



# **Closing the Achievement Gap**

Chester Goodridge Elementary School

Boone County

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## **Introduction**

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

# **KDE Closing the Achievement Gap**

## **Introduction**

Pursuant to KRS 158.649 reporting requirements for achievement gap shall be October 1 of each year. The principal shall convene a public meeting to present and discuss the plan for closing the achievement gap prior to the submission to the superintendent and local board for review. The local board of education shall review, in a public meeting, the portion of each school's Comprehensive School Improvement Plan (CSIP) addressing the activities and schedule to reduce achievement gaps if a district has more than 20 schools. This can be a consolidated district report in accordance to KRS 160.340 (3)(b).

Achievement gap means a substantive performance difference in each of the tested areas by grade level of the state testing system between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced-price meals and those who are not eligible for free or reduced-price meals.

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

## **Achievement Gap Groups Identification**

**Statement or Question:** Use the School Report Card to identify your school's gaps groups. Select all that apply.

**Response:**

- African American
- Hispanic
- With Disability
- Free/Reduced Price Meals
- Limited English Proficiency
- All Students
- Male
- Female
- White
- Asian

## **Achievement Gap Summary**

### **Describe the school's climate and culture.**

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 currently serves 798 students from preschool through 5th grade. Over the past 4 years our free and reduced lunch population has fluctuated between 45 and 49%. 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 14.5%. Special Education programs include 22% of our enrollment. The staff is comprised of 100 dedicated individuals which includes 39 classified, 60 certified, 7 district intervention providers, 6 National Board Certified, and 12 Rank I. As we enter the 5th 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 analyze behavioral and academic data and a student Check In, Check Out system has been established that allows designated students to have a mentor to help with academic and social/emotional skills. This past year we have added to student technology with BYOT as well as chrome books for all students in third through fifth grades. Students use Google Classroom technology to integrate all content areas, communicate with one another on problem based/project based learning and service learning. We are in our seventh year as a School of Contribution for Service Learning Initiative through Children, Inc. We have earned the Jefferson Award in recognition of Outstanding Public Service because of our 100 percent grade level contribution. Through our grade levels and Caring Cardinals we have contributed to, Backpack Buddies, Fischer House, and Boone County Animal Shelter.

### **Describe the strategies that were implemented that helped to close the achievement gap.**

Goodridge has implemented the district response to intervention plan to target individual students in our gap group. In addition, we use collaboration and resource with our special education students and collaboration strategies with our ELL population. All gap students are progress monitored every two weeks and students keep their own data with which they make personal goals for their success. Students work closely with teachers and para educators in small group where research based interventions are tailored to individual student needs whether in RTI, special education, or ELL. This year we are using interventions from the district wide adopted reading program, Benchmark, along with FFW, Reading Assistant, Reading A to Z, Fontas and Pinnell Leveled Literacy Intervention, Imagine Learning and Orton Gillingham. In math we are using the Envisions Intervention System, Number Worlds, and Do the Math. Students that need help with social emotional and behavior strategies are serviced through school counselors on an individual basis or social groups, Catholic Charities, North Key, and PBIS Check In, Check Out. This year Goodridge was awarded a 21st Century Grant that is being used to service gap students with reading, math, writing, social, and physical needs. Data is being collected and will be reported consistent with the 21st Century Grant's expectations.

### **Describe the barriers that prevented the school from closing the achievement gap.**

As the year progresses we will continue to monitor student progress, collecting data, in order to provide appropriate interventions that will lead to the students' individual success. Through the Tell Survey, we have found that time, teacher training, and parental support have been barriers to closing the achievement gap. We are looking at daily schedules to ascertain time issues that interrupt instruction and teacher PLC.

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Last year and this year extra time was and will be provided for grade level PLC that helps with training for interventions, analyzing data, and important feedback. Parental involvement is encouraged through teacher and administrative newsletters, web sites, blogs, Facebook, Twitter, and weekly phone communication of important events through Blackboard communications. Each year staff conducts Kindergarten Camp, and grade level curriculum events, to make sure parents are provided with information and strategies that will help their students progress. Several other times are planned to involve parents and students after school throughout the year here at the GES building, such as Family Reading night, March Math Madness, Pottery Night, The Snow Ball, and Grandparents Day. In addition parents and families are invited to attend district workshops that are geared toward helping adults learn parenting skills as well as other family interventions that aid students to be successful.

