</p> <p>Design and Deliver Instruction (Reading and Math)</p> <p>Design and Deploy Standards (Reading and Math)</p>	<p>Establish a practice (worker) to: Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments (Assessments for Learning). Collaborative design of formative assessments will occur with regular and special education teachers. Differentiated activities based on knowledge of students (cognitive development, cultural heritage, interests, and special needs) will also occur.</p> <p>Establish a practice (worker) to: Use formative and summative evidence to inform what comes next for individual students and groups of students. Differentiated tasks will be designed for individuals and groups. Step four of the data teams process (Instructional Strategies) will be the primary focus during the data team meetings.</p> <p>Establish a process (work) to: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. PLCs focusing primarily on reading and math will be conducted with all teachers, mostly in house professional development will occur. KCM will continue to provide professional development throughout the year. (See Closing the Achievement Gap Diagnostic.)</p>	<p>School leadership will monitor collaborative efforts and differentiated activities.</p> <p>Data forms from meetings will show instructional strategies, school leadership will monitor to ensure differentiation occurs.</p> <p>Agenda and sign-in sheet for professional learning provided.</p>		<p>Approximately \$400 daily for teacher work days to pay for the substitutes needed (if students are attending school in person). Title I funds will be used for this.</p>

4: Growth

Goal 4: Increase the average percentage of students in grades 4-5 who grow one or more levels on the reading KPREP from 27.0% in 2019 to 45.5% in 2024; increase the average percentage of students in grades 4-5 who grow one or more levels on the math KPREP from 27.0% in 2019 to 45.5% in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase the average percentage of students in grades 4-5 who grow one or more levels on the reading KPREP from 27.0% in 2019 to 30.7% in 2021.</p> <p>Objective 2: Increase the average percentage of students in grades 4-5 who grow one or more levels on the math KPREP from 27.0% in 2019 to 30.7% in 2021.</p>	<p>Review, Analyze, and Apply Data (Reading and Math)</p> <p>Review, Analyze, and Apply Data (Reading and Math)</p>	<p>Establish a practice (worker) to: Assure consideration and addressment of non-academic barriers to learning. Faculty and staff will take measures to know their students' interests, family, culture, and cognitive level. They will demonstrate caring beyond school hours (ex. go to a ballgame, recital, PTO performance or any activity outside of the school day). Teachers will attend professional learning on trauma informed care and will treat all students as though they have experienced some sort of trauma.</p> <p>Establish a practice (worker) to: Create and monitor a "Watch (Cusp) List" for students performing below proficiency. Teachers will create a "Watch List" of students performing at Novice High or Apprentice High. They will monitor these students throughout the year on various assessments (common assessments, STAR assessments) and provide them with the instruction needed to grow to the next level.</p>	<p>Student features during morning meeting and on CES sign, Family Resource Center will continue workshops to assist families with children from birth to school age.</p> <p>Powerpoint from trauma informed care professional learning.</p> <p>School leadership will monitor watch lists.</p>		<p>\$0</p>



2020-21 Phase Two: The Needs Assessment for
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2020-21 Phase Two: The Needs Assessment for Schools

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2020-21 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Our Kindergarten - 5th grade regular classroom teachers, along with interventionists, special education teachers, our principal, our counselor, and our curriculum coordinator, reviewed the data from our 2019 KPREP and STAR testing during a PLC day. This initial review was brief and focused on simply looking at the scores and comparing them to the past several years. The teachers were asked to reflect on the data and brainstorm possible ways to improve our scores in the future. Our school's leadership team participated in further analysis at a later date. They identified any gaps that still existed as well as the gaps that had shown improvement and those that had regressed. They also discussed possible reasons for the continued gaps and brainstormed ideas on how to close those gaps. Individual teachers/grade levels analyzed individual student scores, identifying those students on the cusp of proficiency, and made plans on how to get them there. Meetings are held monthly and data is discussed at each meeting. A member of each team documents the meetings and shares minutes with the staff. Due to the Covid-19 pandemic, state testing was waived, giving us no KPREP data from the 19-20 school year to analyze. However, we will analyze the 2020 fall STAR Reading and Math assessment data as well as classroom assessment data to help determine our next steps.

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Attachment Name

Current State

. Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

1. Our 2018-19 KPREP proficient/distinguished scores saw a decrease of 4.6% in reading and a decrease of 3.3% in math from the previous year. 2. Since 2015-16, our percentage of KPREP proficient/distinguished reading scores have decreased from 63.4% to 58.5%, a decrease of 4.9%. Our percentage of KPREP proficient/distinguished math scores have decreased from 56.9% to 51.2%, a decrease of 5.7%. 3. Our 2018-19 KPREP writing scores decreased by 0.5% from the previous year (48.6% to 48.1%); our KPREP social studies scores increased by 0.4% from the previous year (47.7% to 48.1%); and our KPREP science scores increased by 5.2% (35.2% to 40.4%) from the previous year. 4. Our fifth grade KPREP reading scores increased by 3.7% and our fifth grade KPREP math scores increased by 0.8% from the previous year; our fourth grade KPREP reading scores decreased by 0.4% and our fourth grade KPREP math scores decreased by 11.9% from the previous year; our third grade KPREP reading scores decreased by 18.4% and our third grade KPREP math scores increased by 5.1% from the previous year. 5. Our 2018-19 KPREP proficient/distinguished scores were higher than the state average in all areas except social studies. Our reading scores were 3.9% higher than KY; our math scores were 2.6% higher than KY; our writing scores were 1.5% higher than KY; and our science scores were 8.7% higher than the Kentucky average. 6. Our KPREP social

