

Phase Three: Executive Summary for Goshen 2018-19

Phase Three: Executive Summary for Schools

Goshen At Hillcrest Elementary School

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Executive Summary for Schools

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?

Goshen Elementary School at Hillcrest is a neighborhood school located in rural Oldham County, just outside Louisville, Kentucky. It is one of nine elementary schools in the Oldham County School District. It is part of the North Oldham Campus which encompasses Goshen Elementary at Hillcrest, Harmony Elementary, North Oldham Middle School and North Oldham High School. The school serves a predominately upper-middle class community where a high percentage of both parents are college graduates with expectations their children will graduate from college. The median income for Oldham County is \$86,000. 83.7 % of the student population is Caucasian, 5.7% Hispanic, 1.2% African American, 5.4% Asian and 3.9% other. As of the 2018-2019 school year, 5% of students qualified for free and reduced lunch, 8.2 % qualified for a specific learning disability, 4.8% of the student population qualified for the Limited English Program and 10.8% Gifted and Talented. The attendance rate of Goshen is 97.4%. Goshen Elementary School has twice been recognized as a National School of Excellence. It has a rating of School of Distinction for the academic school year 2011-12 and Distinguished for 2012-13. For the year 2013-14, the school was classified as Distinguished, with a percentile ranking of 99. As of 2017-18, Goshen remains one of the top performing schools in the state and number one in Oldham County. The faculty and staff take great pride in providing comprehensive and meaningful learning experiences for the children of the school community. Beginning in the school year 2013-14, Goshen was identified as the EL cluster school for the North Campus which provides needed services for all children who qualify. Goshen provides a comprehensive curriculum for students in Kindergarten through Fifth grade, which is designed around the Common Core Standards adopted by the state. Goshen Elementary provides a full range of services for students to support their learning needs, which include; LBD, Speech, Occupational Therapy, Behavioral, EL, ESS, Intervention and GT/PTP services for identified students. All grade levels are self-contained classrooms where team planning and goal setting is accomplished on a weekly basis. Special Education and EL services consist of resource and collaboration models, while our Gifted and Talented services are provided by classroom clusters and resource lessons throughout the year. These lessons are provided by a board level gifted teacher in collaboration with the classroom teacher. Recently our district put into effect multiple one-day sessions for our Gifted population, which will support their learning in a more focused environment for a longer period of time. The staff is comprised of a Principal, Assistant Principal, Literacy Coach, Library Media Specialist, Reading Recovery Teacher, Intervention Coordinator, 1.5 Guidance Counselors, 28 Classroom Teachers, 4 Special Education Teachers, 1 Speech/Language Teacher, 1 English Language Learner Teacher, .4 ARC chair, 5 Arts & Humanities Teachers, (Music, PE, Art, Drama, STEAM/Project Lead the Way) 8 classified staff who work with students, 3 classified office staff, 1 plant operator, 2 full time and 1 part time custodian, and 1 full time nurse. Goshen also provides an after-school enrichment program with a SWAMP Director and 9 daycare aides. Through our Extended School Services, we provide one certified teacher for approximately 12 hours a week, to provide intervention services for qualifying students. One hundred percent of Goshen's teachers are highly qualified according to Educational Professional Standards Board criteria and eleven hold National Board Certification. Our unique challenges consist of the diverse population we serve and making sure to develop instructional strategies, which will meet all student needs. Our EL population continues to grow, and while a

majority of students have struggles based on a language deficient, providing teacher support is imperative to support students as we close the language gap. Additionally, the high number of gifted students at Goshen require specialized instruction to occur on a regular basis to move them forward. This sets the stage to provide multiple and unique PD to build the needed capacity for all teachers. We monitor all students and research instructional strategies on a regular basis to ensure the optimal learning experience is taking place for all students.

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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.

Goshen, with the help of parents and community, strongly believes our mission statement of promoting the overall intellectual, physical, emotional and social development of each child, so that they will become productive, healthy, creative citizen of our society. Goshen utilizes L1G4 (Learner First, Gator Forever) to support the district vision of reaching and moving all students to excellence. L1G4 is a motivational quote, which motivates staff to provide a rigorous curriculum for all students. Rigor of instructional practices along with high engagement during student learning are yearly focuses for Goshen, which supports district and school goals. Students recite the Goshen school based pledge on a daily basis; G: Go the Extra Mile; A: Act Responsibly; T: Treat Self and Others with Respect; O: Open Your Mind and Heart; R: Reach for High Goals; S: Share Your Gifts and Talents. This morning ritual stated during announcements, supports students as they work on stamina and internalize the expectation that all will strive to reach set goals every day. Teachers professional understanding of the curriculum, ability to determine mastery of standards, and the ability to analyze and set goals for each student, clearly demonstrates our staffs commitment to prepare all students for college success. Our commitment begins with an alignment of the standards to the creation of a viable curriculum utilizing Grant Wiggin's UbD approach. Teacher reflection and collaboration of best practices, during PLC time, provides a means to analyze instruction and the effectiveness of lessons in the classroom. Student performance is measured in many ways, but research has shown, and we believe, that analyzing student work continually and intentionally is imperative to ensure our students are showing growth on a regular basis. During Professional Learning Communities (PLC), time is spent analyzing students' depth of understanding and unpacking the common core, so that instruction is rigorous and purposeful. Each grade level team is provided a time where daily planning time is extended, providing a longer timeframe where analysis of the students' overall performance and setting personal and student goals is accomplished. Assessments are the means that drive student analysis. Our benchmark assessment (MAP) is given 3x a year for certain grades in reading and math. This is a norm-referenced assessment that examines student growth nationally and helps teachers to plan next steps. In the area of reading, our teachers administer the Developmental Reading Assessment (DRA2 + Language) for all students and use that information to plan reading instruction and to monitor student performance in reading. The Brigance is given to incoming kindergarten students and is used to set up balanced classrooms where students will be provided intentional instruction based on student need. Summative assessments include end of unit tests, transfer tasks and writing to demonstrate learning. Formative assessment is ongoing and may include exit slips, writing to demonstrate learning tasks, reflections, anecdotal notes, and physical acknowledgement of understanding (thumbs up, thumbs down), to name a few. Reading conferences are held with individual students to monitor student goals and help to set new targets. Other content areas are assessed through writing, conference notes, tests and projects. Goshen provides solid intervention through the RTI model. Tiers are designed to monitor student progress

