



2020-21 Phase Three: Executive Summary for
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2020-21 Phase Three: Executive Summary for Schools

Camargo Elementary School
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. 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 586: 34 preschool students; 96 kindergarten students; 104 first grade students; 87 second grade students; 77 third grade students; 84 fourth grade students and 104 5th grade students. Camargo Elementary is a school-wide Title I school with a free/reduced percentage of about 73%; 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. Delivery of instruction has been impacted by the Covid-19 pandemic. Approximately ____ percent of our students are receiving fully virtual instruction while the remainder are enrolled in a hybrid model with the intent being that they receive 2 days of in-person instruction per week.. Those in hybrid are experiencing a period of prolonged virtual instruction currently. Instruction in hybrid is delivered through multiple ways (i.e. whole-class zoom lessons, individual zoom lessons or tutoring, recorded video lessons from the assigned teacher, assignments delivered through SchoolsPLP platform and in some instances small, in-person Targeted Instruction Groups. Fully virtual students receive content through the SchoolsPLP platform and individual/group zooms provided by the virtual instructor. Students without internet access are provided grade-level work packets that mirror the virtual assignments. When in-person instruction is occurring, CDC guidelines must be followed, greatly modifying the delivery format in the classroom. Assessments are administered in a variety of ways including through paper assessments taken at home or virtually through Zoom or

SchoolsPLP. We have not been able to administer our universal screener yet this year. We are working to engage as many students as possible in active learning in these unprecedented times. The 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. These curriculum meetings address content being taught and specific challenges of the delivery format at the moment. Hybrid teachers within grade-levels collaborate within the building to ensure students are receiving equitable access to instruction. Virtual grade-level teams collaborate across the district for the same purpose. Collaboration is the cornerstone of our improvement efforts as well as intentional instructional supports in place for students and teachers. We are actively monitoring the progress of all students to better inform our return to in-person instruction and the next steps we need to implement to provide the most opportunities for student success.

. 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 a 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. The Covid-19 crisis magnifies the challenges of our school community and we are committed to minimizing the negative impact as much as possible. 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. Due to the Covid-19 crisis, we have had to modify the ways we engage families and community members. We have hosted Virtual Kindergarten Round-Up, Virtual Open House, Virtual Title I Parent night along with several virtual social events including a drive-up Pumpkin Patch Experience. 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 has been invaluable in reaching students for whom the challenges of virtual learning have proved to be a severe barrier. They make home visits, deliver and pick-up student work packets, and try to address additional barriers standing in the way of student participation and learning.

. 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 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, however our access to school-wide data has been limited this year because of the impact of the Covid-19 crisis in the spring. 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 and have directed much of our Title I funds to virtual resources that align with this vision and support parents and caregivers who are facilitating instruction at home. Modified formative assessment CASL work and continuous student engagement efforts to improve our overall literacy and instructional approaches continue with data-driven instructional conversations occurring frequently between teachers, students, and family members. 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.

. **CSI/TSI Schools (including ATSI) 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

. 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 the academic team competitions, 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 are striving to continue many enrichment activities and modifying those to accommodate CDC recommendations through virtual experiences. We have also added a Behavior Coach who will work with teachers to strengthen classroom management and engagement efforts within our PBIS system. The Behavior Coach will also engage 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 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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