studies proficient/distinguished scores were 4.9% lower than the Kentucky average. 7. Our percentage of novice has increased in every area except 4th grade math (down 3.6%), science (down 0.9%), and social studies (down 4.7%). 8. 35.2% of our consolidated student group scored proficient/distinguished on KPREP reading and math combined. This is a decrease from 43.4% the previous year, a decline of 8.2%. 9. We have seen a 1.0% decrease in proficiency for our economically disadvantaged students on the KPREP reading/math scores combined. 10. Our students with disabilities scoring proficient/distinguished on the KPREP reading assessment dropped from the previous year from 44.2% to 34.1%, a decrease of 10.1%. Our students with disabilities scoring proficient/distinguished on the KPREP math assessment also dropped from 37.2% to 25.0%, a decrease of 12.2%. 11. Our third grade STAR Reading scores dropped from the previous year from 62% to 56% proficiency, a decrease of 6%. Fourth grade STAR Reading scores also dropped by 1% from 62% to 61% proficiency. Fifth grade STAR Reading scores increased by 6% from 58% to 64% proficiency. 12. Our third grade STAR Math scores increased from 39% to 43% proficiency, an increase of 4%. However, our fourth grade STAR Math scores fell from 45% to 39% proficiency, a decrease of 6%. Our fifth grade STAR Math scores also dropped from 54% to 47%, a decrease of 7%. 13. The Impact Kentucky Working Conditions Survey was given to all faculty during the 2019-20 school year and replaces the TELL Survey for Kentucky. Clarkson Elementary School had 49 survey respondents. Teachers were asked questions which fell under eight categories/topics - Educating All Students, Feedback and Coaching, Managing Student Behavior, Professional Learning, Resources, School Climate, School Leadership, and Staff-Leadership Relationships. Although the Impact Kentucky survey doesn't conspicuously align with the former Tell Survey, one previously identified need from the 2017 Tell Survey was to improve upon staff perception of their level of influence on decision making which had increased to 80% in the past three years. The Impact Kentucky survey asks the correlative question, "When the school makes important decisions, how much input do teachers have?" According to those results only 57% responded favorably, with 2% answering that they felt teachers have a tremendous amount of input, 55% quite a bit of input, and 36% some input. Anything less than quite a bit was not considered favorable, therefore the 36% that responded in the middle with the choice some, skewed the data negatively. Impact Kentucky also asked how responsive staff felt school leaders were to their feedback which correlates with the Tell Survey asking how comfortable staff felt raising issues and concerns important to them. Sixty-seven percent responded favorably, with anything less than the choice quite being considered unfavorable, so the 29% that responded with somewhat responsive didn't count. Specific highlights of the Impact Kentucky survey was a 94% favorable response to how often teachers use assessment data to inform instruction with anything less than frequently not counting. Overall, managing student behavior had a 77%

favorable result, 12% above the state average and 14% above the district average. Ninety percent felt that relationships between teachers and students are respectful and 82% felt that the school is a positive working environment. A specific area for growth is raising the [39%] favorable response to frequency of feedback and [49%] favorable response to quantity of feedback on teaching. 14. Office referrals have decreased at Clarkson Elementary from 95 in 2018-19 to 56 in 2019-20. Bus events count for 6 of these referrals. The large decrease in referrals is partially due to school not being in session during the last quarter of the school year (due to Covid-19).

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Priorities/Concerns

. Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

1. Our school saw an overall decrease in KPREP proficient/distinguished scores in reading (4.6%) and math (3.3%). 2. Our percentage of proficient/distinguished on the third grade KPREP reading assessment fell 18.4% from the previous year. 3. Our fourth grade KPREP math proficient/distinguished scores dropped 12% from the previous year. 4. Our KPREP writing scores have decreased a total of 16% over the past two years. 5. Our percentage of novice on the 2018-19 KPREP assessment has increased in every area except fourth grade math (down 3.6%), science (down 0.9%), and social studies (down 4.7%). 6. Our school's KPREP social studies proficient/distinguished scores were 4.9% lower than the Kentucky average. 7. Our disability group saw a 10.1% decrease in reading proficiency and a 12.2% decrease in math proficiency. 8. STAR Reading scores decreased by 6.0% in third grade from the previous year. 9. Fourth grade STAR Math scores decreased by 6.0% and fifth grade STAR Math scores decreased by 7.0% from the previous year.

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Trends

. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

1. Our overall KPREP proficient/distinguished scores in reading have increased slightly since 2016-17, from 58.1% to 58.5%. This is an increase of only 0.4%. However, our scores have fluctuated over the past three years. 2. Our overall KPREP proficient/distinguished scores in math have decreased each year since 2016-17, from 54.7% to 51.2%. This is a total decrease of 3.5%. 3. Since the 2016-17 school year, our third grade KPREP proficient/distinguished scores in reading have decreased from 55.7% to 44.8% (decrease of 10.9%). 4. Our third grade KPREP proficient/distinguished scores in math have decreased a total of 8.1%, from 57.5% to 49.4%. Our fourth grade math scores decreased a total of 3.8%, from 50.0% to 46.2%. These scores fluctuated over the past three years as well. 5. Our percentage of students scoring novice on the third grade KPREP reading assessment has increased by 5.8%; third grade students scoring novice on the KPREP math assessment also increased by 8% since 2016-17. 6. Our percentage of economically disadvantaged students who scored proficient/distinguished on the KPREP math assessment has decreased by 6.6% since 2016-17. 7. Our percentage of students with a disability who scored proficient/distinguished on the KPREP reading and math assessment combined has decreased by 10.4% since 2016-17. 8. Over the past three years, our third grade STAR reading scores have decreased by a total of 5.5%, from 61.5% to 56.0%. 9. On the Impact Kentucky Working Conditions Survey, a specific area for growth is raising the 39% favorable response to frequency of feedback and 49% favorable response to quantity of feedback on teaching. These two areas have decreased since the 2017 TELL Survey. 10. Our school has no major behavior issues at this time.

