

Comprehensive School Improvement Plan (CSIP)

Camargo Elementary School
2023-2024

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

Comprehensive School Improvement Plan (CSIP)

Camargo Elementary School
2023-2024

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

Fifty percent of all students scored below proficiency on KSA in reading. Seventy-five percent of students with disabilities score below proficiency on the KSA in reading as opposed to 50% of all students.

Sixty-five percent of all students scored below proficiency on the KSA in math. Eighty-six (86%) of students with disabilities scored below proficiency on the KSA in math as opposed to 65% of the all students category.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP 2: Design and Deliver Instruction

KCWP 6: Establishing Learning Culture and Environment

Indicator Scores

List the overall scores of status and change for each indicator.

Comprehensive School Improvement Plan (CSIP)

Camargo Elementary School
2023-2024

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

Indicator	Status	Change
State Assessment Results in reading and mathematics	60.4	2.0
State Assessment Results in science, social studies and writing	55.5	-2.1
English Learner Progress	---	
Quality of School Climate and Safety	75.5	2.2
Postsecondary Readiness (high schools and districts only)	---	
Graduation Rate (high schools and districts only)	---	

Comprehensive School Improvement Plan (CSIP)

Camargo Elementary School
2023-2024

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal:) (Current KSA Percentages: reading:50% and math 35%) Camargo Elementary School will increase the number of students scoring at the Proficient/Distinguished levels in reading and math by 25% by 2028. (2028 Goal Percentages: Rdg 75% and Math 60%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 (Current KSA Reading Percentage PD 50%) By the end of the 23-24 school year 55% of all students in grades K-5 will perform at the proficient/distinguished levels in reading as measured by MAP and KSA.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<ul style="list-style-type: none"> ● Implement with fidelity the schoolwide comprehensive literacy plan, aligned to the district vision, that will ensure equitable access to research based instruction in reading ● Continued professional learning and ongoing support for IRA, Shared Reading and Mini-lessons ● Ensure consistent learning expectations (e.g., learning targets, purpose, and criteria for success) through collaborative grade level planning ● Protected weekly grade level planning time ● Implement the assignment review protocol to analyze rigor of reading tasks and student output during PLCs and grade level planning ● Protect Tier 1 Literacy Block instruction ● Provide explicit foundational reading (phonological awareness and phonics instruction) for 	<ul style="list-style-type: none"> ● Teachers attend 90% of offered PD that supports the comprehensive literacy plan ● Demonstrate a 5% increase in number of students scoring Proficient or Distinguished students on KSA (grades 3-5) ● Demonstrate a 5% increase in the number of students scoring 41st percentile or above on spring MAP (grades K-2) ● By the end of the year, Camargo Classroom Data walls will reflect: Kindergarten: 80% of students will demonstrate mastery of 1st four PA skills (initial and final sound isolation, blending and segmenting CVC) and 80% will show 80% mastery of level A-C word writing inventory. 1st Gr: 80% of students will demonstrate mastery of 80% of A-I word inventory skills and 80% of students will show mastery of 80% 	<ul style="list-style-type: none"> ● District Professional development sign-in sheets ● Review of administrative building walk-through data ● Administrative review of data walls to monitor progress toward specific grade level goals ● Review of Camargo Data Boards during teacher/administrator conferences and fall-spring data day ● Review of reading assessments Scores 3 times per year and MAP scores 2 times per year ● Review of Master Schedule by admin team ● Administrative walk-throughs to observe explicit Tier 1 instruction in grades K-5 	<ul style="list-style-type: none"> ● Title I Reading Night ● Title I funds used for staffing to decrease student to teacher ratio ● ESS Funding

Comprehensive School Improvement Plan (CSIP)