### **Provide specific examples from the CSIP as to how the district and school collaborated to ensure that the achievement gap was addressed.**

Goodridge and the Boone County School District continue to implement and refine the reading and math response to intervention programs. Students are benchmarked using STAR reading and math assessment. The data is analyzed and discussed at ATM meetings emphasizing what interventions are working or not working making changes as needed. IEP's are reviewed, revised and agreed upon through the ARC process meetings with teachers, parents, and administration. In addition ELL service plans are reviewed and revised yearly with teachers, interventionist, parents, and administrators. Each student in the gap group and as well as the rest of the student population make personal goals and track their own data to visualize their personal growth and success. As a school we continue to identify teachers who exhibit knowledge in content and skills in instructional strategies and/or who have attended PD's so that they may provide embedded PD to our professional learning community. We will continue to focus on vertical and horizontal planning so that analysis of data can take plan and alignment of assessments with reading and math curriculum. Programs such as PBIS (Check In, Check Out), ESS, and 21st Century Grant will help to provide extra time for student completion of tasks and intervention strategies. Another example is the Brigance Kindergarten screening that allows us to address gaps as soon as students begin school. In addition to the Brigance Screening Goodridge collaborates with the district and community partners to screen children ages 2-4 who may be at risk and need extra support through the Preschool Early Childhood Program.

### **Describe the process to involve teachers, leaders, and other stakeholders to review the CSIP and its progress to close the achievement gap.**

SBDM committees made up of parents, teachers, administrators and district stakeholders are given the opportunity to review and revise the CSIP consistently. The content committees analyzes gap data from KPREP results and intervention data to make recommendations to council. SBDM reviews the data and recommendations and looks at all aspects of the school culture and various needs to offset barriers to student success. After the plan is made, it is continuously reviewed by committees and council at monthly meetings. The goals are posted as a continual reminder to school staff of our professional commitment to make sure all students receive equity towards being career and college read, a pledge that we have made to our community.



## Achievement Gap Diagnostic

**Describe how data are used to inform your school's improvement plan to address the achievement gap.**

**Goal 1:**

Increase achievement for all student groups at Goodridge Elementary so that the achievement gap increases from 39.2% PD in 2015 to 67.8% PD in 2019 as measured by Goodridge closing the achievement gap data.

**Measurable Objective 1:**

demonstrate a proficiency of 48.5% proficient by 06/30/2016 as measured by the overall achievement gap on KPREP Delivery Targets.

**Strategy1:**

Best Practice; Progress Monitoring - We will continue to progress monitor through best practices.

Category: Continuous Improvement

Research Cited:

Activity - Personalization & Prog. Monit.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of pre-assessments, formative, and common assessments, to plan for personalized instruction for students who have not achieved content mastery; for under-performing students, and to assess continuous progress and inform instructional decisions for our gap population (i.e.; students with disabilities, ELL students, free and reduced lunch students) as well as gifted students. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress through STAR Renaissance Assessments. Use core extension time to provide interventions for at risk students and challenging activities for students that learn at a higher level as well as other interested students. Implement school wide Title 1 program that provides interventions and extensions within the classroom and at core extension time to reinforce skills and expand concepts. Provide interventions through after school tutoring (ESS). There will be collaboration among staff, parents, and students.	Academic Support Program	02/01/2013	06/30/2016	\$35000 - Title I Schoolwide \$13000 - Other	Instructional Coach; Principal; Teachers; Para - Educators

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Activity - School, Family and Community Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with Conner Cluster Schools and District to increase community awareness of school goals and accomplishments (student, college, career, and life ready) and to provide opportunities for family leadership and engagement. Parental involvement is encouraged through teacher and administrative newsletters, web sites, blogs, Facebook, Twitter, and weekly phone communication of important events through Blackboard communications. Each year staff conducts Kindergarten Camp, and grade level curriculum events, to make sure parents are provided with information and strategies that will help their students progress. Several other times are planned to involve parents and students after school throughout the year here at the GES building, such as Family Reading Night, March Math Madness, Pottery Night, The Snow Ball, and Grandparents Day. In addition parents and families are invited to attend district workshops that are geared toward helping adults learn parenting skills as well as other family interventions that aid students to be successful. In collaboration with community partners, Master Provisions, ATC, student services and parents, GES, CHS, and CMS will initiate a student led project. Students will collaborate to create a product to deliver to needy members of our community.	Community Engagement	01/30/2013	06/01/2016	\$500 - Grant Funds \$500 - Title I Schoolwide	Student Services, FRC, Title 1 Director,

