

2019-20 Phase Three: Executive Summary for Schools_12182019_11:31

2019-20 Phase Three: Executive Summary for Schools

Chester Goodridge Elementary School

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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?

Goodridge Elementary is located in the Hebron community of Boone County, Kentucky next to the Greater Cincinnati Airport. Over the last 15 years, this area of Boone County has evolved from a farming community to a business and industry, suburban community. Goodridge is located on the Conner campus which includes Conner Middle, Conner High, and Area Technical and Vocational School. The school has a large play area surrounded by the Boone County Parks playing fields. Goodridge currently serves 702 students from Preschool through 5th grade. Over the past 5 years our free and reduced lunch population has fluctuated between 43% and 47%. Goodridge is a diverse learning community with the student population becoming more transient. Our minority population, comprised of African American, Asian, and Hispanic, sits at 14.8%. Special Education programs include 21.36% of our enrollment. The staff is comprised of 100 dedicated individuals which includes 14 classified/paras, 58 certified, we have a reading and math , 3 National Board Certified, and 12 Rank I. As we enter the 9th year of PBIS implementation, we are confident that the student and professional population has benefited greatly. Our school motto is S.O.A.R., Safe, Organized, Accountable, Respectful. Students are able to earn positive reinforcement from staff on a regular basis such as SOAR awards for positive behaviors, good work, and attendance. Our Student Support Teams analyzes behavioral and academic data and a student Check and Connect or Check In, Check Out system has been established that allows designated students to have a mentor to help with academic and social/emotional skills. Our FRC meets with chronically absent students each week in a small group to provide strategies and supports. Students use Google Classroom technology to integrate all content areas, communicate with one another on problem based/project based learning and service learning. Through our grade levels and Caring Cardinals we have contributed to, Backpack Buddies, Cheery School (Africa), and Campus Kindness Projects.

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.

At Goodridge Elementary, we believe that all students can learn to their fullest potential. We strive to inspire and empower a passion for learning and caring for self and others. The purpose of Goodridge Elementary is to prepare, educate and equip youth for life. We strive to provide a positive, safe atmosphere that is dedicated to helping students reach high levels of academic achievement as determined by state and national standards by providing the foundation that ensures their success. All students are challenged to reach their maximum potential so that they will become productive, healthy, creative citizens in a digitally diverse world. Our philosophy is that teachers, staff, and parents accept the responsibility to address the educational needs of the whole child. Since our children differ in their abilities, capacities, and patterns of growth, our educational program is designed to address the environment and reinforce concepts such as: consequences of behavior, making wise decisions, respecting reasonable authority, developing self-discipline, and having self-esteem for oneself and concern for others. Goodridge Elementary recognizes each child as an individual with the ability to learn at the highest potential. The students are given the learning tools necessary to succeed and be college, career, and life ready. Our goal is to create an environment in which students can learn with an absence of threat. Students and staff should be

allowed to function in a safe and predictable environment. Therefore, we at Goodridge Elementary believe students are successful because they choose to S.O.A.R with safe, organized, accountable, and respectful behaviors. At GES, our staff has reached consensus that our students need consistency in all areas of academic instruction, SOAR procedures, and routines. We are developing teaching plans for all areas (common and instructional) and will follow the reteach process when a desired behavior is not shown. Using the four levels of praise we will verbally praise students (specific with attribution), give access to privilege (in class), use public recognition, and token rewards. We use the major/minor behavior form to report issues as needed. As we collect data weekly and monthly, and use the data to drive decision making. Students who are not experiencing success after ten reteaches will develop an individual support plan. If the Individual Support Plan does not prove helpful, students may advance to Tier 2.

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.

Goodridge students have competed and placed in district and regional competitions. Students have been recognized in Boone County sponsored Breakfast of Champions. We were awarded grants by our business partner, CitiGroup, as well as mini-grants from Target, and a grant from Toyota to help create and maintain our Science Garden. We have formed partnerships with 7-Hills, First Church and Hebron Baptist. Additionally, we have a variety of community partners working with our students through our after school 21Century Program. Our students have the 4 opportunity to join clubs and we have 200 children participating per quarter. According to the state assessment data, we have improved in both reading and math and are no longer a TSI school as we made gains with our students with disabilities. We made high growth last year and were 1.6 points away from high proficiency. In the next few years, we want to achieve proficiency in the KPREP assessment system. We will accomplish this by continuing to refine and implement KCAS for ELA and Math, as well as in Writing and the Next Generation Science Standards through problem/project based learning; collecting and monitoring student data from formative assessments, continuing professional learning communities while creating Teacher Leaders; and increasing the use of technologies to impact student achievement, creativity, and success.

Additional Information

CSI/TSI 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.

We are putting significant time, energy, and resources into our Reading program and practices. According to a report by the Annie E. Casey Foundation (2014), 80 percent of children in low-income families are below proficiency in reading. Students who do not read proficiently by third grade are four times more likely to leave school without a diploma than proficient readers (Hernandez, 2012), which can have long-term consequences in terms of career prospects, earning potential, and overall quality of life.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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