Camargo Elementary School
2023-2024

Goal 1 (State your reading and math goal:) (Current KSA Percentages: reading:50% and math 35%) Camargo Elementary School will increase the number of students scoring at the Proficient/Distinguished levels in reading and math by 25% by 2028. (2028 Goal Percentages: Rdg 75% and Math 60%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Tier 1 through Heggerty and UFLI in grades K-2 <ul style="list-style-type: none"> ● Provide small group differentiated instruction, responsive to classroom assessments, using Heggerty, UFLI, or Guided Reading in grades K-2 ● Provide explicit instruction in vocabulary and morphology for Tier 1 in grades 3-5 ● Implement station teaching strategies ● Implement ELA vertical planning maps ● Communicate to all staff the grade level specific goals for proficiency through PLCs, Staff Meetings, Data Wall Reviews 	PA skills on Form C assessment. 2nd Grade: 80% of students will demonstrate mastery of 80% of the word inventory skills through inflected endings <ul style="list-style-type: none"> ● Review of MAP data (Vocabulary Acquisition and Use) in grades 3-5 ● Utilize ESS tutors to provide small group interventions for targeted skills 		
	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	<ul style="list-style-type: none"> ● PLC teams will meet regularly to review assessment data (MAP, running records, letter/sound and sight word mastery checks, Heggerty, Mastery Connect and MVPA) assessments and 	<ul style="list-style-type: none"> ● Demonstrate a 5% increase in number of students scoring Proficient or Distinguished students on KSA (grades 3-5) ● Demonstrate a 5% increase in the number of students scoring 41st 	<ul style="list-style-type: none"> ● PLC minutes ● SAT meeting minutes ● MTSS Meeting Minutes ● Assignment review protocol artifacts in the common planning folders in the data wall 	

Comprehensive School Improvement Plan (CSIP)

Camargo Elementary School
2023-2024

Goal 1 (State your reading and math goal:) (Current KSA Percentages: reading:50% and math 35%) Camargo Elementary School will increase the number of students scoring at the Proficient/Distinguished levels in reading and math by 25% by 2028. (2028 Goal Percentages: Rdg 75% and Math 60%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		determine gaps in learning. Responsive teaching and small, focused intervention groups will be implemented to close these gaps <ul style="list-style-type: none"> ● Building-wide Student Assistance Team (SAT) will meet monthly to analyze individual student data, monitor progress and adjust instruction accordingly ● SAT team will meet 3 times to year to analyze assessment data across grade levels, identify students needing increased supports and determine the appropriate interventions ● Monthly MTSS meetings to analyze school wide data to identify areas where additional support is needed to meet articulated achievement goals ● Implement the assignment review protocol to analyze rigor of reading tasks and student output during PLCs and grade level planning 	percentile or above on spring MAP (grades K-2) <ul style="list-style-type: none"> ● Intervention progress monitoring data review 		
Objective 2 (Current KSA Math Percentage PD 35%) By the end of the 23-24	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> ● Implement with fidelity math vertical planning maps 	<ul style="list-style-type: none"> ● Demonstrate a 5% increase in number of students scoring Proficient 	<ul style="list-style-type: none"> ● Review of administrative building walk-through data 	

Comprehensive School Improvement Plan (CSIP)

Camargo Elementary School
2023-2024

Goal 1 (State your reading and math goal:) (Current KSA Percentages: reading:50% and math 35%) Camargo Elementary School will increase the number of students scoring at the Proficient/Distinguished levels in reading and math by 25% by 2028. (2028 Goal Percentages: Rdg 75% and Math 60%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>school year 40% of all students in grades K-5 will perform at the proficient distinguished level in math as measured by MAP and KSA.</p>		<ul style="list-style-type: none"> ● Implement with fidelity the district math curriculum, GoMath ● Ensure consistent learning expectations (MoCo Method Instructional Planning Document) ● Protected weekly grade level planning time ● Protected weekly PLC time ● Protected Tier 1 math instruction ● PLC teams will meet regularly to review assessment data (MAP, USNS screeners, Mastery Connect and Case 21 assessments) and determine gaps in learning. Responsive teaching and small, focused intervention groups will be implemented to close these gaps. ● Implement the assignment review protocol to analyze rigor of mathematics tasks and student output during PLCs and grade level planning ● Communicate to all staff the grade level specific goals for proficiency through PLCs, Staff 	<ul style="list-style-type: none"> ● or Distinguished students on KSA ● Demonstrate a 5% increase in the number of students scoring 41st percentile or above on spring MAP (grades K-2) ● Demonstrate a 5% increase in the number of students scoring basic or better on the USNS in grades K-2 ● All students receive uninterrupted Tier 1 instruction ● Assignment review protocol moves from guided work in PLCs to independent work in grade level common planning with fidelity in math ● 90% of teachers participate in professional learning on grade level math proficiency goals ● Data walls reflect progress toward proficiency for all students 	<ul style="list-style-type: none"> ● Review of Camargo Data Wall during teacher/administrator conferences and fall-spring data day and curriculum team data reviews ● Review of math assessments and MAP Scores 3 times per year ● Minutes of PLCs ● Camargo Data Wall review during PLCS ● Administrative Camargo Data Wall review across grade levels ● Review of Master Schedule by admin team ● Administrative walk-throughs to observe the MoCo method instructional planning map 	

