



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

Camden Station Elementary School

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United States of America

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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?

Camden Station Elementary is located in Crestwood, KY, just outside of Louisville, KY. It has an enrollment of 515 students, K-5. The minority population is 15.2%, while the economically disadvantaged population makes up 25.2% of the student body, which has steadily increased in the last few years. The teaching staff, including related arts and special education is comprised of 94.5% female. All certified staff are Highly Qualified. The community is primarily made up of middle-class families. The goal for parent-teacher conferences is 100%, which is achieved each year, but can be difficult to attain with several families having only one car or working multiple jobs. We have a group of parents that are members of the PTO board that support the school, though volunteering is limited at this time due to Covid-19. We are unable to host holiday events this year due to Covid-19 and the regulations on large group gatherings. The community is comprised of many small, family-owned businesses which can be a strength in that we can partner with them in different aspects. It can also be a weakness due to there being three elementary schools, one middle and one high school in the area wanting to partner with these businesses as well. Also, with the majority of businesses being small and family-owned, it is often not possible for them to assist financially.

. 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.

Vision: All Camden Station Elementary students will become lifelong learners and valuable citizens of the community. Mission: Through research-based instruction, students will become effective communicators and critical thinkers, who have a solid foundation in leadership, literacy and technology, and can work creatively in both independent and collaborative situations. Our Core Values: These three principles equally guide our work and define our mission. Partnership – Each student needs a strong team which includes parents, school staff and community members to support his/her holistic development. Frequent communication establishes strong relationships that enhance the knowledge of each student, allowing for differentiated education to meet individual needs at home and at school. Character Development – Successful students develop positive relationships with others. Through direct instruction, modeling, and practice, students develop

empathy, respect, a strong work ethic, and the ability to work independently and with diverse groups of people. Academic Development - Through research-based instruction, student and teacher use of technology, and an emphasis on literacy, our students attain a solid academic foundation across all content areas. They learn to be critical thinkers and effective communicators who use problem solving strategies and creativity to think at deep levels. Every decision that is made is a reflection of our core values and beliefs. We continually reflect back on our beliefs in academics and in social settings by modeling this for students and directing students back to our guiding principles of "SOARING"-solving problems, owning our learning, achieving goals and respecting others in teaching and in solving problems.

. 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.

Based on results of the last few years of K-PREP and MAP, Camden will focus on math and reading over the next three years. As part of the focus, each grade level team will deliver to students a guaranteed and viable curriculum reflective of best practices and the Oldham County District's curriculum frameworks. Each teacher will utilize DRA2 and running records as a tool to diagnose reading difficulties and determine next steps for instruction. Students will participate in differentiated small groups for reading and math to maximize learning based on their individual needs. Teachers will gain a deeper understanding of the vertical alignment within the math and ELA curriculum, through vertical standard analysis. All students will receive tiered differentiated math and ELA instruction. All special education students will have a schedule where their individual needs are addressed and instructional time is maximized. Teachers will increase their background knowledge on the diversities among different GAP populations within the school, specifically as it relates to poverty, trauma and being culturally responsive. An Intervention Coach, trained interventionists and Literacy Coach will be use best practice associated with struggling readers, writers and/or mathematicians in working with small groups. GAP students will receive more purposeful and targeted reading, writing and math instruction due to teachers consistently utilizing and analyzing data (running records and common formative assessments), and will receive evidence based interventions in both reading, writing and math instruction. The School Counselor, Assistant Principals and Intervention Coach will work with teachers to build their knowledge of classroom behavior interventions in order to maximize instructional time.

. **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.

Because Camden is always focused on raising student achievement, and we know that highly qualified teachers are the key, we engage in on-going professional development through cadres, in-house observations and on-going professional development in faculty meetings. This year due to Covid-19, we have some obvious physical limitations. Any new teacher to Camden is given a mentor who meets with them regularly and participates in a new teacher cadre. We have teacher leaders who open up their classrooms for observations throughout the year and lead professional development opportunities. Staff meets regularly in both team planning meetings and PLC meetings. There is a constant focus on student work, formative assessments and intervention, and how the instruction aligns with these topics and other data. Camden practices Positive Discipline, where students work together to solve their problems, with a goal of making good choices and having long-term positive behavior results. This approach to classroom management has resulted in a reduction in behavior referrals over the past ten years.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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