Activity - 21st Century Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in a before and after school program as well as summer that targets GAP group students, including free and reduced, EL, and special education students. The programs will address needs for additional quality academic achievement supports, homework assistance, non-cognitive development, and enrichment related to academic achievement. It includes STEM, project based learning, and family engagement support in participating students and families. The 21st CCLC program will mesh the efforts of the school, co-applicant, the community partners, the FRC, and the families, with oversight from the advisory committee, to create a strong, colorful, rigorous, and exciting program to assist the targeted students to meet proficiency in state standards and create a love for life long learning.	Academic Support Program	09/09/2015	08/09/2018	\$150000 - Grant Funds	21st CCLC Site coordinator, Principals, District Personnel, Boone County Parks and Recreation

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With the guidance of our school culture PBIS committee (parents, teachers, and administrators) continue to train and implement PBIS school wide and common area procedures. Use SWIS data to ensure fair and equitable treatment of all students. Continue to use incentives and rewards for high attendance and positive behaviors. Implementation of the SOAR Behavior Spotlight Tree which is a visual for individual positive student behavior accomplishments.	Behavioral Support Program	02/01/2013	06/30/2016	\$2000 - Other	PBIS Coach, Instructional Coach, Principals, Teachers

## Closing the Achievement Gap

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Activity - Barriers To Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to provide training (i.e. medical administration and safe schools) at the beginning of the school year. These resources and supports will address barriers to learning, including but not limited to transience, access to health and social services in collaboration with community and parent/caregiver partners (i.e. Catholic Charities Counseling and North Key).	Professional Learning	01/30/2013	06/30/2016	\$0 - No Funding Required	School nurse, Student Services, Learning Support, People Personnel, Community support, Clinician, Staff, Principal, FRC, State Safe Schools Advisor

Activity - Diversity and Equity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With support from the ELL coordinator, extend the refinement and implementation of diversity and equity awareness include training for staff on cultural responsiveness to social norms as demographics in our data continually change. The ELL coordinator will meet with grade level PLCs 3 times a year to deliver updates on students' SLPs. ELL Coordinator with the help of GES staff will initiate a parent mentoring program called "The Buddy System" to provide mentors for students who demonstrate need.	Professional Learning	01/30/2013	06/30/2016	\$0 - No Funding Required	principals; instructional coach; ELL teacher

### Goal 2:

Decrease the number of students scoring Novice by 50% by the year 2020. Goodridge Elementary Students will decrease the combined reading and math novice percentage from 17.7% to 8.8% by the year 2020 based on KPREP Novice Reduction Delivery Targets.

### Measurable Objective 1:

A 100% decrease of Third, Fourth and Fifth grade students will demonstrate a proficiency by decreasing the percentage of novice from 17.7% in 2014-15 to 15.89% in 2015-16 in Reading and in Mathematics by 06/30/2016 as measured by KPREP Novice Reduction Delivery Targets.

### Strategy1:

Design and Delivery of Instruction - Continue to deliver and design instruction that implements best practices and instructional routines.

Category: Continuous Improvement

Research Cited:

## Closing the Achievement Gap

Chester Goodridge Elementary School

Activity - Curriculum Instruction and Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities are implemented weekly for the design of instruction. Teachers share their knowledge horizontally with their team in order to provide instruction that reaches all students. Teachers and staff will develop, refine, and implement Understanding by Design through our ELA and math programs, Benchmark Literacy and Envision2.0. The Units of instruction will be aligned to KCAS. Teachers and staff will ensure assessments align with KCAS and Quality Core, focusing on critical and higher level thinking. Because we integrate all content with math and reading we will support and facilitate the understanding and implementation of the Next Generation Science Standards through study, problem based learning, model lessons, technology and embedded PD in collaboration with NKU and CINSAM at various grades for successful incorporation of STEM principles. During PLC time, staff will study, prepare and implement the Next Generation Science Standards. Committees at Goodridge Elementary are focused on improving written expression through all content areas based on analysis of school data on constructed, extended, and written responses. Through planning of our student writing progression folders and our school wide writing policy the goal will be for student proficiency.	Academic Support Program Professional Learning	08/13/2015	06/28/2019	\$2000 - Other	Principals; Instructional Coach; Staff; Learning Support Services

