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DATE: Oct. 10, 2025

TO: School Board Members

FROM: Kara Benston, Principal CES

SUBJECT: CES Principal's Report to the CSD School Board

This report covers the period from September 17 –October 20.

Academic Excellence:

Staff and students have been focused on goal setting to promote student learning and growth. Teachers are working with students to identify specific academic goals tied to reading fluency, comprehension, writing, and math proficiency. These goals are being tracked through formative assessments and shared to promote student ownership of learning.

Staff Development:

Professional goal setting is underway for all certified staff, with an emphasis on instructional practices that promote positive classroom environment and culture and student engagement in relation to the 5D+ rubric. Our Guiding Coalition, a representative team of teachers and specialists, has begun meeting to set professional learning priorities for the year. Focus areas include improving Tier I instruction, deepening understanding of trauma informed practices, and supporting consistent classroom management strategies.

Additionally, two other committees have been established to support schoolwide improvement:

- **PBIS/Behavior Committee:** continuing to refine our social, emotional, and behavioral supports to foster a positive learning environment.
- **Sunshine Committee:** promoting staff wellness, connection, and positive culture throughout the school year.

Infrastructure and Facilities:

Classrooms and common areas continue to be well maintained. Custodial staff have worked hard to ensure a clean and welcoming environment as fall weather sets in.

Student Engagement and Well-being:

Our schoolwide PBIS focus for October centers on “ Responsibility.” Teachers are reinforcing expectations through direct instruction, modeling, and positive recognition systems. We are also increasing our use of check-ins and small group interventions to support students who are struggling socially or emotionally.

Challenges and Mitigation:

We continue to see a high rate of behavioral referrals, particularly related to disrespect, defiance, and peer conflict. To address this, we are:

- Strengthening our behavior response protocol to ensure consistent, tiered interventions across classrooms.
- Increasing staff collaboration through the PBIS/Behavior Committee to analyze data and plan targeted supports.
- Exploring professional learning opportunities focused on trauma-informed practices and proactive classroom management strategies.

These steps are aimed at promoting a more consistent and supportive environment for all students.

Extracurricular:

A notable development is the sixth-grade band moving to the middle school after school hours. This adjustment has provided students with a more authentic secondary band experience and has also increased overall participation and enthusiasm for music.

Conclusion:

This period has been defined by purposeful goal setting, collaboration, and reflection. Through focused academic and professional growth efforts, Clatskanie Elementary is building the foundation for a strong year of learning. While challenges remain in the area of behavior, our committees and staff development focus provide a clear path toward sustained improvement in both academic and social outcomes.