

# Comprehensive School Improvement Plan (CSIP)

## 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.

## Operational Definitions

**Goal:** Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

**Objective:** Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

**Strategy:** An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

**Activity:** Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
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**Measure of Success:** Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

## Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness

Explanations/Directions

**Goal:** Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The <b>measures</b> may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

## 1: Proficiency Goal

Camargo Elementary School will increase the number of students scoring at the Proficient/Distinguished levels in reading and math by 15% by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1:  Camargo Elementary school will increase the percentage of students scoring Proficient/Distinguished in <b>reading</b> from 38.4% to 50.4%.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	<ul style="list-style-type: none"> <li>Continue to develop a schoolwide comprehensive literacy plan, aligned to the district vision, that will ensure equitable access to research based instruction in reading and writing</li> <li>Ensure consistent learning expectations (e.g., learning targets, purpose, and criteria for success) through collaborative grade level planning.</li> <li>Professional learning through PLCs for administration and teachers centered around analyzing student assignments for grade-level appropriateness, and defining what high-quality student work looks like</li> <li>PLC teams will meet regularly to review assessment data (MAP, running records, letter/sound and sight word mastery checks, AIMSWeb, Heggerty, Mastery Connect and Case 21 Assessments) and determine gaps in learning. Re-teaching and small, focused intervention groups will be implemented to close these gaps</li> <li>Throughout the year staff will have embedded professional learning opportunities to support analyzing and responding to the data.</li> <li>Vertical planning will happen monthly to unpack, identify and review gaps, addressing the rigor of instruction verse the rigor of the standard per grade level while developing a plan for instruction to meet the needs of students</li> </ul>	Increase % of Proficient/Distinguished students (KSA KENTUCKY SUMMATIVE ASSESSMENT and MAP assessments)	<ul style="list-style-type: none"> <li>Review of Camargo Data Boards during teacher/admin conferences, and fall-spring data days.</li> <li>Review of Running Records, MAP Scores (administration schedule dependent on district decision making and need for extended distance learning) and KSA KENTUCKY SUMMATIVE ASSESSMENT Scores.</li> </ul>	Title I funds- Title I Math and Reading Night planned for the Spring Title I- Digital Library for quarantine students and students with prolonged absences.
			Increase % of Proficient/Distinguished students (KSA KENTUCKY SUMMATIVE ASSESSMENT and MAP assessments)	<ul style="list-style-type: none"> <li>PGPs</li> </ul>	N/A

	KCWP 5: Design, Align and Deliver Support	<ul style="list-style-type: none"> <li>● PLC teams will meet regularly with the intervention team to analyze formative assessment and progress monitoring data and plan additional instructional strategies to support students in standards mastery.</li> <li>● Provide targeted services for those students needing additional support during extended periods of quarantined distance learning</li> <li>● Professional learning and ongoing support centered on the use of our new Digital Library for both assessment and instruction</li> <li>● Provide parents and students training during the Title I Math/Reading Parent Night to ensure equitable access to resources during prolonged distance learning and for support to ensure standards mastery</li> <li>● Goal setting with students</li> </ul>	Increase % of Proficient/Distinguished students (KSA KENTUCKY SUMMATIVE ASSESSMENT and MAP assessments)	<ul style="list-style-type: none"> <li>● Regular SAT meetings</li> <li>● Camargo Data Board</li> <li>● Running Record Growth</li> </ul>	
<p>Objective 2</p> <p>Camargo Elementary school will increase the percentage of students scoring Proficient/Distinguished in <b>math</b> from 19.4% to 44.1%.</p>	KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align and Deliver Support	<ul style="list-style-type: none"> <li>● Ensure consistent learning expectations (e.g., learning targets, purpose, and criteria for success) through collaborative grade level planning.</li> <li>● Professional learning through PLCs for administration and teachers centered around analyzing student assignments for grade-level appropriateness, and defining what high-quality student work looks like</li> <li>● PLC teams will meet regularly to review assessment data (MAP, USNS screeners, Mastery Connect and Case 21 assessments) and determine gaps in learning. Re-teaching and small, focused intervention groups will be implemented to close these gaps.</li> <li>● Identify students needing Tier 2 or Tier 3 interventions and evaluate effectiveness of interventions at regular intervals</li> <li>● Provide targeted services for those students needing additional support during extended periods of quarantined distance learning</li> </ul>	Increase % of Proficient/Distinguished students (KSA KENTUCKY SUMMATIVE ASSESSMENT and MAP assessments)	<ul style="list-style-type: none"> <li>● Review of Camargo Data Boards during teacher/admin conferences, PLCs, and fall-spring data days.</li> <li>● Review of USNS, MAP Scores (administration schedule dependent on district decision making and need for extended distance learning) and KSA KENTUCKY SUMMATIVE ASSESSMENT Scores</li> </ul>	N/A