Comprehensive School Improvement Plan (CSIP)

Camargo Elementary School
2023-2024

Goal 1 (State your reading and math goal:) (Current KSA Percentages: reading:50% and math 35%) Camargo Elementary School will increase the number of students scoring at the Proficient/Distinguished levels in reading and math by 25% by 2028. (2028 Goal Percentages: Rdg 75% and Math 60%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p>	<p>Meetings, Data Wall Reviews</p> <ul style="list-style-type: none"> ● Ensure consistent learning expectations (MoCo Method Instructional Planning Document) ● Implement the assignment review protocol to analyze rigor of mathematics tasks and student output during PLCs and grade level planning ● Protect weekly grade level planning time ● Protect Tier 1 math instructional blocks ● PLC teams analyze math data from classroom assessments, Mastery Connect formative assessments, USNS, MAP, MVPA and develop action plans to address the needs of all students (acceleration, grade level, and intervention) ● Building-wide Student Assistance Team (SAT) will meet monthly to analyze individual student data, monitor progress and 	<ul style="list-style-type: none"> ● Increase in proficiency of math MAP across the building ● Increase KSA math scores ● Decrease number of students scoring below basic or well below basic on USNS ● Demonstrated progress in intervention as evidenced by AIMs progress monitoring data 	<ul style="list-style-type: none"> ● Instructional SAT meeting agendas 3 x per year for all students triggered by MAP in fall and spring and classroom assessments for midyear cycle ● Consultation SAT meeting agendas monthly to review progress monitoring data and determine appropriate next steps for students in tier 3 intervention 	

Comprehensive School Improvement Plan (CSIP)

Camargo Elementary School
2023-2024

Goal 1 (State your reading and math goal:) (Current KSA Percentages: reading:50% and math 35%) Camargo Elementary School will increase the number of students scoring at the Proficient/Distinguished levels in reading and math by 25% by 2028. (2028 Goal Percentages: Rdg 75% and Math 60%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		adjust instruction accordingly • SAT team will meet 3 times to year to analyze assessment data across grade levels, identify students needing increased supports and determine the appropriate interventions			

DRAFT

Comprehensive School Improvement Plan (CSIP)

Camargo Elementary School
2023-2024

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.): (Current KSA percentages proficient/distinguished - Science 35% Social Studies 32% Writing 33%) Camargo Elementary School will increase the number of students scoring at the proficient/distinguished levels in all subject areas by 35% by 2028. (Goals for 2028: Science 70% P/D, Social Studies 67% P/D, Writing 68% P/D)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By the end of the 23-24 school year, 42% or more of all students will perform at the proficient/distinguished level in science as measured by the Kentucky Summative Assessment.</p>	<p>KCWP:2 Design and Deliver Instruction</p>	<ul style="list-style-type: none"> ● Implementation of the Montgomery County science curriculum map across K-5 ● Ensure consistent learning expectations using the MoCo Instructional Blueprint ● Engage students in content with a strong essential question ● Protect science instructional time K-5 ● Provide ongoing professional development around science standards ● Provide ongoing professional learning to support implementation of Amplify Science curriculum with fidelity 	<ul style="list-style-type: none"> ● Demonstrate a 7% increase in the number of students scoring P/D in science on KSA ● Demonstrate increase in number of students reaching proficiency on the MVPA in 4th grade 	<ul style="list-style-type: none"> ● Administrative walk through data demonstrating consistent learning expectations with rigorous essential questions ● Monitor alignment and implementation of district science curriculum map ● Review master schedule 	<p>PD funds</p> <p>District provided curriculum support</p>
<p>Objective 2: By the end of the 23-24 school year, 39% or more of all students will perform at the proficient/distinguished level in social studies as measured by the Kentucky Summative Assessment.</p>	<p>KCWP:2 Design and Deliver Instruction</p>	<ul style="list-style-type: none"> ● Implementation of the Montgomery County social studies curriculum map across K-5 ● Develop and implement vertical planning maps for social studies during monthly vertical team meetings and during PLCs 	<ul style="list-style-type: none"> ● Demonstrate a 7% increase in the number of students scoring P/D in social studies on KSA ● Demonstrate increase in number of students 	<ul style="list-style-type: none"> ● Administrative walk through data demonstrating consistent learning expectations with rigorous essential questions ● Monitor alignment and implementation of district social studies curriculum map ● Administrative review of minutes of social studies vertical planning meetings ● Review master schedule 	<p>PD funds</p> <p>District provided curriculum support</p>