Activity - 21st Century Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in a before and after school program as well as summer that targets GAP group students, including free and reduced, EL, and special education students. The programs will address needs for additional quality academic achievement supports, homework assistance, non-cognitive development, and enrichment related to academic achievement. It includes STEM, project based learning, and family engagement support in participating students and families. The 21st CCLC program will mesh the efforts of the school, co-applicant, the community partners, the FRC, and the families, with oversight from the advisory committee, to create a strong, colorful, rigorous, and exciting program to assist the targeted students to meet proficiency in state standards and create a love for life long learning.	Academic Support Program	08/13/2015	06/28/2019	\$150000 - Grant Funds	21st CCLS Site Coordinator; Principals; District Personnel; Boone County Parks and Recreation

## Closing the Achievement Gap

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Activity - Barriers to Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to provide training (i.e. medical administration and safe schools) at the beginning of the school year. These resources and supports will address barriers to learning, including but not limited to transience, access to health and social services in collaboration with community and parent/caregiver partners (i.e. Catholic Charities Counseling and North Key). Time will be provided for grade level PLCs to help with training on interventions, analyzing data, and important feedback. Through the tell survey time and teacher training are barriers to closing the achievement gap. Schedules are developed to provide the least amount of interruption to instruction.	Professional Learning	08/13/2015	06/28/2019	\$0 - No Funding Required	School Nurse; Student Services; Learning Support; People Personnel; Community Support; Clinician; Staff; Principals; FRC; State Safe Schools Advisor

Activity - Intervention and Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of pre, post, formative, and common assessments, to plan for personalized instruction for students who have not achieved content mastery; for under-performing students, and to assess continuous progress and inform instructional decisions for our gap population (i.e.; students with disabilities, ELL students, free and reduced lunch students) as well as gifted students. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress through STAR Renaissance Assessments. Through core extension time students will work closely with teachers and para-educators in small group where research based interventions are tailored to individual student needs whether in RTI, special education, or EL. We are using interventions from the district wide adopted reading program, Benchmark, along with Fast ForWord, Reading Assistant, Reading A to Z, Fontas and Pinnell leveled literacy intervention, Imagine Learning, and Orton Gillingham. In math we are using the Envision2.0 intervention system, Number Worlds, and Do the Math. Our EL program is using Lexia in addition to Imagine Learning. With the addition of the 21st Century Grant, this year students will have the opportunity to attend before and after school programmed interventions in reading and math. We will continue to provide interventions through after school tutoring (ESS) on top of 21st Century. These strategies and interventions are integrated in collaboration with the school wide Title I Program.	Academic Support Program	08/13/2015	06/28/2019	\$75000 - Title I Schoolwide	Principals; Instructional Coach; Teachers; Para-Educators

## Closing the Achievement Gap

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Activity - Diversity and Equity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With support from the EL coordinator, extend the refinement and implementation of diversity and equity awareness that includes training for staff on cultural responsiveness to social norms as demographics in our data continually change. The EL Coordinator will meet with grade level PLCs 3 times a year to deliver updates on students' SLPs. EL Coordinator with the help of GES staff will continue to monitor "The Buddy System" mentoring program for designated students who demonstrate need. The GES staff along with the district will participate in a poverty study using the resources from Eric Jensesn's "Engaging Students with Poverty in Mind" and "Teaching with Poverty in Mind" as well as Ruby Payne's "Framework for Understanding Poverty."	Professional Learning	08/13/2015	06/28/2019	\$0 - No Funding Required	EL Coordinator; FRC Coordinatory; Principals; Instructional Coach; Staff

Activity - School, Family and Community Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with Conner Cluster Schools and District to increase community awareness of school goals and accomplishments (student, college, career, and life ready) and to provide opportunities for family leadership and engagement. Parental involvement is encouraged through teacher and administrative newsletters, web sites, blogs, Facebook, Twitter, and weekly phone communication of important events through Blackboard communications. Each year staff conducts Kindergarten Camp, and grade level curriculum nights, to make sure parents are provided with information and strategies that will help their students progress. Several other events are planned to involve parents and students after school throughout the year here at the GES building, such as Family Reading Night, March Math Madness, Pottery Night, The Snow Ball, and Grandparents Day. In addition parents and families are invited to attend district workshops that are geared toward helping adults learn parenting skills as well as other family interventions that aid students to be successful. In collaboration with community partners, Toyota and Citi, we will continue to develop the science garden and refine our service learning/PBL projects.	Community Engagement	08/13/2015	06/28/2019	\$1000 - Title I Schoolwide	Student Services; FRC; Title I Director; Principal