and provide needed intervention for all students. The intervention coordinator meets regularly with all grade levels to discuss student concerns in a collaborate environment, progress monitor data and create next steps for all students in each classroom. After school intervention meetings are regularly held to move students from one tier to the next. Data is closely monitored to ensure evidence supports the given steps and changes are made in a timely manner. Lastly, providing opportunities for our students to live and breathe our Goshen Motto exists through the multiple program offerings for all students. Goshen offers boys and girls Intramural Basketball (4th and 5th), Select Boys Intramural Basketball (5th), Cross Country, Chorus, Academic Team, Battle of the Books, Drama, Technology Club, Girl Scouts, Boy Scouts, Gator Government, Future Lego League Teams; plus the many extracurricular activities to enhance the after school program (SWAMP). The philanthropy work our students assist with during the school year helps to develop the social and emotional components of the whole child. Philanthropy opportunities are those that include the entire school (Giving Tree, collection of toiletries for homeless shelters, collecting diapers for a local pantry) to grade level (Choose Kind Library, Kenya) and finally individual classrooms (Jump Rope for Heart, Paw for Purpose) to name a few. School parties are designed around a theme for the students. Our Holiday party may be dedicated to writing cards to our service men/women overseas, or providing blankets and books to the hospital for the preemie babies. Our PTA chooses a sponsor who works in collaboration with the classroom teachers to provide different ways for our students to give back to the community or those more in need. Lastly, the principal receives individual goal setting requests from students to give back to the community in unique ways. They have a desire to challenge themselves by supporting community services and Goshen supports many of these initiatives.

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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.

Goshen is distinguished as a KY Pacesetter School -2004, 2003, 2002; National Blue Ribbon School of Excellence - 2001, 1985; School of Distinction -2012-13 and maintains a Southern Association of Colleges and Schools Accreditation. Goshen has received Governor's Recognition for Exemplary Progress in School Achievement; Governor Beshear's Recognition for achieving the "Distinguished" level in Kentucky Unbridled Learning assessment and accountability model; Prichard Committee Recognition for Academic Excellence; and National PTA School of Excellence. The teachers utilized the workshop model and thinking strategies throughout all content with a focus on asking the questions that will prompt student thinking and deepen understanding. Twelve of Goshen's staff earned National Board for Professional Teaching Standards Certification (NBCT), which is evidence to all stakeholders of their dedication in creating learning environments for all students where success is accomplished. The Principal and Assistant Principal have earned an Educational Specialist Certification, and multiple staff have been Pyramid Award Recipients. This demonstrates the staffs' dedication to continually enrich their knowledge base to provide high caliber lessons. Teachers are regularly involved in cohorts district wide and up until 2017-18, through a collaborative partnership with Bellarmine University.(Reading Academy K-3 and 4-8; Kindergarten Cohort) Goshen has high parental involvement that supports teacher and school initiatives. Our PTA works on an annual budget of over \$100,000 and funds obtained are utilized to purchase items to support instruction (iPads, leveled text, website subscriptions, etc.) This dedication demonstrates to the community and the SBDM Council the importance Goshen places on parental involvement and working with the community to ensure all students at Goshen will be successful learners. Goshen provides to its community a choice of full-day or half-

day kindergarten, after-school/summer care enrichment program for students K- 5; individualized services for special education, K-5; Gifted/Talented services, 4-5; Primary Talent Pool, K-3; English Language Learner Services K-5; and Extended School Services. An English Language Learner Homework Club is offered for students needing additional academic support. While our GAP numbers are small in comparison of other schools, intervention continues to be our focus for equaling the playing field. Our goal is to intentionally use intervention to offer needed assistance for students falling below the 30% in reading and math based from our MAP data. GAP students' needs are addressed on a regular basis through PLC meetings, intervention meetings and continued discussions with the EL teacher, ESS teachers, and regular education teachers. This collaboration will continue to strengthen bonds between student, staff, and parents increasing the fidelity of our intervention process. Intervention will remain a strong focus for Goshen as we close the non-duplicated GAP score

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Additional Information

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

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Attachment Name	Description	Item(s)
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