

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
- The required goals for high schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing

- Achievement Gap
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate

1: State Assessment Results in reading and mathematics

| Goal 1: Increase the average KSA reading proficiency scores for Clarkson Elementary from 68.0% to 73.0% by 2027; increase the average KSA math proficiency scores from 50.0% to 64.5% by 2027. | | | | | |
|---|---|---|---|---------------------|--|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1: Increase the reading proficiency for Clarkson Elementary School students in grades 3-5 from 68.0% in 2022 to 69.0% in 2023. Objective 2: Increase the math proficiency for Clarkson Elementary School students in grades 3-5 from 50.0% in 2022 to 55.6% in 2023. | KCWP 2: Design and Deliver Instruction (Reading and Math) | <i>Establish a process (work) to: Ensure congruency is present between standards, learning targets, and assessment measures.</i> Formal and informal observations will be conducted by our principal and curriculum coordinator with feedback specific to teacher clarity and planned instructional sequence. Each lesson requires formative assessment to ensure mastery of content. Explicit instruction must match learning targets (learning intention, relevance, and success criteria) and be organized according to the five episodes of learning. | Principal and curriculum coordinator will monitor through classroom observations. | | Approximately \$400 daily for teacher work days to pay for substitutes needed. Title I funds may be used for this. |
| | KCWP 1: Design and Deploy Standards (Reading and Math) | <i>Establish a condition (workplace) to: Increase collaboration in deconstructing standards and developing congruent learning targets.</i> Teachers, under the supervision of our principal and curriculum coordinator, will be involved in professional learning communities and work days dedicated to deconstructing standards to determine learning targets and to plan using the Thoughtful Ed learning window. | Agendas from PLCs and work days as well as sign in sheets will be provided. | | |
| | KCWP 1: Design and Deploy Standards (Reading and Math) | <i>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.</i> Teachers will participate in professional learning with a continued focus on teacher clarity, the five episodes of learning, the learning window, and teaching for deeper learning. Educational strategies will be shared amongst teachers who will utilize these tools to help refine their composition of learning targets and success criteria. | Agendas from professional learning as well as sign in sheets will be provided. | | |

2: State Assessment Results in science, social studies and writing

| Goal 2: Increase the average KSA proficiency scores for Clarkson Elementary in science from 37.0% to 56.7%; in social studies from 58.0% to 63.0%; and in writing from 51.0% to 62.3% by 2027. | | | | | |
|---|--|--|---|----------------------------|----------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| <p>Objective 1: Increase the science proficiency for Clarkson Elementary School students from 37.0% in 2022 to 45.8% in 2023.</p> <p>Objective 2: Increase the social studies proficiency for Clarkson Elementary School students from 58.0% in 2022 to 59.0% in 2023.</p> <p>Objective 3: Increase the writing proficiency for Clarkson Elementary School students from 51.0% in 2022 to 52.8% in 2023.</p> | KCWP 2: Design and Deliver Instruction (Science, Social Studies, Writing) | <i>Establish a practice (worker) to: Develop assignments and activities that reflect the learning targets students have had the opportunity to learn.</i> Teachers will use state provided Through Course Tasks for science and will implement inquiry based strategies. 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 and will plan lessons and activities with high levels of cognitive engagement. | Working student writing folders, data teams concerning on demand writing, samples of Through Course tasks submitted to school leadership. | | \$0 |
| | KCWP 6: Establishing Learning Culture and Environment (Science, Social Studies, Writing) | <i>Establish a practice (worker) to: Ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning.</i> Teachers will conference with students concerning their writing through Writer’s Workshop. Professional learning will be provided on various forms of effective feedback. | School leadership will monitor through classroom observations. | | |
| | KCWP 3: Design and Deliver Assessment Literacy (Science, Social Studies, Writing) | <i>Establish a process (work) to: Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.</i> Training and professional development will be provided focusing on the social studies standards. Teachers will have the opportunity to work as grade level teams to deconstruct the standards, access available resources, and develop lessons and assessments to ensure mastery of those standards. | Agenda and sign-in sheet for professional learning provided. | | |

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly 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 statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|--|--|---|---------------------|---------|
| Objective 1: Increase the average KSA reading proficiency scores of students with disabilities at Clarkson Elementary School from 41.0% in 2022 to 43.2% in 2023. | KCWP 4: Review, Analyze and Apply Data (Reading and Math) | <i>Establish a condition (workplace) to: Ensure that all users of assessment data use the information to benefit student learning.</i> Assessment data will be reviewed using red item analysis to determine not only content success, but what research-based strategies have been implemented and were successful. This will include, but is not limited to, KSA, Mastery View Predictive (MVP) Assessments and progress monitoring data. | Agenda and sign-in sheet for red item analysis | | \$0 |
| Objective 2: Increase the average KSA math proficiency scores of students with disabilities at Clarkson Elementary School from 18.0% in 2022 to 31.8% in 2023. | KCWP 2: Design and Deliver Instruction (Reading and Math) | <i>Establish a practice (worker) to: Use formative and summative evidence to inform what comes next for individual students and groups of students.</i> 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. Professional learning and support will be given as needed. | Data forms from meetings will show instructional strategies, school leadership will monitor to ensure differentiation occurs. | | |
| Objective 3: Increase the average KSA reading proficiency scores of economically disadvantaged students at Clarkson Elementary School from 61.0% in 2022 to 62.1% in 2023. | KCWP 3: Design and Deliver Assessment Literacy (Reading and Math) | <i>Establish a process (work) to: Ensure that standardized assessment results are used appropriately to propel student achievement.</i> Teachers will analyze data from the FastBridge Assessments to individualize learning for students with gaps. Students will be targeted for remediation and intervention using FastBridge data. Teachers will improve test taking skills by teaching strategies for analyzing questions to determine how to respond. | Student data from FastBridge, MTSS meeting minutes. | | |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|--|----------|------------|--------------------|---------------------|---------|
| Objective 4: Increase the average KSA math proficiency scores of economically disadvantaged students at Clarkson Elementary School from 40.0% in 2022 to 49.0% in 2023. | | | | | |