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Potential Source of Problem

. Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

1. One of our school district's priorities is for all students to read on grade level by the third grade. To make that happen, each school implemented a foundations block that focuses only on phonemic awareness, phonics, and fluency instruction. Our K-2 STAR data shows that this hour of uninterrupted instructional time each day has shown great success in moving our students toward proficiency in reading.
2. Our school district also worked with teams of K-5 teachers to create learning progressions, pacing guides, and district common assessments to ensure that the standards are being taught to the rigorous levels needed.
3. Clarkson Elementary's main focus is to ensure congruency is present between standards, learning targets, and assessment measures. Each lesson will require a formative assessment to ensure mastery of content. Instruction must match the learning targets and the assessments.
4. Our school will conduct frequent grade level professional learning communities (PLC meetings) where we will focus on deconstructing standards and developing congruent learning targets and activities for each standard.
5. Our school will continue to conduct monthly data teams meetings where data from formative assessments is analyzed and next steps are determined.
6. Our school has developed a new STEM lab to ensure that science standards are being taught to the rigorous level that is necessary.
7. Through Course Tasks (TCTs) will continue to be required as well as the use of the Writer's Workshop framework for writing instruction. Teachers are also required to administer on demand writing prompts three times per year.
8. Our school will conduct PLCs on the new social studies standards. Teachers will work as grade level teams to examine the new standards, find resources, and develop lessons and assessments to ensure mastery of those standards.
9. Professional development will be a priority at our school. The Kentucky Center for Mathematics (KCM) has provided professional development in the area of math. This will be an ongoing relationship throughout the school year. Other professional development opportunities will be considered and approved by

our principal and SBDM council as needed. 10. Our school will also create and monitor a "Watch List" of those students who are performing below proficiency.

Strengths/Leverages

. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.





Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

1. Our fourth grade KPREP reading proficient/distinguished scores have increased to 64.4%, which is the highest in the past five years. This is an increase of 12.0% since 2014-15. 2. Our fifth grade KPREP math proficient/distinguished scores have increased to 57.4%, which is the highest in the past three years. 3. Although our reading, math, and writing scores decreased for the 2018-19 KPREP assessment, our scores remained higher than the state averages with the exception of our social studies proficient/distinguished scores. 4. Our KPREP science proficient/distinguished scores increased by 5.2% from the previous year. 5. Students scoring novice in social studies decreased by 4.7%, from 11.2% in 2017-18 to 6.5% in 2018-19. The percentage of students scoring novice in science decreased from 6.7% in 2017-18 to 5.8% in 2018-19, a decrease of 0.9%. The percentage of fourth grade students scoring novice on the KPREP math assessment dropped 3.6% from the previous year as well. 6. Our fifth grade STAR reading scores have increased to 64% proficient/distinguished. This is the highest in the past four years and is an increase of 6% from the previous year. 7. Our school's climate continues to be a strength as evidenced in the results from the 2020 Impact Kentucky Working Conditions Survey. Overall, 90% of our staff feel that teacher/student relationships are respectful and 92% feel that we have a safe school environment. Eighty-six percent (86%) of our staff feel that they are supported in their growth as a teacher and 82% feel that our working environment is a positive one. Our principal visits the classrooms regularly and provides teachers with immediate feedback. 8. Behavior expectations are taught through the use of CHAMPS and monitored and reinforced by all school staff. Students earn individual recognition for behavior and academic achievements. Classes also receive rewards as incentives for their behavior in the classroom as well as other common areas of our school.

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <p>Clarkson - Impact Kentucky Working Conditions Survey Results</p>		<ul style="list-style-type: none"> • • •
 <p>Data Charts 2019</p>	<p>Due to Covid-19, we are using the data from 2019 to develop our needs assessment.</p>	<ul style="list-style-type: none"> • • • • •
 <p>Data Set Science SS Writing</p>	<p>Due to Covid-19, we are using the data set from the 2019 testing cycle to develop our needs assessment.</p>	<ul style="list-style-type: none"> • • • • •
 <p>Survey Comparisons</p>	<p>This is the survey comparisons between the 2017 TELL Survey and the 2019 School Survey. This survey data is compared to our 2020 Impact Kentucky Working Conditions Survey on the needs assessment.</p>	<ul style="list-style-type: none"> • • •



2020-21 Phase Three: Professional Development Plan for
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2020-21 Phase Three: Professional Development Plan for Schools

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2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the school's mission?

Clarkson Elementary School exists for the purpose of providing a quality education for all students within the community. Each student will have the opportunity to achieve to their maximum potential in all phases of development (academic, social, cultural, and personal). The responsibility of this task will be shared by students, parents, teachers, and staff of Clarkson Elementary School.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for professional development that support continuous improvement?

Clarkson Elementary School's top two priorities for professional development are: 1). Increasing overall proficiency in both reading and math for all students. 2). Targeted instruction to increase proficiency in reading and math for our gap (disability) students.

3. How do the identified **top two priorities** of professional development relate to school goals?

Our top two priorities of professional development relate to the following school goals: Goal 1 (Proficiency Goal): Increase the average KPREP reading proficiency scores for Clarkson Elementary from 58.5% in 2019 to 67.9% in 2024; increase the average KPREP math proficiency scores from 51.2% in 2019 to 62.3% in 2024. Goal 2 (Achievement Gap Goal): Increase the average KPREP reading proficiency scores from 34.1% in 2019 to 49.1% in 2024 and the average KPREP math proficiency scores from 25.0% in 2019 to 42.0% in 2024 for students in the disability group.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Clarkson Elementary School's first priority for professional development is to increase overall proficiency in both reading and math for all students. Our specific objectives are: 1). Develop a firm understanding of explicit instruction and utilize that knowledge across all content areas; 2). Expand knowledge of math and reading foundations and develop and/or refine lessons to help ensure student mastery; 3). Broaden expertise of technology and digital platforms to provide engaging learning experiences for all students.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Our school's intended results are: 1). Increase proficiency for all students in both reading and math; 2). Develop teacher competency through explicit instruction evident in all content areas across all classrooms; 3). Intentional focus on foundations in math and reading; 4). Quality instruction integrated with our technology and digital platforms for an engaging blended learning experience (NTI and virtual instruction).