## 2: Separate Academic Indicator

Goal 2: Camargo Elementary School will increase the number of students scoring at the Proficient/Distinguished levels in science, social studies, and writing by 15% by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Camargo Elementary school will increase the percentage of students scoring Proficient/Distinguished in <b>writing</b> from 21.6% to 62.8%.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 1: Design and Deploy Standards</p>	<ul style="list-style-type: none"> <li>Continual development of a schoolwide/districtwide comprehensive literacy plan, aligned to the district vision, that will ensure equitable access to research based instruction in reading and writing</li> <li>PLC teams will meet to design instruction, reflect on data (formative and summative assessments), analyze student work and plan instruction aligned to standards. Teachers will collaborate with other grade level writing teachers to design instruction and analyze summative and formative data during district-wide teacher networking team (TNT) meetings</li> <li>Provide targeted support through zoom for those students needing additional support during prolonged quarantined periods of distance learning</li> </ul>	<p>Increase percentage of students scoring proficient/distinguished on KSA KENTUCKY SUMMATIVE ASSESSMENT in Writing.</p>	<ul style="list-style-type: none"> <li>PLC minutes</li> <li>Notes from district grade-level planning meetings</li> </ul>	<p>Title I Funds purchased the Digital Library that has embedded writing in guided reading instruction.</p>
<p>Objective 2</p> <p>Camargo Elementary school will increase the percentage of students scoring Proficient/Distinguished in <b>science</b> from 24.4% to 27.6%.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p>	<ul style="list-style-type: none"> <li>PLC teams will meet to design instruction, reflect on data (unit assessments or embedded tasks) and plan instruction aligned to standards.</li> <li>Teachers will collaborate with other grade level science teachers to design instruction and analyze summative and formative data during district-wide teacher networking team meetings</li> <li>Provide targeted support through zoom for those students needing additional support during prolonged quarantined periods of distance learning</li> </ul>	<p>Increase percentage of students scoring proficient/distinguished on KSA KENTUCKY SUMMATIVE ASSESSMENT in Science.</p>	<ul style="list-style-type: none"> <li>PLC minutes</li> <li>Notes from district grade-level planning meetings</li> </ul>	<p>N/A</p>

<p>Objective 3 Camargo Elementary school will increase the percentage of students scoring Proficient/Distinguished in <b>social studies</b> from 36% to 38.8%.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data</p>	<ul style="list-style-type: none"> <li>● PLC teams will meet to design instruction, reflect on data (formative and summative assessments) and plan instruction aligned to standards.</li> <li>● Teachers will collaborate with other grade level social studies teachers to design instruction and analyze summative and formative data during district-wide teacher networking team meetings</li> <li>● Provide targeted support through zoom for those students needing additional support during prolonged quarantined periods of distance learning</li> </ul>	<p>Increase percentage of students scoring proficient/distinguished on KSA KENTUCKY SUMMATIVE ASSESSMENT in Social Studies.</p>	<ul style="list-style-type: none"> <li>● PLC minutes</li> <li>● Notes from district grade-level planning meetings</li> </ul>	<p>N/A</p>
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### 3: Achievement Gap