4: English Learner Progress

| Goal 4: The ACCESS overall performance of EL students will increase one level by 2025. | | | | | |
|---|--|---|---|---------------------|--------------------------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1: The ACCESS overall performance of EL students will increase by .33 levels in 2023. | KCWP 5: Design, Align and Deliver Support | Establish a condition (workplace) to: Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc. Our counselor and the EL coordinator will analyze ACCESS and Model Assessment scores of our EL students. Scores will be shared during the PSP meeting annually and with classroom teachers when they are received. | Program Service Plan (PSP); Meeting Notes or Agenda | | \$200 federal funds |
| | KCWP 4: Review, Analyze and Apply Data | Establish a practice (worker) to: Use collection of assessment artifacts to inform next steps for individual students and groups of students. Counselor, classroom teacher, and the EL coordinator will work together to determine the best support and accommodations needed for each individual EL student. An EL aide is available for students that struggle with gaining English Proficiency or low scores. | Program Service Plan (PSP) | | Part-time ELL paraprofessional |

5: Quality of School Climate and Safety

| Goal 5: Increase the climate index score for Clarkson Elementary School from 81.0 to 86.0 by 2027; increase the safety index score from 75.0 to 85.0 by 2027. | | | | | |
|---|---|--|--|---------------------|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1: Increase the climate index score for Clarkson Elementary School from 81.0 in 2022 to 82.0 in 2023. Objective 2: Increase the safety index score for Clarkson Elementary School from 75.0 in 2022 to 77.0 in 2023. | KCWP 5: Design, Align and Deliver Support | <i>Establish a condition (workplace) to: Ensure academic and behavioral expectations are actively modeled and are an existing part of the school culture.</i> Teachers will explicitly and purposefully teach expectations for all classroom routines and across all school settings by defining, modeling, and practicing each expectation, and using positive and negative examples so that students can determine appropriate and inappropriate behaviors and actions. Reteaching will occur after each extended break, behaviors will be monitored, and students will be held accountable. | PBIS/MTSS Meeting Agendas Lesson Plans | | |
| | KCWP 6: Establishing Learning Culture and Environment | <i>Establish a process (work) to: Adopt a district/school-wide system or initiative to build character development.</i> Deliberate and explicit teaching of prosocial behavior, coping strategies, emotional regulation, and problem solving skills. Our principal will introduce essential skills, which encompasses our district's Profile of a Graduate initiative, during morning meetings with all K-5 students. <i>Establish a condition (workplace) to: Enable students to develop leadership roles within the school and/or classroom.</i> Our ambassador program will continue for our fifth grade students. This program matches older students with our younger students who are in need of academic, behavioral, or social support. | Essential Skills Plan/Document Lesson Plans Ambassador Expectations Document | | |
| | KCWP 4: Review, Analyze and Apply Data | <i>Establish a practice (worker) to: Assure consideration and addressment of non-academic barriers to learning.</i> Faculty and staff will take measures to know their | Sources of Strength Studies Weekly - Well Being | | |

| Goal 5: Increase the climate index score for Clarkson Elementary School from 81.0 to 86.0 by 2027; increase the safety index score from 75.0 to 85.0 by 2027. | | | | | |
|--|----------|---|---|---------------------|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| | | students’ interests, family, culture, and cognitive level. Faculty and staff will also attend professional learning on trauma informed care and will treat all students as though they have experienced some sort of trauma. | Agenda from trauma informed care professional learning | | |



2022-23 Phase Two: The Needs Assessment for Schools_08232022_12:43

2022-23 Phase Two: The Needs Assessment for Schools

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2022-23 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Our preschool - 5th grade regular classroom teachers, along with certified interventionists, special education teachers, our principal, our counselor, and our curriculum coordinator, reviewed the overall school data from our 2022 KSA testing during a faculty meeting. This initial review focused mainly on our current state, celebrating our accomplishments while realizing that we have room to grow. The following day, we conducted professional learning communities (PLCs) to further discuss the data. Individual student data was shared and comparisons to the district scores were made. We also discussed the Quality of School Climate and Safety Survey results and possible interpretations that the students had with some of the questions. The need for more differentiation was a discussion topic due to our gap scores. The next week, our leadership team - which consists of a representative from each grade level, a special education teacher, a related arts teacher, a paraprofessional, our principal, and our curriculum coordinator - met to further analyze the data, focusing on the strengths/leverages and priorities/concerns. A

member of the leadership committee documents the meetings and shares minutes with the staff through Google.