## Closing the Achievement Gap

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Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As we enter the fifth year of PBIS implementation and with the guidance of our school culture PBIS committee (parents, teachers, and administrators) we will continue to train and implement PBIS school wide and common area procedures. GES will use Infinte Campus data to ensure fair and equitable treatment of all students. We will continue to use incentives and rewards for high attendance and positive behaviors. Students are able to earn positive reinforcement from staff on a regular basis such as SOAR Awards, for positive behaviors, good work, and attendance. A student check in and check out system allows designated students to have a mentor to help with academic and social emotional skills. Continue with the SOAR behavior spotlight tree and work board which is a visual for individual positive student behavior and academic accomplishments.	Behavioral Support Program	08/13/2015	06/28/2019	\$2000 - Other	PBIS Coach, Instructional Coach, Principals, Teachers, PBIS Committee Members

**Describe how the plan will be monitored to ensure that the strategies/activities that address the achievement gap are fully implemented.**

As the year progresses we monitor student progress, and collect data, in order to provide appropriate interventions that will lead to the students' individual success. Last year and this year extra time is provided for grade level professional learning communities that help with training for interventions, analyzing data, and important feedback that will in turn help to close the achievement gap. Data is also monitored through monthly site based meetings with parents, teachers, and administration as well as Conner Cluster meetings with the middle and high school leadership team on our campus. We also monitor data through our response to intervention team that meets throughout the year to monitor student's growth, address needs, and make changes as needed.

**Cite the goals/objectives/strategies in the plan that specifically addresses how the teaching and learning conditions will be positive and foster success for teachers and students.**

### Goal 1:

Increase achievement for all student groups at Goodridge Elementary so that the achievement gap increases from 39.2% PD in 2015 to 67.8% PD in 2019 as measured by Goodridge closing the achievement gap data.

### Measurable Objective 1:

demonstrate a proficiency of 48.5% proficient by 06/30/2016 as measured by the overall achievement gap on KPREP Delivery Targets.

### Strategy1:

Best Practice; Progress Monitoring - We will continue to progress monitor through best practices.

Category: Continuous Improvement

Research Cited:

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Activity - Personalization & Prog. Monit.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of pre-assessments, formative, and common assessments, to plan for personalized instruction for students who have not achieved content mastery; for under-performing students, and to assess continuous progress and inform instructional decisions for our gap population (i.e.; students with disabilities, ELL students, free and reduced lunch students) as well as gifted students. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress through STAR Renaissance Assessments. Use core extension time to provide interventions for at risk students and challenging activities for students that learn at a higher level as well as other interested students. Implement school wide Title 1 program that provides interventions and extensions within the classroom and at core extension time to reinforce skills and expand concepts. Provide interventions through after school tutoring (ESS). There will be collaboration among staff, parents, and students.	Academic Support Program	02/01/2013	06/30/2016	\$35000 - Title I Schoolwide \$13000 - Other	Instructional Coach; Principal; Teachers; Para - Educators

Activity - Barriers To Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to provide training (i.e. medical administration and safe schools) at the beginning of the school year. These resources and supports will address barriers to learning, including but not limited to transience, access to health and social services in collaboration with community and parent/caregiver partners (i.e. Catholic Charities Counseling and North Key).	Professional Learning	01/30/2013	06/30/2016	\$0 - No Funding Required	School nurse, Student Services, Learning Support, People Personnel, Community support, Clinician, Staff, Principal, FRC, State Safe Schools Advisor

Activity - Diversity and Equity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With support from the ELL coordinator, extend the refinement and implementation of diversity and equity awareness include training for staff on cultural responsiveness to social norms as demographics in our data continually change. The ELL coordinator will meet with grade level PLCs 3 times a year to deliver updates on students' SLPs. ELL Coordinator with the help of GES staff will initiate a parent mentoring program called "The Buddy System" to provide mentors for students who demonstrate need.	Professional Learning	01/30/2013	06/30/2016	\$0 - No Funding Required	principals; instructional coach; ELL teacher