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

The indicators of success will be: 1). Increased scores on state and district assessments as well as STAR benchmark assessments; 2). Formal and informal observational data showing accomplished teacher practice in Domain 3; 3). Increased readiness for third grade in the areas of reading and math; 4). The development of an on-line or virtual classroom equal to that of an in-person experience.

4d. Who is the targeted audience for the professional development?

The targeted audience for the professional development will be all teachers and instructional assistants along with the principal and the curriculum coordinator.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

We believe that this professional development will make a positive impact on our students, teachers, and school leadership. We feel that our parents will be impacted as well due to NTI and virtual learning.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Resources that are needed to support this professional development include: administrative support, collegiality, books, technology (individual, portable devices, support system, apps, etc.), time, feedback, and coaching.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Ongoing supports that will be provided for professional development implementation include: coaching from school leadership as well as peers; professional learning communities to refresh and reinforce knowledge obtained through professional development; formal and informal observational data and feedback from our principal; and post observation conferencing.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

The professional development will be monitored for evidence of implementation through formal and informal observational data as well as student achievement on state/district assessments and STAR assessments.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Clarkson Elementary School's second priority need is to provide professional development on targeted instruction in order to increase proficiency in reading and math for our gap (disability) students. Our specific objectives are: 1). Develop a firm understanding of explicit instruction and utilize that knowledge across all content areas; 2). Expand knowledge of math and reading foundations and develop and/or refine lessons to help ensure student mastery. 3). Broaden expertise of technology and digital platforms to provide engaging learning experiences for all students.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Our school's intended results are: 1). Increase proficiency for our gap (disability) students in both reading and math; 2). Develop teacher competency through explicit instruction evident in all content areas across all classrooms; 3). Intentional focus on foundations in math and reading; 4). Quality instruction integrated with our technology and digital platforms for an engaging blended learning experience (NTI and virtual instruction).

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

The indicators of success will be: 1). Increased scores for students in our gap (disability) group on state and district assessments as well as STAR benchmark assessments; 2). Formal and informal observational data showing accomplished teacher practice in Domain 3; 3). Increased readiness for third grade in the areas of reading and math; 4). The development of an on-line or virtual classroom equal to that of an in-person experience.

5d. Who is the targeted audience for the professional development?

The targeted audience for the professional development will be all teachers and instructional assistants along with the principal and the curriculum coordinator.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

We believe that this professional development will make a positive impact on our students with disabilities, our teachers, and our school leadership. We feel that our parents will be impacted as well due to NTI and virtual learning.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Resources that are needed to support this professional development include: administrative support, collegiality, books, technology (individual, portable devices, support system, apps, etc.), time, feedback, and coaching.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Ongoing supports that will be provided for professional development implementation include: coaching from school leadership as well as peers; professional learning communities to refresh and reinforce knowledge obtained through professional development; formal and informal observational data and feedback from our principal; and post observation conferencing.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

The professional development will be monitored for evidence of implementation through formal and informal observational data as well as student achievement on state/district assessments and STAR assessments.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Executive Summary for
Schools_09172020_15:41

2020-21 Phase Three: Executive Summary for Schools

Clarkson Elementary School
Shannon Cates

310 Millerstown Street
Clarkson, Kentucky, 42726
United States of America

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2020-21 Phase Three: Executive Summary for Schools

. Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

On October 12th, 2020, Clarkson Elementary School had an enrollment of 581 students in preschool through 5th grade. Our enrollment has decreased by 44 students over the past year. Even with that decrease, Clarkson Elementary School remains the largest elementary school in Grayson County. There are 3 preschool, 3 kindergarten, 4 first grade, 3 second grade, 4 third grade, 3 fourth grade, and 3 fifth grade regular education classrooms. We also have a virtual classroom for each grade level (except preschool) this year due to Covid-19. We are a Title I school with 63.0% of our students qualifying for free or reduced lunch for the 2020-21 school year. Our school is located at 310 Millerstown Street, Clarkson, Kentucky, a city with a population of 875 according to the 2010 census report. Clarkson is a smaller than average city in a rural area, but the elementary school serves a vast area in terms of square miles. There are many small communities outside the city limits within our school's district. The demographic makeup of Clarkson Elementary closely mirrors the makeup of the city of Clarkson and of Grayson County as a whole with 96.4% of the school population identifying as white non-Hispanic, 0.2% as African American, 0.2% as Asian, 1.5% as Hispanic, and 1.7% as two or more races. Male students make up 51.3% of our school population while 48.7% of our students are female. The attendance rate is 96.2% and the rate of retention is 1.8% in grades 1-5. Our students with IEPs make up 20.31% of our population, 7.5% receive gifted and talented education (GTE) services, and 0.5% are English Language Learners (ELL). As of October 12th, 2020, 20.3% of our students were attending school virtually. Clarkson Elementary School has a long history in this community from its establishment in the mid-1940s as a public school serving first through twelfth grades. When the county's three high schools consolidated in 1974, Clarkson became an elementary school utilizing the same physical structure as Clarkson High School. In November 2010, Clarkson moved into its current location, a two-story new construction facing away from the original structure which was later demolished. Clarkson High School Alumni are active throughout the community with the mayor of our city a Clarkson alum herself. There is much pride in the Clarkson Redhawk tradition which is honored in our display case in the front entrance. The school building itself continues to be a central part of our community as host to the annual Clarkson Honey Festival beauty pageant, the polling place for elections, and the location for many other community events and celebrations (fewer this year due to Covid-19). Clarkson also has a large community park for