ATTACHMENTS

Attachment Name



Leadership Meeting Minutes 10-17-22

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Our 2022 proficiency goal was to increase the reading proficiency for Clarkson Elementary School students in grades 3-5 from 58.5% in 2019 to 67.9% in 2024 as well as to increase the math proficiency from 51.2% in 2019 to 62.3% in 2024. Our objectives were to increase reading proficiency from 58.5% in to 60.4% in 2022 and to increase math proficiency from 51.2% to 53.4% in 2022. The activities for the proficiency goal included formal and informal observations, the use of explicit instruction, peer observations, teacher work days, learning clubs, and the use of Thoughtful Education resources. We met our performance goal in reading but did not meet it in math. - Our separate academic indicator goal was to increase the science proficiency scores 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. Our objectives were to increase science proficiency from 40.4% to 43.1% in 2022; increase social studies proficiency from 48.1% to 50.5% in 2022; and increase writing proficiency from 48.1% to 50.5% in 2022. The activities for the separate academic indicator goal included the use of through course tasks for science, writer's workshop and conferencing for writing, and standard deconstruction for social studies. We met our performance goal in social studies and writing, but we did not meet it in science. - Our achievement gap objectives were to increase the reading proficiency scores for students in the disability group from 34.1% to 37.1% in 2022 and to increase math proficiency scores for students in the disability group from 25.0% to 28.4% in 2022. Our achievement gap objectives are also to increase the reading proficiency scores for students receiving free/reduced lunch from 54.0% to 56.1% in 2022 and to increase math proficiency scores for students receiving free/reduced lunch from 43.9% to 46.5% in 2022. The activities for the achievement gap goal included collaborative design of formative assessments, differentiated activities designed for individuals and groups, and teaching test taking strategies for analyzing questions. We met both achievement gap goals for reading but we did not meet them for math. - We believe that the use of learning targets (learning intentions, relevance, and success criteria), Thoughtful Education resources, feedback from formal and informal observations, and explicit instruction have all helped in our success. We will continue to focus on Thoughtful Education strategies, explicit instruction, and learning targets in all content areas, among other activities, for this year's plan.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Due to state testing being waived for the 2019-2020 school year, the 2020-2021 modified KPREP assessment, the negative impact of Covid-19 on our students' performance, and the change from KPREP to the KSA assessment for the 2021-2022 school year, it is not possible to analyze data trends in our state assessment data. We also cannot analyze trends in attendance due to the negative effect of the pandemic. Clarkson Elementary School had only 7 behavior events during the 2021-22 school year compared to 0 behavior events during the 2020-2021 school year. Even with the increase, there are no major behavior issues at this time. Our district's assessment platform changed from STAR to CASE for the 2021-2022 school year. At this time, we have only administered one benchmark assessment for the 2022-2023 school year. On the first CASE reading benchmark assessment of 2021-2022, our third graders scored at 40.5% projected proficiency; our fourth graders scored at 51.2% projected proficiency; and our fifth graders scored at 53.3% projected proficiency. On our first CASE reading benchmark assessment of 2022-2023, our third graders scored at 37.8% projected proficiency; our fourth graders scored at 54.7% projected proficiency; and our fifth graders scored at 55.3% projected proficiency. On the first CASE math benchmark assessment of 2021-2022, our third graders scored at 39.3% projected proficiency; our fourth graders scored at 43.2% projected proficiency; and our fifth graders scored at 51.1% projected proficiency. On our first CASE math benchmark assessment of 2022-2023, our third graders scored at 33.3% projected proficiency; our fourth graders scored at 46.5% projected proficiency; and our fifth graders scored at 48.2% projected proficiency. On the first CASE science benchmark assessment of 2021-2022, our fourth graders scored at 35.4% projected proficiency while our 2022-2023 projected proficiency in science was 45.3%. The CASE social studies benchmark assessment was a pretest this year, so the data is not comparable to last year's scores. Math and science proficiency remain significant areas for improvement.

ATTACHMENTS

Attachment Name



CASE 1st Benchmark Projected Proficiency

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data

used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- 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 rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

According to the Kentucky School Report Card, Clarkson Elementary School's Kentucky Summative Assessment (KSA) index scores were higher than the district and the state index scores in all subject areas. Our reading index score was 86.1 compared to the district's score of 77.3 and the state's score of 62.8. Our math index score was 67.3 compared to the district's score of 63.5 and the state's score of 55.8. Our science index score was 68.1 compared to the district's score of 66.2 and the state's score of 57.5. Our social studies index score was 76.1 compared to the district's score of 63.0 and the state's score of 55.0. Our writing index score was 73.4 compared to the district's score of 67.4 and the state's score of 60.4. Further analysis shows that our proficient/distinguished scores on the KSA assessment are higher than the district and the state in all subject areas except science, with our district scoring only 1% higher. On KSA reading, 68% of our students scored proficient/distinguished compared to the district average of 59% and the state average of 45%. On KSA math, 50% of our students scored proficient/distinguished compared to the district average of 47% and the state average of 38%. On KSA science, 37% of our students scored proficient/distinguished compared to the district average of 38% and the state average of 29%. On KSA social studies, 58% of our students scored proficient/distinguished compared to the district average of 45% and the state average of 37%. On KSA writing, 54% of our students scored proficient/distinguished compared to the district average of 46% and the state average of 37%. Looking at our gap groups, 61% of our economically disadvantaged students scored proficient/distinguished on the KSA reading assessment while 15% scored novice; 41% of our students with disabilities scored proficient/distinguished while 28% scored novice. On KSA math, 40% of our economically disadvantaged students scored proficient/distinguished while 31% scored novice; 18% of our students with disabilities scored proficient/distinguished while 56% scored novice. On KSA science, 34% of our economically disadvantaged students scored proficient/distinguished while 9% scored novice; 12% of our students with disabilities scored proficient/distinguished while 12% scored novice. On KSA social studies, 46% of our economically disadvantaged students scored proficient/distinguished while 23% scored novice; our social studies data for our students with disabilities was suppressed this year. On KSA writing, 46% of our economically disadvantaged students scored proficient/distinguished while 18% scored novice; our writing data for our students with disabilities was suppressed this year. Clarkson Elementary met the KSA performance goals set forth by the state in reading, writing, and social