Comprehensive School Improvement Plan (CSIP)

Camargo Elementary School
2023-2024

Goal 2 (State your science, social studies, and writing goal.): (Current KSA percentages proficient/distinguished - Science 35% Social Studies 32% Writing 33%) Camargo Elementary School will increase the number of students scoring at the proficient/distinguished levels in all subject areas by 35% by 2028. (Goals for 2028: Science 70% P/D, Social Studies 67% P/D, Writing 68% P/D)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> • Ensure consistent learning expectations using the MoCo Instructional Blueprint • Engage students in content with a strong essential question • Protect social studies instructional time K-5 • Provide ongoing professional development • Provide ongoing professional learning to support implementation of the My World social studies curriculum with fidelity 	<p>reaching proficiency on the MVPA in 5th grade</p>		
<p>Objective 3: By the end of the 23-24 school year, 40% or more of all students will perform at the proficient/distinguished level in writing as measured by the Kentucky Summative Assessment.</p>	<p>KCWP:2 Design and Deliver Instruction</p>	<ul style="list-style-type: none"> • Collaborate with the district writing committee to develop a vision and strategic plan for writing unit plans for the 24-25 school year • Develop a K-5 Camargo Writing Plan that articulates the written output expectations at each grade level • Communicate the Camargo Writing Plan to teachers across all grade levels and content areas 	<ul style="list-style-type: none"> • Demonstrate a 7% increase in the number of students scoring P/D in writing on KSA • Completed Camargo Writing Plan 	<ul style="list-style-type: none"> • Administrative walk through data demonstrating common learning objectives with consistent expectations for for high quality, independent student written output • District writing committee agendas and minutes • Periodic reviews of student writing output during common planning and PLCs 	

Comprehensive School Improvement Plan (CSIP)

Camargo Elementary School
2023-2024

Goal 2 (State your science, social studies, and writing goal.): (Current KSA percentages proficient/distinguished - Science 35% Social Studies 32% Writing 33%) Camargo Elementary School will increase the number of students scoring at the proficient/distinguished levels in all subject areas by 35% by 2028. (Goals for 2028: Science 70% P/D, Social Studies 67% P/D, Writing 68% P/D)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> ● Focus on high quality independent student output during all content instruction ● Ensure consistent learning expectations utilizing the MoCo instructional blueprint ● Protect writing instructional time K-5 ● Collaborate with the Kentucky Writing Project through MSU “Project Based Writing” pilot 			

Comprehensive School Improvement Plan (CSIP)

Camargo Elementary School
2023-2024

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).