Goal 3: Camargo Elementary School will increase the combined percentage of students scoring Proficient/Distinguished in Reading and Math for students with disabilities by 15% by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Camargo Elementary will increase the percentage of students with disabilities scoring proficient and distinguished in reading from 0% to 15%.	<p>KCWP1: Design and Deploy Standards - Continuous Improvement Activities</p> <p>KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</p>	<ul style="list-style-type: none"> <li>Co-teaching will occur in classrooms K-5 to enhance content mastery.</li> <li>Analyze student data from a variety of resources such as Running Records, MAP, and formative assessments to create appropriate goals for the student.</li> <li>Monitor and intervene based on Lexia identified gaps</li> </ul>	Increase % of Proficient/Distinguished students (KSA KENTUCKY SUMMATIVE ASSESSMENT and MAP assessments)	<ul style="list-style-type: none"> <li>Review of Camargo Data Board student progress during PLCs and teacher admin meetings</li> </ul>	Title I Funds purchased our Digital Literacy that allows for assessments and instruction to be administered remotely for prolonged quarantine situations.
	<p>KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</p> <p>KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</p>	<ul style="list-style-type: none"> <li>Implement Title I Digital Library to address student needs via distance learning due to quarantine</li> <li>Provide ongoing support to parents for digital library access and use</li> <li>Professional learning developed to instruct teachers on the use of our new Digital Library</li> <li>School counselor, behavior specialist, administrators, FRYSC, district personnel, and teachers will work to eliminate barriers and develop proactive plans for students who regularly do not participate in virtual learning opportunities due to quarantine or have chronic tardiness and absences from in-person learning</li> </ul>	<p>Pioneer Valley School-wide Data Tracker for student engagement in Digital Library indicating 80% of students actively engaged with the digital library</p> <p>Track attendance/student participation in instruction through IC</p>	<ul style="list-style-type: none"> <li>Running Records</li> <li>Review of Camargo Data Board student progress in reading</li> <li>Bi-Monthly Sped meetings hosted by DOSE for data reviews</li> </ul>	N/A

<p>Objective 2 Camargo Elementary will increase the percentage of students with disabilities scoring proficient and distinguished in math from 0% to 15%.</p>	<p>KCWP1: Design and Deploy Standards - Continuous Improvement Activities</p> <p>KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</p>	<ul style="list-style-type: none"> <li>Analyze student data from a variety of resources such as USNS, MAP, and formative assessments to create appropriate goals for the student.</li> <li>Co-teaching will occur in classrooms K-5 to enhance content mastery.</li> <li>Provide targeted services either through zoom to those students needing additional supports to progress during extended periods of virtual learning due to quarantine</li> </ul>	<p>Increase % of Proficient/Distinguished students (KSA KENTUCKY SUMMATIVE ASSESSMENT and MAP assessments)</p>	<ul style="list-style-type: none"> <li>Review of Camargo Data Board student progress in reading</li> <li>Bi-Monthly Sped meetings hosted by DOSE for data reviews</li> </ul>	<p>N/A</p>
	<p>KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</p> <p>KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</p>	<ul style="list-style-type: none"> <li>School counselor, behavior specialist, administrators, FRYSC, district personnel, and teachers will work to eliminate barriers and develop proactive plans for students who regularly do not participate in virtual learning opportunities due to quarantine or have chronic tardiness and absences from in-person learning</li> </ul>	<p>Track attendance/student participation in instruction through IC</p>	<ul style="list-style-type: none"> <li>Regular meetings of admin/teacher teams to plan for interventions and evaluate effectiveness/next steps</li> </ul>	<p>N/A</p>



#### 4: Growth

Goal 4: Camargo Elementary School will increase the percent of students making categorical growth in Reading and Math by 15% in 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Camargo Elementary school will increase the percentage of students at or above the grade level mean RIT in reading from 47.7% to 49.1%</p>	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 2: Design and Deliver Instruction</p>	<ul style="list-style-type: none"> <li>Set goals with students for targeted growth around MAP assessments and or running record growth</li> <li>SAT team, interventionists and grade level team will meet regularly to analyze data, determine research-based intervention strategies and evaluate the effectiveness of the intervention by evaluating formative and summative data</li> <li>Implement Title I Digital Library to address student needs via distance learning due to quarantine</li> <li>Professional Development with teachers to support teachers in the use of data and implementation of our Digital Library</li> <li>Teachers will work collaboratively with the Gifted and Talented coordinator, ELL support services, and SPED teacher to develop differentiated instruction to extend/support learning for students as needed</li> </ul>	<p>Increase % of students making categorical growth in reading (KSA KENTUCKY SUMMATIVE ASSESSMENT and MAP assessments)</p>	<ul style="list-style-type: none"> <li>Running Records</li> <li>Sound and Sight Word Checks</li> <li>Formative Assessments from Camargo Data Board</li> <li>Lexia</li> <li>Heggerty</li> <li>Word Inventory Assessment</li> </ul>	<p>Title I Funds-Digital Literacy for quarantined students and Math/Reading Parent Night scheduled for the spring</p>
<p>Objective 2</p> <p>Camargo Elementary school will increase the percentage of students at or above the grade level mean RIT in math from 33.7% to 34.7%</p>	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 2: Design and Deliver Instruction</p>	<ul style="list-style-type: none"> <li>Set goals with students for targeted growth around MAP assessment</li> <li>SAT team, interventionists and grade level PLC team will meet regularly to analyze data, determine research-based intervention strategies and evaluate the effectiveness of the intervention by evaluating formative and summative data (MAP, formative assessments used during instruction)</li> <li>Teachers will work collaboratively with the Gifted and Talented coordinator, ELL support services, and SPED teacher to develop differentiated instruction to extend/support learning for students as needed</li> </ul>	<p>Increase % of students making categorical growth in math (MAP assessments)</p>	<ul style="list-style-type: none"> <li>Running Records</li> <li>Sound and Sight Word Checks</li> <li>Formative Assessments from Camargo Data Board</li> <li>Fact Fluency Checks</li> </ul>	<p>N/A</p>