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With the guidance of our school culture PBIS committee (parents, teachers, and administrators) continue to train and implement PBIS school wide and common area procedures. Use SWIS data to ensure fair and equitable treatment of all students. Continue to use incentives and rewards for high attendance and positive behaviors. Implementation of the SOAR Behavior Spotlight Tree which is a visual for individual positive student behavior accomplishments.	Behavioral Support Program	02/01/2013	06/30/2016	\$2000 - Other	PBIS Coach, Instructional Coach, Principals, Teachers



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Activity - 21st Century Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in a before and after school program as well as summer that targets GAP group students, including free and reduced, EL, and special education students. The programs will address needs for additional quality academic achievement supports, homework assistance, non-cognitive development, and enrichment related to academic achievement. It includes STEM, project based learning, and family engagement support in participating students and families. The 21st CCLC program will mesh the efforts of the school, co-applicant, the community partners, the FRC, and the families, with oversight from the advisory committee, to create a strong, colorful, rigorous, and exciting program to assist the targeted students to meet proficiency in state standards and create a love for life long learning.	Academic Support Program	09/09/2015	08/09/2018	\$150000 - Grant Funds	21st CCLC Site coordinator, Principals, District Personnel, Boone County Parks and Recreation

Activity - School, Family and Community Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with Conner Cluster Schools and District to increase community awareness of school goals and accomplishments (student, college, career, and life ready) and to provide opportunities for family leadership and engagement. Parental involvement is encouraged through teacher and administrative newsletters, web sites, blogs, Facebook, Twitter, and weekly phone communication of important events through Blackboard communications. Each year staff conducts Kindergarten Camp, and grade level curriculum events, to make sure parents are provided with information and strategies that will help their students progress. Several other times are planned to involve parents and students after school throughout the year here at the GES building, such as Family Reading Night, March Math Madness, Pottery Night, The Snow Ball, and Grandparents Day. In addition parents and families are invited to attend district workshops that are geared toward helping adults learn parenting skills as well as other family interventions that aid students to be successful. In collaboration with community partners, Master Provisions, ATC, student services and parents, GES, CHS, and CMS will initiate a student led project. Students will collaborate to create a product to deliver to needy members of our community.	Community Engagement	01/30/2013	06/01/2016	\$500 - Grant Funds \$500 - Title I Schoolwide	Student Services, FRC, Title 1 Director,

### Goal 2:

Decrease the number of students scoring Novice by 50% by the year 2020. Goodridge Elementary Students will decrease the combined reading and math novice percentage from 17.7% to 8.8% by the year 2020 based on KPREP Novice Reduction Delivery Targets.

### Measurable Objective 1:

A 100% decrease of Third, Fourth and Fifth grade students will demonstrate a proficiency by decreasing the percentage of novice from 17.7% in 2014-15 to 15.89% in 2015-16 in Reading and in Mathematics by 06/30/2016 as measured by KPREP Novice Reduction Delivery SY 2016-2017

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Targets.

### Strategy1:

Design and Delivery of Instruction - Continue to deliver and design instruction that implements best practices and instructional routines.

Category: Continuous Improvement

Research Cited:

Activity - Curriculum Instruction and Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Communities are implemented weekly for the design of instruction. Teachers share their knowledge horizontally with their team in order to provide instruction that reaches all students. Teachers and staff will develop, refine, and implement Understanding by Design through our ELA and math programs, Benchmark Literacy and Envision2.0. The Units of instruction will be aligned to KCAS. Teachers and staff will ensure assessments align with KCAS and Quality Core, focusing on critical and higher level thinking. Because we integrate all content with math and reading we will support and facilitate the understanding and implementation of the Next Generation Science Standards through study, problem based learning, model lessons, technology and embedded PD in collaboration with NKU and CINSAM at various grades for successful incorporation of STEM principles. During PLC time, staff will study, prepare and implement the Next Generation Science Standards. Committees at Goodridge Elementary are focused on improving written expression through all content areas based on analysis of school data on constructed, extended, and written responses. Through planning of our student writing progression folders and our school wide writing policy the goal will be for student proficiency.	Professional Learning Academic Support Program	08/13/2015	06/28/2019	\$2000 - Other	Principals; Instructional Coach; Staff; Learning Support Services