Achievement Gap Goal: (Current proficient/distinguished percentages for students with disabilities: reading 25% math 14%) Camargo Elementary School will increase the percentage of students scoring Proficient/Distinguished in reading and math for students with disabilities by 30% or more by 2028. (2028 goal percentages: reading 55% math 44%)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By the end of the 2023-2024 school year, 31% or more of all students with disabilities in grades K-5 will perform at the proficient or distinguished levels in reading as measured by MAP and the Kentucky Summative Assessment.	KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align, and Deliver Support	<ul style="list-style-type: none"> Provide specially designed instruction to allow content mastery utilizing the SRA Corrective Reading Curriculum Special Education staff will implement co-teaching using the station teaching model with support from CKEC Develop a master schedule that supports station teaching Analyze student data from a variety of resources such as Running Records, MAP, MVPA, Phonics, Phonemic Awareness and Word Study assessments along with formative assessments from corrective reading to create 	<ul style="list-style-type: none"> MVPA data MAP data IEP Progress Data KSA Data 	<ul style="list-style-type: none"> Evidence of participation in CKEC professional learning and New Teacher Cadre Meetings Administrative walk through observing station teaching and responsive instruction Review of the master schedule Data review meetings with administration and co-teachers during PLCs, Data Days and common planning Evidence of attendance/participation at grade level planning meetings 	

Comprehensive School Improvement Plan (CSIP)

Camargo Elementary School
2023-2024

Achievement Gap Goal: (Current proficient/distinguished percentages for students with disabilities: reading 25% math 14%) Camargo Elementary School will increase the percentage of students scoring Proficient/Distinguished in reading and math for students with disabilities by 30% or more by 2028. (2028 goal percentages: reading 55% math 44%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>appropriate goals for the student.</p> <ul style="list-style-type: none"> • All new and alternatively certified Special Education Teachers will participate in monthly New Teacher Academies focusing on special education instruction and compliance topics presented by district team • Protected weekly grade level planning time for co-teaching teams • Provide small group differentiated explicit instruction, responsive to classroom assessments, in phonemic awareness, phonics, word inventory, vocabulary and morphology, running record data 			
<p>Objective 2: By the end of the 2023-2024 school year, 20% or more of all students with disabilities in grades K-5 will perform at the proficient or distinguished levels in math as measured by MAP and the</p>	<p>KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align, and Deliver Support</p>	<ul style="list-style-type: none"> • Collaborate with the district team working to select a supplemental math curriculum • All new and alternatively certified Special Education Teachers will participate in 	<ul style="list-style-type: none"> • MVPA data • MAP data • IEP Progress Data • KSA Data 	<ul style="list-style-type: none"> • Evidence of participation in CKEC professional learning and New Teacher Cadre Meetings • Administrative walk through observing station teaching and responsive instruction 	

Comprehensive School Improvement Plan (CSIP)

Camargo Elementary School
2023-2024

Achievement Gap Goal: (Current proficient/distinguished percentages for students with disabilities: reading 25% math 14%) Camargo Elementary School will increase the percentage of students scoring Proficient/Distinguished in reading and math for students with disabilities by 30% or more by 2028. (2028 goal percentages: reading 55% math 44%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Kentucky Summative Assessment.		monthly New Teacher Academies focusing on special education instruction and compliance topics presented by district team <ul style="list-style-type: none"> ● Analyze student data from a variety of resources such as MAP, MVPA, USNS and supplemental math curriculum to create appropriate goals for the student. ● Special Education staff will implement co-teaching using the station teaching model with support from CKEC ● Develop a master schedule that supports station teaching ● Protected weekly grade level planning time for co-teaching teams 		<ul style="list-style-type: none"> ● Review of the master schedule ● Data review meetings with administration and co-teachers during PLCs, Data Days and common planning ● Evidence of attendance/participation at grade level planning meetings 	

Comprehensive School Improvement Plan (CSIP)

Camargo Elementary School
2023-2024

4: English Learner Progress

Goal 4 (State your English Learner goal.):Camargo Elementary Schools EL students will increase their ACCESS score by .5 each year					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1; By the end of the 2023-2024 school year, we will increase the elementary English Learner Progress Indicator of 64.8 as measured by KSA and ACCESS.	KCWP1: Design and Deploy Standards KCWP2: Design and Deliver Instruction KCWP5: Design, Align and Deliver Support	<ul style="list-style-type: none"> ● Professional learning for instructional staff (PLCs, Summer PD Opportunities, BOY training) ● EL and classroom teachers will collaborate to develop and implement individualized Progress Service Plan ● Teachers will collaborate with EL support teacher to design and provide specialized instruction with a focus on vocabulary development ● EL teachers will meet with students in small groups to provide specialized instruction. ● Digital programming to enhance English Language Development 	<ul style="list-style-type: none"> ● Completion of EL training by instructional staff ● Completion of PSP plans ● Completion of digital language acquisition lessons by students 	<ul style="list-style-type: none"> ● Review EL student WIDA ACCESS data yearly ● Review of EL teacher agendas for meetings ● Administrative Data review of benchmark and common assessments for all EL students 	Title 3 funding for Professional Learning and Digital programming