soccer, baseball, and softball with a walking track and playground. Clarkson police officers are a common presence in our building. They not only work to establish positive perceptions about law enforcement through regular, daily interactions with students but provide leadership examples as well through mentoring. Our faculty is 100% female, so the male officers provide a much needed male leadership presence in our building. Approximately 5.1% of students in Clarkson Elementary are in foster care or living with grandparents or other family members. Unfortunately, many of these students' first encounters with police officers are not positive prior to the school setting. Our school is well represented in the annual Honey Fest parade, as students, teachers, and parents create bee themed floats to celebrate one of Clarkson's local businesses, Kelly Beekeeping. Clarkson Elementary employs 44 certified teachers, including six for special education, four for related arts, a reading specialist partially funded with the RTA grant, a math specialist partially funded with the MAF grant, and one additional certified interventionist. We also have a discovery (science) lab teacher to focus on inquiry based science instruction. In addition, Clarkson Elementary employs two full time speech therapists and an ESS paraeducator through the daytime waiver. Four teachers have received National Board certification. Teachers average 13.6 years of teaching experience, 86.4% have their Masters degree or higher, and 88.6% have four or more years of experience. Our principal is currently in her fourth year and was previously our school's curriculum coordinator. Her leadership team consists of a curriculum coordinator, guidance counselor, and teacher leaders from each grade level as well as special education, related arts, and our interventionist team. According to the 2010 US Census data, the median income for a Grayson County resident is about \$33,290 with approximately 21.7% below the poverty level. Only about 1.7% of Grayson County residents reportedly speak primarily in a language other than English, and only about 8.7% have an education with a bachelors degree or higher. Kelly Beekeeping and Mid-Park Inc. are local industries, but our school system is probably the biggest employer in our community. Many of our students live below the poverty line and our Family Resource Center (FRC) is a much used asset to the families in need of support. Our FRC secured grants from Race to the Top and United Way for the 2017-18 school year to implement Born Learning to target parents of children birth to five years of age. This program helped increase kindergarten readiness by providing parent training opportunities throughout the school year. One of the greatest challenges in our community is the fact that our student population is spread out over a large geographical area. Some of our students live a great distance from the school's physical location. We are in a rural area with limited access to 21st century technologies for many families. With higher than average unemployment and poverty combined with the lack of resources, such as reliable transportation, parent and family access to the building is sometimes

limited. This limited involvement is evident in participation numbers in the parent teacher organization and parent training opportunities.

. Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Clarkson Elementary School's vision is to provide a relevant, engaging learning experience for all students by discovering and cultivating each individual's strengths, passions, and talents. We wish to forge a collaborative partnership with our community and families by establishing a shared commitment, responsibility, and accountability for the future success of our children. Together, we will explore the myriad of possibilities and opportunities as 21 century learners. We want to instill and foster the belief that education is the best investment one can make in realizing his/her dreams and fulfilling one's potential for success in life. Our promise is to embrace our students by validating their individuality, as we nurture, encourage, and advocate for them along their educational journey. Our mission then is to provide a quality education for all students, providing each with the opportunity to achieve maximum potential in all areas of development (academic, social, physical, cultural, and personal). This responsibility is shared by students, parents, teachers, and staff of Clarkson Elementary School. Our mission statement is "Students Today, Leaders Tomorrow". At the core of our values/beliefs are individual students. To support our vision for our students and as part of our PBIS initiative, we have adopted the acronym SOAR (S - Succeed with Hard Work, O - Own Your Choices, A - Aspire to Lead, R - Respect Yourself and Others). Students gather and wait in the common area each morning (except this year due to Covid-19) and are dismissed by school leadership and often students are called on to assist. The routine consists of movement choreographed by our physical education teacher, a morning greeting and announcements from school leadership, pledge of allegiance, and school wide choral response of SOAR. Students are recognized for outstanding achievements, not limited to academics only, and one student per class is chosen as the SOAR citizen of the month for exemplifying what it means to "SOAR Today and Every Day". We also offer a variety of clubs (more than 20) once or twice a month during the school day that appeal to individual interests and talents. Some examples are cooking, archery, scrapbooking, pep, photography, mileage, and sign language. (Again, we discontinued clubs due to Covid-19 but will continue with clubs when it is safe to do so.) Clarkson makes it a priority to acknowledge and celebrate student achievement in and out of the school setting. Another way in which Clarkson embodies its purpose is through the master schedule. All of our students have protected access to visual arts, physical education, library skills, music, and dance. Culminating events around the Vocational Studies standards are

collaborative events utilizing many community partners. The school environment captures our dedication to the arts and humanities program as evident in the student art work lining our main hallway. Clarkson Elementary recently developed a trauma informed care team as required by Kentucky state law. As a staff, we will treat every child with respect and affection. We are focused on relationship building and shared accountability with students through goal setting, promoting a growth mindset, and advocating for every child by identifying those students lacking meaningful connections and pairing them with student or adult mentors. Our ambassador program matches primary students in need to fifth grade mentors. We have fully implemented Kentucky's Academic Standards. We continue to refine our understanding of how to best meet the needs of our students. Our principal has begun making opportunities for all staff members to participate in classroom observations to collect and analyze data on the use of learning targets and matching assessments.

. Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Our school has been fortunate enough to secure the RTA grant allowing us to have a reading specialist on staff. We have also been awarded the MAF grant which allows us to have a math specialist for intervention. We have great participation in the band and orchestra programs providing a strong feeder program for our middle and high school programs. Our music teacher continues to work with our choir and meets with them several times a month. The choir has high participation and has performed several times for our school and community in past years. We have an active Jr. Beta Club with a foundation in community service. Our school participates in the community food drive, Salvation Army's Angel Tree program, and other programs as well. We strive to increase student awareness of our responsibilities to serve our community and contribute to society. We have a strong Academic Team, placing in the district and region year after year. The Academic Team consists of a Quick Recall Team, written composition, written assessment, and future problem solving. Many of our students participate in Girl Scouts and Cub Scouts, gymnastics, Jr. Pro basketball and football, and cross country. We will continue to have a Redhawk Ambassador Program for our fifth graders when it is safe to do so (due to Covid-19). These students must be recommended by their teachers, go through an interview process, and be capable of mentoring our younger students. They must also promote SOAR and live up to the values of our school. In the next three years, our focus will continue to be on improving academic performance in all academic areas, meeting our annual targets, increasing student growth, closing and eliminating gaps, and reducing the number of students performing on a novice

level. We will continue to use data to drive instruction and to clearly communicate expectations for students by identifying learning targets that are congruent with the Kentucky Academic Standards. We will focus on developing lessons and assessments that match the standards/learning targets. We will strive for every student to read on grade level before entering third grade, which is our district's initiative. Our K-2 students will continue to participate in the uninterrupted reading foundations block and receive specific, targeted phonics and phonemic awareness instruction.

. **CSI/TSI Schools (including ATSI) Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

Clarkson Elementary School is not a CSI/TSI school.

. Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Clarkson Elementary School's leadership, faculty, and staff are committed and dedicated to student achievement and growth as shown through their personal dedication of time, heart, and their own funds. We view the community as vital, integral stakeholders in the success of our school. We collaborate with many community partners for our vocational studies culminating activities.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase One: Continuous Improvement Diagnostic for
Schools_09172020_15:38

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

Clarkson Elementary School
Shannon Cates

310 Millerstown Street
Clarkson, Kentucky, 42726
United States of America

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2020-21 Phase One: Continuous Improvement Diagnostic for Schools

. The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2020-21 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Professional Development Plan for Schools

Phase Four: January 1 - December 31

- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Shannon Cates, 9/29/2020

2020-21 Phase Two: School Assurances_09172020_15:39

2020-21 Phase Two: School Assurances

Clarkson Elementary School

Shannon Cates
310 Millerstown Street
Clarkson, Kentucky, 42726
United States of America

Last Modified: 10/27/2020

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2020-21 Phase Two: School Assurances

2020-21 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of “ineffective” as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the [Kentucky Equitable Access to Effective Educators Survey](#). Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has accurately completed the [Kentucky Equitable Access to Effective Educators Survey](#) by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

- Yes
- No
- N/A

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- Yes**
- No
- N/A

ATTACHMENTS

Attachment Name

 [Title I Schoolwide Plan for 2020-21](#)

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- Yes**
- No
- N/A

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- Yes**
- No
- N/A

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- Yes**
- No
- N/A

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- Yes**
- No
- N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

- Yes
- No
- N/A

ATTACHMENTS

Attachment Name

 [Needs Assessment](#)

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- Yes
- No
- N/A

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- Yes
- No
- N/A

ATTACHMENTS

Attachment Name



Annual Title I Review

Title I Targeted Assistance School Programs

10. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- Yes
- No
- N/A**

11. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- Yes
- No
- N/A**

12. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- Yes
- No
- N/A**

13. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- Yes
- No
- N/A**

14. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

- Yes
- No
- N/A**

15. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

- Yes
- No
- N/A**

16. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- Yes
- No
- N/A**

17. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- Yes
- No
- N/A**

Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

- Yes
- No
- N/A**

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

- Yes
- No
- N/A**

All School Programs

20. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- Yes**
- No
- N/A

COMMENTS

In November, Clarkson Elementary School hosted a training for all district certified elementary teachers and all paraeducators. Our primary teachers attended training in Reading Horizons, an Orton-Gillingham based, systematic phonics program which supports our Title I strategy of building a comprehensive reading block with a protected and dedicated time for teaching foundations to kindergarten, first, and second grade students in addition to comprehension and writing blocks. All intermediate math teachers received training from KCM in integrating the math teaching and student practices.

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

- Yes**
- No
- N/A

22. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

- Yes**
- No
- N/A

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- Yes**
- No
- N/A

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

- Yes**
- No
- N/A

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

- Yes**
- No
- N/A

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

- Yes**
- No
- N/A

27. The school provides parents of participating children, or all children in a schoolwide program—

- A. timely information about programs under Title I;
- B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
- C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

- Yes**
- No
- N/A

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- Yes**

- No
- N/A

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d) (1-2).

- Yes**
- No
- N/A

ATTACHMENTS

Attachment Name

 [Parent Compact](#)

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

- Yes**
- No
- N/A

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

- Yes**
- No
- N/A

ATTACHMENTS

Attachment Name

 [Literacy Night Information](#)

 [Parent Letter for Literacy Night](#)

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

- Yes**
- No
- N/A

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

- Yes**
- No
- N/A







34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

- Yes**
- No
- N/A

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

- Yes**
- No
- N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Annual Title I Review		• 9
 Literacy Night Information		• 31
 Needs Assessment		• 7
 Parent Compact		• 29
 Parent Letter for Literacy Night		• 31
 Title I Schoolwide Plan for 2020-21		• 2



2020-21 Phase Three: Closing the Achievement Gap
Diagnostic_09172020_15:41

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Clarkson Elementary School
Shannon Cates

310 Millerstown Street
Clarkson, Kentucky, 42726
United States of America

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II. Achievement Gap Analysis	5
III. Planning the Work	9
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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

- . Complete the [Achievement Gap Group spreadsheet](#) and attach it.

