



2022-23 Phase One: Executive Summary for  
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2022-23 Phase One: Executive Summary for Schools

**Camargo Elementary School**  
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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?

Camargo Elementary School, located in rural Montgomery County, is the hub of our community. There is great pride in the tradition of CES, which was 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 students 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 582: 31 preschool students; 97 kindergarten students; 90 first-grade students; 92-second grade students; 90 third-grade students; 76 fourth-grade students; and 75 fifth-grade students. Camargo Elementary is a school-wide Title I school with a free/reduced percentage of about 71%; a minority percentage of about 8%, 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. Curriculum is developed through multiple avenues including horizontal planning (involving all elementary teachers from across the district), grade level common planning, individual planning, Vertical Planning, and Professional Learning Communities.

### 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.

Everything we do is guided by our school's vision statement and goals. The vision of Camargo Elementary is to create a positive culture where students feel welcomed, safe, respected, and motivated to achieve at high levels. Both of our goals directly support this mission. Goal 1: All students will make one year's worth of growth in reading and math by improving Tier 1 Instruction using grade-level content, high

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expectations, deep engagement, and strong instruction. Goal 2: Build strong and positive relationships with EVERY student.

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.

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 host a Fall Family Picnic, Title I math and reading nights, and Fall Festival. 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. Our FRC is invaluable in reaching students for whom the challenges of meeting basic needs prove to be a barrier to learning. They provide weekend food bags, school supplies, and other basic needs for our students who have these barriers. They also act as a liaison between our families and community partners to address other needs of families.

### 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's achievement scores have been fluctuating with small improvements in some areas and declines in others. We have not yet reached the goal of being a distinguished elementary school. 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 implement the strong instructional practices we have put in place. 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 frequently 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. 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. In order 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 Fountas and Pinnell's IRA, shared reading, and mini-lessons and have directed much of our Title I resources to resources that align with this vision. We are committed to a deeper understanding of the content standards and adhere to a rigorous process of vertical planning in both reading and math. Our instructional blueprint emphasizes clear learning targets, connections to real world application, explicit instruction, immediate feedback, opportunities for independent practice, and student self-assessment.

#### 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.

NA

#### 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 utilize a Behavior Coach who works with teachers to strengthen classroom management and engagement efforts within our PBIS system. The Behavior Coach also engages with individual students to maximize their academic opportunity and success. We have implemented a consistent behavior program at Camargo that is focused on positive incentives and consistent feedback for students. Camargo's three expectations consist of being safe, responsible, and respectful and the specifics of how these expectations look in each area of the school is explicitly taught. This program also ensures that students that have extenuating behavior circumstances are paired with a behavior mentor. We are very proud of the consistent results of our behavior program and are meeting monthly with our behavior committee to refine our interventions and plan. 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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