studies. Our scores were 3.4% less than our math goal and 6.1% less than our science goal. On the Quality of School Climate and Safety Survey, 97% of tested students agreed/strongly agreed that our school is a caring place; 86% agreed/strongly agreed that our school rules are fair; and 94% feel safe in their classes. According to the final 2021-22 CASE assessment, projected reading proficiency for 3rd grade was 50.6%, 4th grade was 55%, and 5th grade was 64.1%. Projected math proficiency for 3rd grade was 57.5%, 4th grade was 56.3%, and 5th grade was 50%. Projected science proficiency was 41.3% and projected social studies proficiency was 53.3%. According to our 2022 Impact Kentucky Working Conditions Survey, 78% of our faculty feel that teachers frequently/almost always use assessment data to inform their instruction; 56% of our faculty feel that they are quite/extremely effective at their job; 95% of our faculty feel that relationships between teachers and students are quite/extremely respectful; 50% of our faculty feel that the available professional development opportunities are quite/extremely valuable and 58% feel that it is quite/extremely relevant to the content that they teach; 60% of the faculty feel that school leaders set a quite/extremely positive tone for the culture of our school; and 70% of the faculty feels that the school leadership treats them quite/extremely fairly.

ATTACHMENTS

Attachment Name

-  CASE & KSA Comparison
-  KSA District/State Comparisons
-  KSA Proficiency Gap
-  KSA Proficient Distinguished Comparisons
-  KSA Survey Results

Priorities/Concerns

5. Clearly and concisely identify the greatest 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Our main priority/concern at this time is our scores within our gap population, specifically students with disabilities: 41% scored proficient/distinguished on KSA reading while 28% scored novice; 18% scored proficient/distinguished on KSA math

while 56% scored novice; our data was suppressed for our disability group in the areas of science, social studies, and writing. Other priorities/concerns are in the areas of math and science. While most academic area scores are higher than the district and state averages, Clarkson Elementary School did not meet our performance goal set forth by the state in the areas of math and science. Our math goal was 53.4% proficiency and we scored 50% proficiency, a difference of 3.4%. Our science goal was 43.1% proficiency and we scored 37.0% proficiency, a difference of 6.1%. Our final CASE assessment scores for 2021-2022 also reflect weaknesses in the areas of math and science. Our final CASE math scores averaged 54.6% projected proficiency and our final CASE science scores averaged 41.3% projected proficiency.

ATTACHMENTS

Attachment Name



KSA Proficiency Gap



KSA Proficient Distinguished Comparisons

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.





Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Clarkson Elementary School's KSA proficiency scores averaged higher than the district and state in all subject areas except science in which we scored only 1% lower than the district. Our reading proficiency scores were 9% higher than the district and 23% higher than the state. Our math proficiency scores were 3% higher than the district and 12% higher than the state. Our science proficiency scores were 1% lower than the district and 8% higher than the state. Our social studies proficiency scores were 13% higher than the district and 21% higher than the state. Our writing proficiency scores were 8% higher than the district and 17% higher than the state. On the final 2021-2022 CASE benchmark assessments, Clarkson 3rd-5th grade students averaged a higher projected proficiency than the district in all tested subject areas. Our reading scores averaged 56.6% projected proficiency while the district averaged 48.9%, a difference of 7.7%. Our math scores averaged 54.6% projected proficiency while the district averaged 47.6%, a difference of 7%. Our science scores averaged 41.3% projected proficiency while the district averaged 32.2%, a difference of 9.1%. Our social studies scores averaged 53.3% projected proficiency while the district averaged 50.4%, a difference of 2.9%. On the Quality of School Climate and Safety Survey, 97-98% of our 3rd-5th grade students felt that our school is a caring place and adults from our school care about them. We firmly

believe that building relationships with our students and having a focus on social-emotional well-being will help improve all areas listed in our priorities/concerns. We also believe that our reading scores are at the "blue" level partially due to our primary foundations block. During this time, K-2nd grade teachers focus on the basics of reading (phonological awareness, phonics, sight words, and fluency instruction) in hopes that our students will be reading on grade level before entering third grade. Our focus for math will be similar to that of reading, reinforcing the foundations of math at the K-2nd grade level in hopes that this will address our math performance. Our teachers are utilizing scientific texts while teaching reading comprehension strategies to help address our low performance in science.

ATTACHMENTS

Attachment Name

-  CASE & KSA Comparison
-  KSA District/State Comparisons
-  KSA Proficient Distinguished Comparisons
-  KSA Survey Results

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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](#)

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

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

We will continue to focus on teacher clarity, creating effective learning targets with clearly defined success criteria that are aligned with the Kentucky Academic Standards. Thoughtful Education strategies, learned through PLCs and learning clubs, will be implemented in classrooms. Red item analysis will occur after each benchmark assessment. Morning meetings will continue, focusing on social-emotional learning and our district's Profile of a Graduate.