Students living in poverty (free and reduced lunch), PreK - 5th = 63.0%; Students with Disabilities, PreK - 5th = 20.31%

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

Clarkson Elementary School serves a rural community that is widespread in terms of geographical area. There is higher than average unemployment and poverty in our community. Our school's climate and culture are considerate and supportive as related to our gap population. Clarkson Elementary staff members believe that all students are capable of growing and being successful. Our special education teachers collaborate and work closely with the regular classroom teachers. Accommodations are provided and modifications are made for our special education students both inside and outside the regular classroom setting. Our at-risk students are provided with additional small group instruction from our RTI interventionist team. We also provide morning Extended School Services (ESS) for those students who need some extra help in reading and math. Our school is a PBIS school and uses positive reinforcement to promote good behaviors. Our students are encouraged to SOAR every day and recite the following every morning before school begins: S - Succeed with hard work, O - Own your choices, A - Aspire to lead, R - Respect yourself and others. Free breakfast and lunch are provided to all students in our school. Our staff members often provide our at-risk students with food, clothing, and other items to make sure that their basic needs are met. Our Family Resource Center (FRC) provides much assistance and support to our students and families living in poverty. They provide clothing, food, and other basic needs and coordinate the angel tree program and the fall food drive that benefits families in need in our community. They also work hand in hand with United Way to provide backpack food for students to take home on weekends and over long breaks and provide training to families with children from birth to school age.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

Clarkson Elementary School has yet to successfully close any of our achievement gaps. We fell short in each gap group and content area and were unable to meet our targets. Therefore, gaps still exist in both gap groups and in all content areas.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

Students Living in Poverty (Free/Reduced Lunch): Social Studies - increased the percentage of proficient/distinguished from 36.9% in 2017-18 to 42.5% in 2018-19 (an increase of 5.6%). The gap between all students and students living in poverty has decreased by 5.2% in social studies from the previous year. Writing - increased the percentage of proficient/distinguished from 30.8% in 2017-18 to 42.5% in 2018-19 (an increase of 11.7%). The gap between all students and students living in poverty has decreased by 12.2% in writing from the previous year.

ATTACHMENTS

Attachment Name

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

Students Living in Poverty (Free/Reduced Lunch): Reading and Math - Our gap between all students and students living in poverty is shrinking (reading - decrease of 3.3%, math - decrease of 2.5%); however our percentage of proficient/distinguished decreased for all students. Students with Disabilities: Reading - percentage of proficient/distinguished decreased from 44.2% in 2017-18 to 34.1% in 2018-19 (a decrease of 10.1%). The reading gap has grown 5.5% from the previous year. Math - percent of proficient/distinguished decreased from 37.2% in 2017-18 to 25.0% in 2018-19 (a decrease of 12.2%). The math gap has grown 8.9% from the previous year. There were not enough students with disabilities in 2017-18 to report science, social studies, or writing. No comparisons in those areas can be made at this time.

ATTACHMENTS

Attachment Name

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Attendance issues and family instability continue to be problems for our student population. We have students who move frequently within the school district and from outside the district. We are likely to withdraw students only to reenroll them later in the same school year. We often register new students after extended breaks. There have been instructional barriers created by this discontinuity. Our disability group contains several students who require a reader/scribe on the KPREP testing. This person is often someone other than their regular classroom teacher or

special education teacher. There is little to no opportunity for relationship building between the student and the person administering the test, so those students do not perform as well as if they were with their regular teachers.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Our school's leadership team conducted a KPREP data analysis session concerning our school's gap groups. The data analysis required all participants to examine and discuss the data given to them by our school's curriculum coordinator. This data includes the percentage of proficient/distinguished students in all content areas and in all groups, including our gap groups (students living in poverty and students with disabilities). The team was also asked questions similar to those on this diagnostic, including "Which gaps were closed, which have shown improvement, and which have lacked progression or regressed?" We also brainstormed possible conditions that have prevented our gaps from closing. Stakeholders involved in the data analysis were: Shannon Cates (Principal), Heather VanMeter (Curriculum Coordinator), Angie Geary (Counselor), Faith Vincent (Preschool Teacher), Sandra Logsdon (1st Grade Teacher), Angela Elmore (2nd Grade Teacher), Tracy Bryant (3rd Grade Teacher), Robin Whobrey (4th Grade Teacher), Kim Dennison (5th Grade Teacher), Kristen Cook (Related Arts Teacher), Kelly Skaggs (Science Teacher), and Sarah Hale (Special Education Teacher). This team will also meet monthly to discuss data from a variety of sources (KPREP, STAR, classroom assessments) and brainstorm improvement strategies based on the data analysis.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

Our professional development has been geared toward each grade level's need. Our kindergarten, 1st grade, and 2nd grade teachers/assistants, as well as our reading interventionist team and special education teachers, have been involved in reading professional development in the area of phonics and phonemic awareness.

Our teachers and assistants have been involved in math professional development through KCM (Kentucky Center for Mathematics). KCM continues to be a resource for our professional development needs. Most of our professional development has been in the form of "teacher work days". Each grade level has worked closely with our principal to deconstruct the reading and math standards. She has helped them see "the big picture" and how their grade level standards build upon the previous standards taught. Our teachers have also participated in professional development surrounding explicit instruction. We plan to follow up with classroom observations when schools reopen and students return to in-person instruction. Due to NTI and virtual learning, our school sees a need to broaden expertise of technology and digital platforms in order to provide engaging learning experiences for all students. Our school has devoted time to data analysis and will continue to do so in order to determine our student needs. Although our growth is not evident on the KPREP assessment for this cycle, we believe that our students are growing in every subject area. Our STAR assessment data and data teams assessments prove that growth is occurring at every grade level. We believe that growth will be shown on future KPREP testing cycles.