Comprehensive School Improvement Plan (CSIP)

Camargo Elementary School
2023-2024

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): (Current Indicator Score: 77.7) Camargo Elementary will increase the Quality of School Climate and Safety index by 10 or more points by 2028. ((2028 Goal Score 87.7)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Camargo Elementary’s Quality of School Climate and Safety Indicator will increase from 77.7 in 2023 to 79.7 in 2024.</p>	<p>KCWP 5: Design, Align, and Deliver Support Processes</p> <p>KCWP 6: Establish Learning Environment and Culture</p>	<ul style="list-style-type: none"> ● Analyze QSCS questions with school teams to determine key topics/questions for improvement for Climate and for Safety. ● MTSS teams will continue to meet monthly to monitor academic, behavior, mental health, and attendance data. 	<ul style="list-style-type: none"> ● PBIS system will be implemented K-5 with fidelity ● Behavior incidents will be reduced at each school by 10% ● Bullying incidents will be reduced at each school by 10% ● QSCS data will indicate that students feel connected to staff and school environment. 	<ul style="list-style-type: none"> ● MTSS meeting agendas ● Administrative walk through data around PBIS implementation in common areas and classrooms 	
<p>Objective 2 Camargo Elementary School nurture positive relationships, foster social, emotional and academic growth, ensure individual student success and eliminate barriers so ALL students receive an equitable education.</p>	<p>KCWP 5: Design, Align, and Deliver Support Processes</p> <p>KCWP 6: Establish Learning Environment and Culture</p>	<ul style="list-style-type: none"> ● Tier 1 whole group monthly SEL lessons focused on our school wide character trait of the month. ● "Kids of Character" award for two students from each homeroom that went above and beyond for exhibiting the trait of the month. ● Parent SEL newsletter sent home each month about the character trait of the month. ● Morning Meetings for all K-5 classes- District wide initiative 	<ul style="list-style-type: none"> ● QSCS data will indicate that students feel connected to staff and school environment. 	<ul style="list-style-type: none"> ● MTSS meeting agendas ● SAT meeting agendas ● Administrative review of master schedule ● SRSS screener results ● Counseling Schedule ● Mentor assignment logs 	

Comprehensive School Improvement Plan (CSIP)

Camargo Elementary School
2023-2024

Goal 5 (State your climate and safety goal.): (Current Indicator Score: 77.7) Camargo Elementary will increase the Quality of School Climate and Safety index by 10 or more points by 2028. ((2028 Goal Score 87.7))

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> ● SRSS behavior screener for all K-5 classes ● Mentor check-ins for all K-5 students who scored moderate/high risk on the behavior screener. ● Tier 2 small group and individual counseling sessions for social/emotional/behavior support. ● School counselor referral form (qr code) for teachers to easily refer students to the counselor. ● Analysis of school counselor referral forms to determine priority areas of support ● Collaboration with Pathways for student support (Tier 3 intensive intervention). ● Classroom lessons based on specific needs as needed or requested by the teacher (tattling, getting along, etc.) ● Address social/emotional concerns that may be impacting academic success in SAT meetings and refer to appropriate supports 			

Comprehensive School Improvement Plan (CSIP)