ATTACHMENTS

Attachment Name



Clarkson Key Elements Template 2023

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|--|---|---|
|  CASE & KSA Comparison | CASE & KSA Comparison | <ul style="list-style-type: none"> • 4 • 6 |
|  CASE 1st Benchmark Projected Proficiency | CASE 1st Benchmark Projected Proficiency | <ul style="list-style-type: none"> • 3 |
|  Clarkson Key Elements Template 2023 | Clarkson Key Elements Template 2023 | <ul style="list-style-type: none"> • 7 |
|  KSA District/State Comparisons | KSA District/State Comparisons | <ul style="list-style-type: none"> • 4 • 6 |
|  KSA Proficiency Gap | KSA Proficiency Gap | <ul style="list-style-type: none"> • 4 • 5 |
|  KSA Proficient Distinguished Comparisons | KSA Proficient Distinguished Comparisons | <ul style="list-style-type: none"> • 4 • 5 • 6 |
|  KSA Survey Results | KSA Survey Results | <ul style="list-style-type: none"> • 4 • 6 |
|  Leadership Meeting Minutes 10-17-22 | Leadership meeting minutes showing that KSA data was discussed. | <ul style="list-style-type: none"> • 1 |

Key Elements of the Teaching and Learning Environment - School

| Key Elements | Evidence |
|---|---|
| <p>KCWP 1: Design and Deploy Standards</p> <p>What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?</p> | <ul style="list-style-type: none"> - Teacher work days with the principal and curriculum coordinator to develop learning targets and instructional units surrounding the Kentucky Academic Standards. - Submission of learning targets to principal to ensure standards alignment and teacher clarity. - Feedback from walkthroughs and formal evaluations. |
| <p>KCWP 2: Design and Deliver Instruction</p> <p>What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?</p> | <ul style="list-style-type: none"> - Red item analysis of multiple sources of data, including the Mastery View Predictive Assessment, with conversations about instructional strategies. - Evidence from formal observations and walkthroughs. - Our commitment to Thoughtful Ed classrooms which gives equal access to quality instruction throughout the building. |
| <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p> | <ul style="list-style-type: none"> - Multiple common assessments given, including Mastery View Predictive Assessment, Fastbridge assessment, and Scholastic Bookroom assessments. - Continuing work on learning targets that have a clearly defined success criteria. - Data team process. |
| <p>KCWP 4: Review, Analyze and Apply Data</p> <p>What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p> | <ul style="list-style-type: none"> - Red item analysis is performed following each Mastery View Predictive Assessment benchmark. - Agendas/Minutes from professional learning communities, faculty meetings, leadership meetings, and SBDM meetings in which data is reviewed. |

Key Elements of the Teaching and Learning Environment - School

| | |
|--|--|
| | <ul style="list-style-type: none"> - Fastbridge has redefined how we pinpoint those students in need of intervention. Our MTSS team meets monthly to review Fastbridge data and determine those students in need of intervention. |
| <p>KCWP 5: Design, Align and Deliver Support</p> <p>What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p> | <ul style="list-style-type: none"> - Formative and summative classroom data is analyzed through the data teams process. - Professional Learning Communities (PLCs), Learning Clubs, and Teacher Work Days. - Actively involved as a PBIS school, which includes evaluating our processes and refining our goals; our staff teaches expectations, practices procedures, and rewards those who meet the expectations. |
| <p>KCWP 6: Establishing Learning Culture and Environment</p> <p>What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?</p> | <ul style="list-style-type: none"> - Students and teachers are recognized for demonstrating good character which encourages others (student of the month, shout outs). - Teacher leaders are in charge of certain aspects of our school (ex. PBIS, leadership team, MTSS team, Culture Committee). - We have a morning meeting daily where our principal focuses on our district's Profile of a Graduate and social-emotional learning. - Quality of School Climate and Safety Survey shows that students feel that Clarkson Elementary School nurtures and sustains a fair and caring learning community. |

| # Uhdg _h j# | FDVH#D# DVWHU\#FRQQHFW# (#Surmfwhg#Surifhqf # | NVD# (#Surifhqw2G lw _h j x lkhg# |
|---------------------------|--|---|
| 6ug# | 8319 (# | 98 (# |
| 7wk# | 88 (# | 98 (# |
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| 6ug# | 8:18 (# | 7< (# |
| 7wk# | 8916 (# | 84 (# |
| 8wk## | 83 (# | 7< (# |

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| 7wk# | 7416 (# | 6; (# |

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|--|--|---|
| 8wk# | 8616 (# | 93 (# |

CASE Assessment
Grade Level Projected Proficiency - First Benchmark

| | Reading Projected Proficiency | | | | | Math Projected Proficiency | | | |
|-----------------|----------------------------------|-------------|--|--|-----------------|-------------------------------|-------------|--|--|
| | 2021- 22 | 2022- 23 | | | | 2021- 22 | 2022- 23 | | |
| 3 rd | 40.5% | 37.8% | | | 3 rd | 39.3% | 33.3% | | |
| 4 th | 51.2% | 54.7% | | | 4 th | 43.2% | 46.5% | | |
| 5 th | 53.3% | 55.3% | | | 5 th | 51.1% | 48.2% | | |

| | Science Projected Proficiency | | | | | Social Studies Projected Proficiency | | | |
|-----------------|----------------------------------|-------------|--|--|-----------------|---|-------------|---|---|
| | 2021- 22 | 2022- 23 | | | | 2021- 22 | 2022- 23 | | |
| 4 th | 35.4% | 45.3% | | | 4 th | - | - | - | - |

| | | | | | | | | | |
|-----------------|---|---|---|---|-----------------|-------|-------|--|--|
| 5 th | - | - | - | - | 5 th | 55.4% | 18.8% | | |
|-----------------|---|---|---|---|-----------------|-------|-------|--|--|

*The 2022-23 first social studies benchmark assessment was a pretest.