Activity - Barriers to Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to provide training (i.e. medical administration and safe schools) at the beginning of the school year. These resources and supports will address barriers to learning, including but not limited to transience, access to health and social services in collaboration with community and parent/caregiver partners (i.e. Catholic Charities Counseling and North Key). Time will be provided for grade level PLCs to help with training on interventions, analyzing data, and important feedback. Through the tell survey time and teacher training are barriers to closing the achievement gap. Schedules are developed to provide the least amount of interruption to instruction.	Professional Learning	08/13/2015	06/28/2019	\$0 - No Funding Required	School Nurse; Student Services; Learning Support; People Personnel; Community Support; Clinician; Staff; Principals; FRC; State Safe Schools Advisor

## Closing the Achievement Gap

Chester Goodridge Elementary School

Activity - Intervention and Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of pre, post, formative, and common assessments, to plan for personalized instruction for students who have not achieved content mastery; for under-performing students, and to assess continuous progress and inform instructional decisions for our gap population (i.e.; students with disabilities, ELL students, free and reduced lunch students) as well as gifted students. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress through STAR Renaissance Assessments. Through core extension time students will work closely with teachers and para-educators in small group where research based interventions are tailored to individual student needs whether in RTI, special education, or EL. We are using interventions from the district wide adopted reading program, Benchmark, along with Fast ForWord, Reading Assistant, Reading A to Z, Fontas and Pinnell leveled literacy intervention, Imagine Learning, and Orton Gillingham. In math we are using the Envision2.0 intervention system, Number Worlds, and Do the Math. Our EL program is using Lexia in addition to Imagine Learning. With the addition of the 21st Century Grant, this year students will have the opportunity to attend before and after school programmed interventions in reading and math. We will continue to provide interventions through after school tutoring (ESS) on top of 21st Century. These strategies and interventions are integrated in collaboration with the school wide Title I Program.	Academic Support Program	08/13/2015	06/28/2019	\$75000 - Title I Schoolwide	Principals; Instructional Coach; Teachers; Para-Educators

Activity - 21st Century Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in a before and after school program as well as summer that targets GAP group students, including free and reduced, EL, and special education students. The programs will address needs for additional quality academic achievement supports, homework assistance, non-cognitive development, and enrichment related to academic achievement. It includes STEM, project based learning, and family engagement support in participating students and families. The 21st CCLC program will mesh the efforts of the school, co-applicant, the community partners, the FRC, and the families, with oversight from the advisory committee, to create a strong, colorful, rigorous, and exciting program to assist the targeted students to meet proficiency in state standards and create a love for life long learning.	Academic Support Program	08/13/2015	06/28/2019	\$150000 - Grant Funds	21st CCLS Site Coordinator; Principals; District Personnel; Boone County Parks and Recreation

## Closing the Achievement Gap

Chester Goodridge Elementary School

Activity - Diversity and Equity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With support from the EL coordinator, extend the refinement and implementation of diversity and equity awareness that includes training for staff on cultural responsiveness to social norms as demographics in our data continually change. The EL Coordinator will meet with grade level PLCs 3 times a year to deliver updates on students' SLPs. EL Coordinator with the help of GES staff will continue to monitor "The Buddy System" mentoring program for designated students who demonstrate need. The GES staff along with the district will participate in a poverty study using the resources from Eric Jensesn's "Engaging Students with Poverty in Mind" and "Teaching with Poverty in Mind" as well as Ruby Payne's "Framework for Understanding Poverty."	Professional Learning	08/13/2015	06/28/2019	\$0 - No Funding Required	EL Coordinator; FRC Coordinatory; Principals; Instructional Coach; Staff

Activity - School, Family and Community Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with Conner Cluster Schools and District to increase community awareness of school goals and accomplishments (student, college, career, and life ready) and to provide opportunities for family leadership and engagement. Parental involvement is encouraged through teacher and administrative newsletters, web sites, blogs, Facebook, Twitter, and weekly phone communication of important events through Blackboard communications. Each year staff conducts Kindergarten Camp, and grade level curriculum nights, to make sure parents are provided with information and strategies that will help their students progress. Several other events are planned to involve parents and students after school throughout the year here at the GES building, such as Family Reading Night, March Math Madness, Pottery Night, The Snow Ball, and Grandparents Day. In addition parents and families are invited to attend district workshops that are geared toward helping adults learn parenting skills as well as other family interventions that aid students to be successful. In collaboration with community partners, Toyota and Citi, we will continue to develop the science garden and refine our service learning/PBL projects.	Community Engagement	08/13/2015	06/28/2019	\$1000 - Title I Schoolwide	Student Services; FRC; Title I Director; Principal