## 5: Transition Readiness

Goal 5: Camargo Elementary School will increase the percent of students ready for transition in Reading and Math by 15% in 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Camargo Elementary School will increase the percent of students “Ready for Kindergarten” from 24% to 24.7%.	KCWP 6: Establishing Learning Culture and Environment	<ul style="list-style-type: none"> <li>Engage with families receiving Early Childhood Services and support skill attainment in all domains by providing resources and instruction to parents</li> <li>Kindergarten Round Up will be implemented in the Spring to generate kindergarten awareness to ensure kindergarten registration</li> <li>Kindergarten Jump Start will be offered in the summer</li> </ul>	<ul style="list-style-type: none"> <li>Preschool assessment</li> <li>Teaching Strategies Gold</li> <li>Kindergarten, Brigance Scores</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	Title I Funds-Kindergarten Round-up
Objective 2 Camargo Elementary School will increase the percent of students ready for the next grade level by 10%.	<ul style="list-style-type: none"> <li>KCWP 6: Establishing Learning Culture and Environment</li> <li>KCWP 2: Design and Deliver Instruction</li> <li>KCWP 4: Review, Analyze and Apply Data</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning developed to instruct teachers on the use of our new Digital Library while implementing Title I Digital Library to address student needs via distance learning due to quarantine</li> <li>Implementation of a Spring Math/Reading event to address students’ needs</li> <li>Ensure consistent learning expectations (e.g., learning targets, purpose, and criteria for success) through collaborative grade level planning</li> <li>Professional learning through PLCs for administration and teachers centered around analyzing student assignments for grade-level appropriateness, and defining what high-quality student work looks like</li> <li>PLC teams will meet regularly to review assessment data (MAP, USNS, Mastery Connect and Case 21 Assessments, formative assessments, running records, letter/sound and sight word mastery checks) and determine gaps in learning. Re-teaching and small, focused intervention groups will be implemented to close these gaps</li> <li>Vertical planning will happen monthly to unpack, identify and review gaps, addressing</li> </ul>	<ul style="list-style-type: none"> <li>Increase % of students scoring proficient in math and reading on KSA KENTUCKY SUMMATIVE ASSESSMENT</li> </ul>	Running Records MAP	Title I Funds-Title I Math/Reading Night/ Digital Library