KPREP Data Comparisons
Index Scores

| | 2017-18 | | | 2018-19 | | | 2019-20 | | | 2020-21 | | |
|----------|----------|----------|-------|----------|----------|-------|----------|----------|-------|----------|----------|-------|
| | Clarkson | District | State | Clarkson | District | State | Clarkson | District | State | Clarkson | District | State |
| Reading | 63.1 | 60.5 | 54.6 | 58.5 | 57.9 | 54.6 | NA | NA | NA | 44.2 | 43.1 | 39.3 |
| Math | 54.5 | 53.3 | 48.8 | 51.2 | 49.8 | 48.6 | NA | NA | NA | 33.1 | 31.8 | 31.4 |
| Writing | 48.6 | 51.3 | 40.5 | 48.1 | 56.6 | 46.7 | NA | NA | NA | 24.7 | 43.9 | 39.8 |
| Soc. St. | 47.7 | 43.9 | 53.0 | 48.1 | 44.8 | 53.0 | NA | NA | NA | NA | NA | NA |
| Science | 35.2 | 34.6 | 30.8 | 40.4 | 37.3 | 31.7 | NA | NA | NA | 35.3 | 27.0 | 25.1 |

In 2022, KPREP changed to KSA; therefore, the assessments/scores are not comparable.

KSA Data Comparisons
Index Scores (A+P+D)

| | 2021-22 | | | | | | | |
|----------|----------|----------|-------|--|--|--|--|--|
| | Clarkson | District | State | | | | | |
| Reading | 86.1 | 77.3 | 62.8 | | | | | |
| Math | 67.3 | 63.5 | 55.8 | | | | | |
| Writing | 73.4 | 67.4 | 60.4 | | | | | |
| Soc. St. | 76.1 | 63.0 | 55.0 | | | | | |
| Science | 68.1 | 66.2 | 57.5 | | | | | |

2022 KSA % Proficient/Distinguished Comparisons School/District/State

[illegible]

KSA Survey Results
Quality of School Climate and Safety Survey
Index Scores

| | Climate | | | Safety | | |
|-----------------------------------|-------------|-----------|-----------|-------------|-----------|-----------|
| | 2021-2022 | 2022-2023 | 2023-2024 | 2021-2022 | 2022-2023 | 2023-2024 |
| All Students | 81.0 | | | 75.0 | | |
| Economically Disadvantaged | 81.7 | | | 75.9 | | |
| Disability | 78.7 | | | 74.0 | | |

School/District/State Comparisons

| | 2021-2022 | | | | | | 2022-2023 | | | | | |
|---------------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|----------|-------|----------|----------|-------|
| | Climate | | | Safety | | | Climate | | | Safety | | |
| | Clarkson | District | State | Clarkson | District | State | Clarkson | District | State | Clarkson | District | State |
| All Students | 81.0 | 79.6 | 79.4 | 75.0 | 73.0 | 73.8 | | | | | | |

| | | | | | | | | | | | | |
|------------|------|------|------|------|------|------|--|--|--|--|--|--|
| Econ. Dis. | 81.7 | 79.4 | 78.9 | 75.9 | 73.0 | 73.2 | | | | | | |
| Disability | 78.7 | 78.3 | 79.4 | 74.0 | 73.5 | 74.7 | | | | | | |



2022-23 Phase One: Executive Summary for Schools_08232022_12:36

2022-23 Phase One: Executive Summary for Schools

Clarkson Elementary School
Shannon Cates

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

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2022-23 Phase One: Executive Summary for Schools

Description of the School

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 August 30th, 2022, Clarkson Elementary School had an enrollment of 616 students in preschool through 5th grade. Our enrollment has increased by 25 students over the past year. Our school remains the largest elementary school in Grayson County. There are 3 preschool, 4 kindergarten, 4 first grade, 4 second grade, 4 third grade, 4 fourth grade, and 4 fifth grade regular education classrooms. We also have one first/second grade split classroom. We have one self-contained special education classroom. There are no longer virtual classrooms here at Clarkson Elementary School. Our students attend weekly library, art, music, and physical education classes. We are a Title I school with 62.0% of our students qualifying for free or reduced lunch for the 2022-23 school year. Our school is located at 310 Millerstown Street, Clarkson, Kentucky, a city with a population of 933 according to the 2020 census report. Clarkson is a smaller than average city in a rural area (1.1 square miles), 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 School closely mirrors the makeup of the city of Clarkson and of Grayson County as a whole with 95.9% of the school population identifying as white non-Hispanic, 0.5% as African American, 0.2% as Asian, 1.8% as Hispanic, 0.2% as American Indian, and 1.4% as two or more races. Male students make up 51.5% of our school population while 48.5% of our students are female. The attendance rate averages 94.21% in grades K-5 and our rate of retention is 2.1% in grades 1-5. Our students with IEPs (PreK-5th) make up 22.7% of our population, 5.8% receive gifted and talented education (GTE) services, and 0.3% are English Language Learners (ELL). 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 of the annual Clarkson Honey Festival beauty pageant, the polling place for elections, and the location for many other community events and celebrations. Our school is well represented in the Honey Fest parade, as students, teachers, and parents create bee themed floats to celebrate one of Clarkson's local businesses, Kelly Beekeeping. Clarkson also has a large community park for soccer, baseball, and softball with a walking track, an 18 hole disc golf course, and a playground. We recently hired a school resource officer who is also a Clarkson police officer. He is present in our building throughout the day and works to establish positive perceptions about law enforcement through

