



2024-2025 Phase One: Executive Summary for Schools_08162024_22:14

2024-2025 Phase One: Executive Summary for Schools

Camargo Elementary School
Dudley Napier
4307 Camargo Rd
Mt Sterling, Kentucky, 40353
United States of America

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Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Camargo Elementary School, located in rural Montgomery County, is the hub of our community. There is great pride in the tradition of CES, 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 627: 64 preschool students; 94 kindergarten students; 101 first-grade students; 101-second grade students; 97 third-grade students; 87 fourth-grade students; and 87 fifth-grade students. Camargo Elementary is a school-wide Title I school with a free/reduced percentage of about 70%; a minority percentage of about 6.5%, and a homeless percentage of less than 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 (involving teachers across grades K-5 within the building), and Professional Learning Communities.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Our school partners with parents, students and community members to provide the most comprehensive educational experience for our students. Parents are engaged through SBDM committee membership, FRC Advisory Council membership and PTO membership. We strive to be a welcoming and inclusive place for parents and encourage volunteer participation at school activities such as Back to School Family Night, overnight 4-H camp, Fall Festival, Veterans Day, Grandparents' Luncheon, Parent Conference Nights and Title I Reading and Math nights, as well as activities in individual classrooms. Students are engaged in the school community through the

Student Leadership Council and the Student Technology Leadership program. We also engage students, families and community members in programming for the Arts including Com Brio which participates in community-based performance opportunities and our schoolwide Night for the Arts in the spring. Community and business partners are engaged through participation in the FRC Advisory Council and these partners actively support our school through programs like Big Brothers/Big Sisters, the Backpack Feeding Initiative and Christmas Assistance programs. We collaborate with Sterling Health Care and Pathways to provide access to health, dental and mental health care for our students. In addition, we have partnered with Walmart optometrist to provide school wide vision screenings and a College of Speech/Language Pathology to provide school wide hearing screenings on an annual basis.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

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 are directly linked to this vision. Goal 1: All students will show daily growth in all subject areas through highly effective levels of Tier I instruction, while completing grade level appropriate assignments, which in turn will produce high quality student output. Goal 2: Build strong and positive relationships daily with EVERY student to enhance respect and empathy, by promoting a safe environment. 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 and media research. We believe that a well-rounded education incorporates all of these.

Our school staff believes that creating a positive climate for learning is 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 Family Night, Grandparents Breakfast, 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 to support our students. 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 shown pockets of improvement, however, overall we have seen declines. We have not yet reached the goal of being a proficient 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 high-quality professional development our teachers are engaged in. We also have ten teachers participating in LETRS which supports high quality reading instruction. Our school has also partnered with the Kentucky Department of Education to implement year one of the Mathematics Achievement Fund (MAF) grant. Participation in MAF allows our school to have a full-time mathematics coach who will be working collaboratively with eight mathematics teachers using cognitive coaching strategies. That work centers on learning and implementation of Effective Mathematics Teaching Practices. The MAF coach will also provide professional learning around Effective Mathematics Teaching Practices and the KAS standards for Mathematical Practice to all teachers of mathematics in our building. In addition, we are collaborating with the Kentucky Center for Mathematics. We are working to develop a culture of professional learning that meets individual teachers where they are and creates a unified vision for teaching and learning. 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 and the progress we are making toward our instructional goals. 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 reflecting student achievement. In order to reach the goal of being a proficient elementary school, we realize there are areas of improvement on which we need to focus. Instructionally, we are focused on teaching the Kentucky Academic Standards with fidelity in Tier 1 instruction across all content areas and in all classrooms. We are implementing Magnetic Reading, Fountas and Pinnell's Interactive Read Aloud, Shared Reading, and comprehension mini-lessons for literacy instruction along with GoMath, Savaas social studies and Amplify science curriculums to support that effort. It is our goal to ensure that every student has access to rigorous grade level content. Much of our Title I resources have been allocated to support these efforts. We are committed to a deeper understanding of the content standards and adhere

to a rigorous process of vertical planning within the building and horizontal planning within the district in all content areas. Our instructional blueprint emphasizes clear learning targets, connections to real world applications, explicit instruction, immediate feedback, opportunities for independent practice, and student self-assessment. We are committed to the district's Profile of a Learner initiative. We are focused on strategies that allow our students to develop the skills necessary to be effective communicators within the classroom, our school and the greater community. There is much to be done, but with the focused effort on high impact instructional strategies, consistent communication of high expectations to our students, and intentional monitoring, reflection, and revision of our instructional programming, we are confident that we can affect positive growth in our school.

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), school and community musical and visual arts programs, and physical education enrichment through Girls on the Run. We are utilizing the social emotional curriculum Be Good People consistently across our building through 15-minute morning meetings in every classroom and focused lessons provided by our school counselor each month to all classrooms. 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. We are very proud of our school and appreciate the support we receive from our community. Generating the academic gains, we must achieve will be the direct result of lots of hard work on the part of everyone. To regain our 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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