

2019-20 Phase Three: Executive Summary for Schools_09102019_12:15

2019-20 Phase Three: Executive Summary for Schools

Camargo Elementary School

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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?

Camargo Elementary School, located in rural Montgomery County, is the hub of our community. There is great pride in the tradition of CES, once a high school dating back to 1915. We strive to provide an excellent educational experience for our children. Our staff has worked diligently, in cooperation with parents, students, and community members, to give our children confidence and success at the next level of educational attainment. We want every student to leave Camargo with choices as to what career path to which they may aspire. Currently, CES is a pre-kindergarten through fifth grade school. Our present enrollment stands at 569: 72 preschool students; 96 kindergarten students; 96 first grade students; 81 second grade students; 87 third grade students; 102 fourth grade students and 105 5th grade students. Camargo Elementary is a school-wide Title I school with a free/reduced percentage of about 77%; a minority percentage of about 4%, a homeless percentage of less than 2.2%. Camargo's curriculum is based on the Kentucky Academic Standards for ELA, Math, and Social Studies which presents clear learning expectations for each grade level as well as NGSS for Science. As new standards are adopted in the remaining subject areas, curriculum revision will reflect the change. All teachers document content standards, daily learning targets, and assessments, both formative and summative, in lesson plans. Our instructional program challenges students to excel and reflects a commitment to the wide array of learning styles within our school population. Instruction is delivered in multiple ways (i.e., whole group, small group, daytime waiver tutoring, daily intervention times, etc.) and professional development is centered on student engagement, differentiated small group reading, and formative assessments. Curriculum is developed through multiple avenues including: horizontal planning involving all elementary teachers from across the district; grade level common planning; individual planning; and Professional Learning Communities. Every teacher in a grade level follows the same unit plan, including daily learning targets and common daily formative assessment. Collaboration is the cornerstone of our improvement efforts as well as intentional instructional supports in place for students and teachers.

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.

Our mission, is total commitment to supporting and challenging students to be self-disciplined and motivated learners in order to reach their full potential both academically and personally, and our vision, to encourage and foster partnerships with the community in order to create a culture where students feel welcome, safe, respected, and motivated to achieve at high levels. This will be accomplished by setting high expectations and collaborating to meet all students' individual needs. We are invested in student achievement and strive to continuously improve our efforts to provide the very best educational experience for our children. Camargo Elementary has a very supportive Site Based Decision Making Council whose work is driven through a structure of standing and Ad Hoc committees, as appropriate (i.e., new policy development, etc.). The purpose of the committee structure is to ensure a continuous improvement model in which student achievement is paramount. Each monthly meeting of the SBDM council sees a report on student achievement or progress on improving our instructional program. Our total school program offers a wide variety of offerings to enhance the educational core including: art, music, physical education, and library

research. We believe that a well-rounded education incorporates all of these and strives to find ways to expand our humanities program. CES employs standards based grading which is an integral part of our efforts to increase student achievement. Students demonstrate mastery of content standards through multiple formative assessments, in addition to summative unit assessments. Those who have mastered daily learning targets participate in enrichment activities, while those who need additional time and support are immersed in immediate intervention. Students can demonstrate mastery in multiple ways and through multiple opportunities, including mastery retesting, oral presentations, or other project based work. Students maintain a data notebook and take responsibility for their learning. An intentional Response to Intervention model has been put in place, where teachers have a thirty minute block built into their schedules for Tier II and Tier III intervention for students demonstrating a need. Our school staff believes that creating a positive climate for learning is absolutely essential for increased student achievement. Our SBDM council strives to increase parental and community involvement. Annually, our school offers many opportunities for volunteering, as well as special events to welcome visitors to our campus. We are fortunate to have an active PTO to supplement our school programs. We also have a Family Resource Center to serve the school community in varied ways to eliminate barriers to student achievement.

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.

Camargo Elementary School has seen a decline in achievement scores in the past six years. We are diligently working to assess data and create action plans to improve our student and teacher performance. Our students will benefit from the diligent efforts of our staff to increase performance. We are working to transform our school from individualized efforts to a true professional learning community. Our teachers collaborate on what they teach, how to deliver the most effective instruction, and how to most accurately assess what students know and can do. We meet weekly to have grade level, data-driven discussions about how to improve our instruction and increase student achievement. In our team meetings, there is an on-going conversation about teaching and learning. As soon as K-PREP scores are released, our faculty engages in data analysis to determine strengths and weaknesses in our instructional approaches. We use recommendations from the analysis to guide CSIP revision and to focus our efforts in a continuous improvement cycle. Everything we do is guided by data, and how it impacts student achievement. To reach the goal of being a distinguished elementary school, we realize there are areas of improvement on which we need to focus. Instructionally, we are implementing Jan Richardson's guided reading structures, formative assessment CASL work and continuous student engagement efforts to improve our overall literacy and instructional approaches. We have committed our efforts to improve students' metacognitive skills and are implementing cognitive engagement strategies such as Kagan strategies and Accountable Talk. The overarching objective is to provide our students with higher order thinking opportunities.

Additional Information

CSI/TSI 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.

N/A

Additional Information

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

Our students have participated in academic team competition, student technology leadership program (STLP), primary talent pool (elementary gifted education program), leadership opportunities in both the school and community, school and community musical programs, student council, as well as numerous academic competitions on both local and state levels. We also have enrichments for third and fourth grade students which include: Choir, Technology, Book Club, Art and Fitness Club. We have implemented a consistent behavior program at Camargo that is focused on positive incentives and consistent feedback for students. Camargo's three rules consist of being safe, responsible and respectful. This program also ensures that students that have extenuating behavior circumstances are paired up with a behavior mentor. We are very proud of the consistent results of our behavior program and are constantly meeting through our behavior committee to revise and further edit for the next school year. We are very proud of our school and appreciate the support we receive from our community. The academic gains we have been able to make are a direct result of lots of hard work on the part of everyone. To maintain this momentum will require even more dedication to providing a world-class education. While this may seem like a daunting challenge, our students deserve nothing less.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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