regular interactions with students and providing a leadership example through mentoring. Our faculty is 100% female, so the male officer provides a much needed male leadership presence in our building. Approximately 2.9% 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. Clarkson Elementary employs 45 certified teachers, including three for preschool, five for special education, four for related arts, one certified reading interventionist, and one certified math interventionist. We also employ two full time speech therapists and an ESS paraeducator through the daytime waiver. Two of our teachers have received National Board certification. Teachers average 16.3 years of teaching experience, 86.7% have their Masters degree or higher, and 91.1% have four or more years of experience. Our principal is currently in her sixth year and was previously our school's curriculum coordinator. Her leadership team consists of a curriculum coordinator, guidance counselor, a paraprofessional, and teacher leaders from each grade level as well as special education/intervention and related arts. According to the 2020 US Census data, the median household income in the city of Clarkson is about \$26,146 with approximately 27.4% below the poverty level. Approximately 2.5% of Clarkson residents reportedly speak primarily in a language other than English and only about 9.4% have an education with a bachelors degree or higher. Kelly Beekeeping is a local industry, 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 federal aid for the 2021-22 school year through the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA). There were enough funds through this act to use during the 2022-23 school year as well. These funds have provided the salaries for our essential FRC workers, personal protective equipment (PPE), cleaning supplies, and food/snacks for the students receiving childcare. Funds were also used to sponsor families for summer childcare and to help repair our playground equipment. Using these funds, our FRC planned a visit from the "Kids on the Block" puppet show which helped our students who were grieving and needed mental health support. 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.

ATTACHMENTS

Attachment Name

 2020 US Census Data

School's Purpose

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 21st 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 and are dismissed by school leadership. The routine consists of movement choreographed by our physical education teacher, a morning greeting and announcements from school leadership, the 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 student of the month for exemplifying what it means to "SOAR Today and Every Day". We also offer a variety of clubs (more than 20) twice a month during the school day that appeal to individual interests and talents. Some examples are archery, scrapbooking, photography, mileage, sign language, and gardening. 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. We hope to incorporate culminating events around the Kentucky Academic Standards for Career Studies 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 developed a trauma informed care team as required by Kentucky state law. As a staff, we 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 the Kentucky Academic Standards. We continue to refine our understanding of how to best meet the needs of our students. Our principal and curriculum coordinator have started classroom walkthroughs to collect and analyze data on the use of learning targets. Teachers are required to create learning

targets that include the learning intention, relevance, and success criteria. This ensures that our teachers are thinking on a deeper level when creating the learning targets that guide their students daily.

Notable Achievements and Areas of Improvement

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.

In the past, our school was fortunate enough to secure the RTA and MAF grants, allowing us to have reading and math specialists on staff for intervention. This year, we are using Title I monies to fund our intervention program to ensure that our students are receiving the help that is needed. 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 drives, 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 the Girl Scouts and Cub Scouts, gymnastics, Jr. Pro basketball and football, and cross country. We have a Redhawk Ambassador Program for our fifth graders. 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. Last year and for the next two years, Clarkson Elementary School's, along with our district's, focus will be on the Thoughtful Classroom initiative. Our work will center around teacher clarity (learning targets and success criteria). We are also focusing on the four cornerstones of an effective classroom which are: establishing organization, rules, and procedures; building positive relationships; increasing engagement and enjoyment; and developing a culture of thinking and learning. We will begin work on the five episodes of effective instruction this year. These episodes include preparing students for new learning, presenting new learning, deepening and reinforcing learning, applying and demonstrating learning, and reflecting on and celebrating learning. School leadership will be conducting Learning Clubs with all teachers to provide them with tools from Thoughtful Classroom resources to utilize with their students. These tools, when used correctly and consistently, should help move our students towards success. We will also continue to work towards improving performance in all academic areas, meeting our annual targets, increasing student growth, closing and eliminating the gaps, and reducing the number of students performing on a novice level. We will continue to use data to drive instruction and 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 another of our district's initiatives. Our K-2 students will continue to participate in the uninterrupted reading

foundations block and receive specific, targeted phonics and phonological awareness instruction.

Additional Information

CSI/TSI (including ATSI) Schools 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.

Additional Information

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 hope to collaborate with many community partners for our vocational studies culminating activities.

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|--|---------------------|--------------------|
|  <u>2020 US Census Data</u> | 2020 US Census Data | . |



2022-23 Phase One: School Safety Report_08232022_12:44

2022-23 Phase One: School Safety Report

Clarkson Elementary School
Shannon Cates

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

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2022-23 Phase One: School Safety Report

School Safety Report

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) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) 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, shall be reported for the 2022-2023 school year and each year thereafter.

yes, at the July 20, 2022 council meeting

ATTACHMENTS

Attachment Name



Emergency Response Plan



SBDM minutes for July 2022

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, through our district liason in charge of safety, Braxton Allen

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

ATTACHMENTS

Attachment Name



Primary and Secondary Evacuation Routes

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 and a copy is on p. 30 of the Emergency Response Plan

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

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

yes, as part of the Emergency Response Plan - p. 6

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom

system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

yes, p. 21 in the Emergency Response Plan

7. 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) and is a copy maintained in the school office?