III. Planning the Work

. List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

1. Increase the percentage of students living in poverty scoring proficient or higher in reading from 54.0% in 2019 to 56.1% in 2021. 2. Increase the percentage of students living in poverty scoring proficient or higher in math from 43.9% in 2019 to 46.5% in 2021. 3. Increase the percentage of students living in poverty scoring proficient or higher in science from 35.9% in 2019 to 38.8% in 2021. 4. Increase the percentage of students living in poverty scoring proficient or higher in social studies from 42.5% in 2019 to 45.1% in 2021. 5. Increase the percentage of students living in poverty scoring proficient or higher in writing from 42.5% in 2019 to 45.1% in 2021. 6. Increase the percentage of students with disabilities scoring proficient or higher in reading from 34.1% in 2019 to 37.1% in 2021. 7. Increase the percentage of students with disabilities scoring proficient or higher in math from 25.0% in 2019 to 28.4% in 2021. 8. Increase the percentage of students with disabilities scoring proficient or higher in science from 35.7% in 2019 to 38.6% in 2021. 9. Increase the percentage of students with disabilities scoring proficient or higher in social studies from 25.0% in 2019 to 28.4% in 2021. 10. Increase the percentage of students with disabilities scoring proficient or higher in writing from 12.5% in 2019 to 16.5% in 2021.

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.





Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Measurable Gap Goal: Increase the average KPREP reading proficiency scores from 34.1% in 2019 to 49.1% in 2024 and the average KPREP math proficiency scores from 25.0% in 2019 to 42.0% in 2024 for students in the disability group; increase the average KPREP reading proficiency scores from 54.0% in 2019 to 64.5% in 2024 and the average KPREP math proficiency scores from 43.9% in 2019 to 56.7% in 2024 for students receiving free/reduced lunch.

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Clarkson Achievement Gap Group Identification 2021		• I
 Clarkson Measurable Gap Goal 2021		• III
 Data Charts 2019		• II.D
 Data Set Science SS Writing		• II.C • II.D

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable
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<p>Increase the average KPREP reading proficiency scores from 34.1% in 2019 to 49.1% in 2024 and the average KPREP math proficiency scores from 25.0% in 2019 to 42.0% in 2024 for students in the disability group; increase the average KPREP reading proficiency scores from 54.0% in 2019 to 64.5% in 2024 and the average KPREP math proficiency scores from 43.9% in 2019 to 56.7% in 2024 for students receiving free/reduced lunch.</p>	<p>Design and Deliver Instruction, Design and Deploy Standards</p>	<p>Establish a practice (worker) to: Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments (Assessments for Learning). Collaborative design of formative assessments will occur with regular and special education teachers. Differentiated activities based on knowledge of students (cognitive development, cultural heritage, interests, and special needs) will also occur. Establish a practice (worker) to: Use formative and summative evidence to inform what comes next for individual students and groups of students. Differentiated tasks will be designed for individuals and groups. Step four of the data teams process (Instructional Strategies) will be the primary focus during the data team meetings. Establish a process (work) to: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. PLCs focusing</p>	<p>School Leadership, Regular Classroom Teachers, Special Education Teachers, Interventionists</p>
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Method of Progress Monitoring	Funding Mechanism and Amount
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School leadership will monitor collaborative efforts and differentiated activities. Data forms from meetings will show instructional strategies. School leadership will monitor to ensure that differentiation occurs. School leadership will provide professional development opportunities to all staff members, focusing on specific grade level needs. Principal observations will be used to monitor the use of learning targets, explicit instruction, and formative assessments.

Approximately \$400 per work day, paid through Title I funds

Gap Group/Total number of students	Percentage of Total School Population
Free/Reduced Lunch 366 out of 581 (PreK - 5th)	63.00%
Students with Disabilities 118 out of 581 (PreK - 5th)	20.31%

2020-21 Phase Two: School Safety Report_09172020_15:40

2020-21 Phase Two: School Safety Report

Clarkson Elementary School

Shannon Cates
310 Millerstown Street
Clarkson, Kentucky, 42726
United States of America

Last Modified: 10/27/2020

Status: Open

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2020-21 Phase Two: School Safety Report

2020-21 Phase Two: School Safety Report

School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

yes; the SBDM council reviewed the emergency plan on June 9, 2020

ATTACHMENTS

Attachment Name



SBDM Minutes reflecting review of ERP

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.

yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.

yes

5. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

Please provide the most recent date of review/revision of the school's emergency plan in the district in the comment box. If the answer is "no", please explain in the comment box.

yes

6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS

158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is “no”, please explain in the comment box.

yes; the Emergency Response Plan was discussed during our staff opening day on August 19, 2020 prior to our first instructional day and is also readily available to all staff through our Google Classroom

ATTACHMENTS

Attachment Name

 [Clarkson Elementary School Opening Day Slideshow](#)

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is “no”, please explain in the comment box.

yes; although drills were conducted with adaptations; rather than pulling the fire alarm for all students to practice at once, drills were announced for smaller groups of students taking into consideration the number of students using each exit and the ability to maintain social distancing guidelines

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is “no”, please explain in the comment box.

yes

ATTACHMENTS

Attachment Name

 [Monthly Drill Calendar](#)

9. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond “no” and please explain further in the comment box.

yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Clarkson Elementary School Opening Day Slideshow		• 6
 Monthly Drill Calendar		• 8
 SBDM Minutes reflecting review of ERP		• 1