		<p>the rigor of instruction verse the rigor of the standard per grade level while developing a plan for instruction to meet the needs of students</p> <ul style="list-style-type: none"> <li>• Identify students needing Tier 2 or Tier 3 interventions and evaluate effectiveness of interventions at regular intervals</li> <li>• Provide targeted services for those students needing additional support during extended periods of distance learning when quarantined</li> <li>• Continued work to develop a schoolwide comprehensive literacy plan, aligned to the district vision, that will ensure equitable access to research based instruction in reading and writing.</li> <li>• Throughout the year staff will have embedded professional learning opportunities to support analyzing and responding to the data</li> </ul>			
<p>Objective 3 Camargo Elementary School will increase the percent of students on grade level at the end of fifth grade and ready for sixth grade as indicated by proficiency on KSA KENTUCKY SUMMATIVE ASSESSMENT in Reading and Math by 3%.</p>	<ul style="list-style-type: none"> <li>• KCWP 6: Establishing Learning Culture and Environment</li> <li>• KCWP 2: Design and Deliver Instruction</li> <li>• KCWP 4: Review, Analyze and Apply Data</li> </ul>	<ul style="list-style-type: none"> <li>• Professional learning developed to instruct teachers on the use of our new Digital Library while implementing Title I Digital Library to address student needs via distance learning due to quarantine.</li> <li>• Implementation of a Spring Math/Reading event to address students' needs</li> <li>• Ensure consistent learning expectations (e.g., learning targets, purpose, and criteria for success) through collaborative grade level planning</li> <li>• Professional learning through PLCs for administration and teachers centered around analyzing student assignments for grade-level appropriateness, and defining what high-quality student work looks like</li> <li>• PLC teams will meet regularly to review assessment data (MAP, USNS, Mastery Connect and Case 21 Assessments, formative assessments,</li> </ul>	<ul style="list-style-type: none"> <li>• Increase % of students scoring proficient in math and reading on KSA KENTUCKY SUMMATIVE ASSESSMENT</li> </ul>	<ul style="list-style-type: none"> <li>• Running Records</li> <li>• MAP</li> <li>• Mastery Connect</li> <li>• Case 21</li> <li>• Heggerty</li> <li>• Letter/Sound</li> <li>• Sight Word mastery</li> <li>• Word Inventory</li> <li>• Fluency Assessments</li> <li>• USNS</li> </ul>	<p>Title I Funds-</p> <ul style="list-style-type: none"> <li>• Title I Math/Reading Night in the Spring</li> <li>• Digital Library</li> </ul>

		<p>running records, letter/sound and sight word mastery checks) and determine gaps in learning. Re-teaching and small, focused intervention groups will be implemented to close these gaps.</p> <ul style="list-style-type: none"><li>• Vertical planning will happen monthly to unpack, identify and review gaps, addressing the rigor of instruction verse the rigor of the standard per grade level while developing a plan for instruction to meet the needs of students</li><li>• Identify students needing Tier 2 or Tier 3 interventions and evaluate effectiveness of interventions at regular intervals</li><li>• Provide targeted services for those students needing additional support during extended periods of distance learning when quarantined</li><li>• Continued work to develop a schoolwide comprehensive literacy plan, aligned to the district vision, that will ensure equitable access to research based instruction in reading and writing</li><li>• Throughout the year staff will have embedded professional learning opportunities to support analyzing and responding to the data</li><li>• A in-person tour of the middle school will be provided for fifth grade students. These students will be bussed to the middle school for a quick tutorial of middle school facilities and procedures</li></ul>			
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**6: Graduation Rate**

Goal 6 (State your graduation rate goal.): N/A					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

**7: Other (Optional)**

Goal 7: Camargo Elementary School will develop and implement school-wide structures and supports to nurture positive relationships, foster social, emotional and academic growth, ensure individual student success and eliminate barriers so ALL students receive an equitable education.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Decrease the number of reported behavior incidents within the building by 10%</p> <p>Objective 2 Identify students needing social/emotional/behavioral supports and collaborate with behavior coach/admin team/ community partners/ school-based mentors to ensure that identified needs are being met.</p>		<ul style="list-style-type: none"> <li>● Behavior Interventionist</li> <li>● Collaborative Partnerships Pathways for student support</li> <li>● Grade-level PLCs - proactive social/emotional/behavior collaboration</li> <li>● Implement Positive Behavioral Intervention and Supports through building wide implementation of CHAMPS</li> <li>● Implementation of Student of the Month Recognition per grade-level (yard sign)</li> <li>● Offer social/emotional/behavioral targeted service through small group and individual sessions with behavior interventionist, school counselor, and supports from the MCS coordinator</li> <li>● Title I Math/Reading Night will be implemented in the spring partnered with an emotional and well-being component for those in attendance</li> <li>● Implementation of daily Morning Meetings in grades K-5</li> <li>● Implement Leadership Academy led by our school resource officer targeting school expectations and life skills</li> <li>● Drive through events scheduled throughout the year with our FRC including meals and other needs within our population</li> </ul>	<p>Improve of student reporting percentage in for positive responses on Student Climate Survey</p> <p>Decrease in the number of reported building behavior incidents</p>	<p>Admin team meets monthly to discuss trends across the student body. Admin/teacher team meetings to address individual student concerns as needed.</p>	<p>Title I Funding-Title I Math/Reading Night accompanied with social emotional well being is scheduled for the Spring</p>