Camargo Elementary School
2023-2024

Goal 5 (State your climate and safety goal.): (Current Indicator Score: 77.7) Camargo Elementary will increase the Quality of School Climate and Safety index by 10 or more points by 2028. ((2028 Goal Score 87.7))					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> ● Collaborate with FRYSC and community partners to address needs of students/families. ● Monthly MTSS meetings focused on mental health 			
Objective 3 Decrease the number of reported behavior incidents within the building by 10% in 23-24 (48 to 43 reported events)	KCWP 5: Design, Align, and Deliver Support Processes KCWP 6: Establish Learning Environment and Culture	<ul style="list-style-type: none"> ● Behavior Interventionist ● Tier 1 implementation of Positive Behavioral Intervention and Supports ● Provide PBIS training to new teachers through New Teacher Cadre ● Provide coaching to teachers in implementing PBIS strategies for most impact ● Address behavioral concerns that may be impacting academic success in SAT meetings and refer to appropriate supports ● 4th and 5th grade pilot of Mind Up behavior tracking system ● Tier 2 and Tier 3 daily/weekly check ins by behavior interventionist ● Tier 3 students receive one on one behavior lessons 	<ul style="list-style-type: none"> ● QSCS data will indicate that students feel connected to staff and school environment. 	<ul style="list-style-type: none"> ● Monitor classroom and building behavior/incident reports ● Agendas of monthly MTSS meetings ● Behavior Interventionist schedule ● New Teacher Cadre Agendas ● SAT meeting agendas 	Behavior interventionist funded by Title I

Comprehensive School Improvement Plan (CSIP)

Camargo Elementary School
2023-2024

Goal 5 (State your climate and safety goal.): (Current Indicator Score: 77.7) Camargo Elementary will increase the Quality of School Climate and Safety index by 10 or more points by 2028. ((2028 Goal Score 87.7))					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> Common school wide expectations in cafeteria, hallway, bathroom supported explicit instruction and posters in common areas Cafeteria behavior support specifically with 4th and 5th grade 			

8: Other (Optional)

Goal 8 (State your separate goal.): (89.1% Attendance rate with 311/670 students identified as chronically absent) AADA is 473.98 Attendance : Camargo Elementary will increase the attendance rate by 8 percentage points by 2028)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Camargo Elementary's attendance rate will increase from 89.1% in 2023 to 91% in 2024.</p> <p>Objective 2: Camargo Elementary will decrease the number of students identified as chronically absent by 10 percent in 2024. (currently 311 students - reduce to 280)</p>	KCWP 5: Design, Align and Deliver Support	<ul style="list-style-type: none"> Implement weekly attendance incentives through Friday Celebrations Quarterly rewards for perfect attendance during PowWows Quarterly Awards for improved attendance PowWows End of year incentive for all students with perfect attendance Classroom attendance competitions with recognition on Friday 	<ul style="list-style-type: none"> Improved attendance rate Decrease in number of students identified as chronically absent 	<ul style="list-style-type: none"> Weekly review of attendance reports Review attendance committee meeting agendas MTSS agendas SAT meeting agendas 	

Comprehensive School Improvement Plan (CSIP)

Camargo Elementary School
2023-2024

Goal 8 (State your separate goal.): (89.1% Attendance rate with 311/670 students identified as chronically absent) AADA is 473.98
Attendance : Camargo Elementary will increase the attendance rate by 8 percentage points by 2028)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Announcements and incentive</p> <ul style="list-style-type: none"> ● Implement attendance interventions after 2nd unexcused absence according to the attendance flow chart <p>STEP 1</p> <ul style="list-style-type: none"> ● Teacher contact with/guardian <p>STEP 2</p> <ul style="list-style-type: none"> ● Administration contact guardian and meet with student ● Send formal Absence Letter after 3 unexcused absences <p>STEP 3</p> <ul style="list-style-type: none"> ● Home visit (FRC/SRO/At risk liaison) ● Final Attendance Letter ● Individualized attendance plan with incentives ● Referral to DPP and interventions to be determined at district level 			

Comprehensive School Improvement Plan (CSIP)

Camargo Elementary School
2023-2024

DRAFT

Comprehensive School Improvement Plan (CSIP)

Camargo Elementary School
2023-2024

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

DRAFT

Comprehensive School Improvement Plan (CSIP)

Camargo Elementary School
2023-2024

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
<p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response:</p>
Identification of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response:</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. Response:</p>
Targeted Subgroups and Evidence-Based Interventions:
<p>Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Response:</p>
<p>Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.</p>

Comprehensive School Improvement Plan (CSIP)

Camargo Elementary School
2023-2024

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Comprehensive School Improvement Plan (CSIP)

Camargo Elementary School
2023-2024

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
<p>Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response:</p>

Comprehensive School Improvement Plan (CSIP)

Camargo Elementary School
2023-2024

CSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>