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

yes at the June 12, 2022 SBDM meeting

ATTACHMENTS

Attachment Name



SBDM Agenda for June 12, 2022

8. 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, on Opening Day

ATTACHMENTS

Attachment Name



Opening Day Google Slide

9. 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) and are the drills maintained in the appropriate drill log for the given school year?

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

yes

ATTACHMENTS

Attachment Name

-  Drill Report for Lockdown
-  Emergency Drill Reporting Form - Fire 1
-  Monthly Drill Calendar for 2022-23
-  Monthly Drill Report for Fire
-  Monthly Drill Report for Tornado


10. 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) and is a copy maintained on file in the school office?

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

yes

ATTACHMENTS

Attachment Name












-  Monthly Drill Calendar for 2021-22

11. Over the immediately preceding twelve months, did the principal 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 the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

yes

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|---|--|--------------------|
|  Drill Report for Lockdown | | • 9 |
|  Emergency Drill Reporting Form - Fire 1 | | • 9 |
|  Emergency Response Plan | | • 1 |
|  Monthly Drill Calendar for 2021-22 | | • 10 |
|  Monthly Drill Calendar for 2022-23 | | • 9 |
|  Monthly Drill Report for Fire | | • 9 |
|  Monthly Drill Report for Tornado | Conducted on 08-19-2022 | • 9 |
|  Opening Day Google Slide | Includes the slides I went over with staff on our August 1st Opening Day | • 8 |
|  Primary and Secondary Evacuation Routes | | • 3 |
|  SBDM Agenda for June 12, 2022 | | • 7 |
|  SBDM minutes for July 2022 | Includes closed session discussion of Emergency Response Plan | • 1 |



2022-23 Phase Two: School Assurances_08232022_12:43

2022-23 Phase Two: School Assurances

Clarkson Elementary School
Shannon Cates

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

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2022-23 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.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☒ Yes

☐ No

☐ N/A

COMMENTS

2. 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

COMMENTS

Title I Programs

3. 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

COMMENTS**ATTACHMENTS****Attachment Name**

Parent and Family Compact



Parent and Family Engagement Policy

4. 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

COMMENTS

This is always part of our Open House which generates the largest number of parents/guardians on campus at any given time throughout the year. This year's event was held on Tuesday, August 2nd and information about our Title I schoolwide program was shared in every classroom, and the letter and compact were given to each parent to read and sign. 457 of our students were represented during Open House. The Title I letter and parent compacts are sent home with every student whose parents did not attend, and teachers keep a checklist of who has and who has not turned it in.

5. 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

COMMENTS

We provide parents with flexible meeting times to accommodate their schedules for parent teacher conferences. Teachers do a survey and schedule appointments for parents who wish to meet in person, but they also offer digital and phone conferences as well.

ATTACHMENTS

Attachment Name



Parent Teacher Conference Letter sample from 1st grade

6. 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

COMMENTS

ATTACHMENTS

Attachment Name



SBDM Minutes from March 2022



School-Parent Compact

7. 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

COMMENTS

Teachers communicate regularly with parents about program offerings; since much of our Title I funding supports our intervention program, those teachers have frequent communications with parents and caregivers about their child's participation. We have two formal parent-teacher conferences and accommodate parents upon request. We will also host informative parent trainings again this year after not being able to because of COVID restrictions the past two years.

8. 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

COMMENTS

This file is already attached.

9. 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

COMMENTS

Over the last two years, because of restrictions due to COVID and Healthy at School Guidance documents from the state and district, we were unable to host events solely focused on this as we have in the past, but teachers communicated with parents more frequently and more thoroughly by offering multiple formats for conferencing including scheduled in-person conferences by appointment and digital and phone meetings.

10. 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

COMMENTS

11. 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

COMMENTS

12. 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

COMMENTS

Again, COVID restrictions put an emphasis on the extent feasible over the past two years.

13. 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

COMMENTS

14. 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

COMMENTS

Title I Schoolwide Programs

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) 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

COMMENTS

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

COMMENTS

See CSIP and Needs Assessment

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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 CFR 200.26 (Code of Federal Regulations).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

21. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) 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

COMMENTS

22. 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

COMMENTS

Title I Targeted Assistance School Programs

23. 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

COMMENTS

24. 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

COMMENTS

25. 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

COMMENTS

26. 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

COMMENTS

27. 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

COMMENTS

28. 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

COMMENTS

29. 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

COMMENTS

30. 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

COMMENTS

Schools Identified for Targeted Support and Improvement

31. 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

COMMENTS

32. 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

COMMENTS

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|--|--|--------------------|
|  CSIP | | • |
|  Parent and Family Compact | | • 3 |
|  Parent and Family Engagement Policy | | • 3 |
|  Parent Teacher Conference Letter sample from 1st grade | This is an example of the kind of communication that was sent to parents about scheduling conferences and shows a willingness to accommodate parents' schedules. | • 5 |
|  SBDM Minutes from March 2022 | first reading of Parent and Family Engagement revised policy | • 6 |
|  School-Parent Compact | Last revised in July 2022 | • 6 |



2022-23 Phase One: Continuous Improvement Diagnostic for Schools_08232022_12:45

2022-23 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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2022-23 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 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.
Shannon Cates, September 12, 2022