## Closing the Achievement Gap

Chester Goodridge Elementary School

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As we enter the fifth year of PBIS implementation and with the guidance of our school culture PBIS committee (parents, teachers, and administrators) we will continue to train and implement PBIS school wide and common area procedures. GES will use Infinte Campus data to ensure fair and equitable treatment of all students. We will continue to use incentives and rewards for high attendance and positive behaviors. Students are able to earn positive reinforcement from staff on a regular basis such as SOAR Awards, for positive behaviors, good work, and attendance. A student check in and check out system allows designated students to have a mentor to help with academic and social emotional skills. Continue with the SOAR behavior spotlight tree and work board which is a visual for individual positive student behavior and academic accomplishments.	Behavioral Support Program	08/13/2015	06/28/2019	\$2000 - Other	PBIS Coach, Instructional Coach, Principals, Teachers, PBIS Committee Members

### Describe the actions that will be taken to remove the barriers that prevented the school from closing the achievement gap.

Through analyzing school data, barriers have been identified. We will continue to remove barriers through:

On-going embedded professional development

Differentiated instruction

Data analysis

Brigance testing for school readiness

Formative assessments

Activity - Utilizing Teacher Teams Activity

Type Begin Date End Date Funding Amount

& Source Staff Responsible

Continue to expand the use of teacher teams (i.e. PLCs, Data Teams, Vertical/Horizontal- Planning teams, etc.) to drive instructional decisions and enrich instructional practice. (30-60-90 Day Plans, data analysis, assessment for and of learning)

Academic Support Program

01/30/2013 06/30/2016 \$0 - No Funding

Required

Principal, Instructional Coach, LSS, Team Leaders

Activity - Technology Activity

Continue to explore and implement a variety of technology resources that can be used to enhance and improve instruction such as flipped classrooms, iPads, clickers, edmodo, etc. Provide support for teachers who implement project based/problem based learning through innovative and creative instructional design. Instructional rounds will be provided through technology using the STC who will film instructional and learning strategies and provide access to all teachers.

Academic

Support

Program

01/30/2013 06/30/2016 \$0 - No Funding

Required

Principal, Instructional

## **Closing the Achievement Gap**

Chester Goodridge Elementary School

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Technology Teacher, STC,

Instructional Coach,

Teachers

Effective transitions from home to Kindergarten and 5th grade to middle school

Flexibility grouping

Individual goal making by students

Recognizing non-academic barriers to learning

Refinement of ELA and Math programs

Vertical and horizontal professional learning communities

Continue to foster a collaborative atmosphere between all staff

## **Stakeholder Engagement and Collaboration**

**Statement or Question:** Select all of the ways in which the school will engage and collaborate with stakeholders to develop the strategies that address the achievement gap.

**Response:**

- Home Visits
- Parent information resources (PTA/PTO/SBDM, other)
- Partnership with community groups and businesses
- Communication (local newspapers, parent newsletters, school website, school activities, surveys)
- Parent engagement with students in the classroom or during school activities

Continue to work with Conner Cluster, the district, and community programs (i.e. Success by Six, Master Provisions, Service Learning) in order to increase community awareness of school goals and accomplishments.

# **GES 2016 CSIP Goals and Plans**



# Overview

**Plan Name**

GES 2016 CSIP Goals and Plans

**Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math K-Prep scores for Goodridge Elementary students from 51.9% PD in 2015 to 73.7% PD by 2019	Objectives: 1 Strategies: 1 Activities: 9	Organizational	\$6000
2	Increase achievement for all student groups at Goodridge Elementary so that the achievement gap increases from 39.2% PD in 2015 to 67.8% PD in 2019 as measured by the Goodridge Achievement Gap Data.	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$228000
3	Decrease the number of students scoring Novice by 50% by the year 2020. Goodridge Elementary Students will decrease the combined reading and math novice percentage from 17.7% to 8.8% by the year 2020 based on KPREP Novice Reduction Delivery Targets.	Objectives: 1 Strategies: 1 Activities: 7	Academic	\$230000

## Goal 1: Increase the average combined reading and math K-Prep scores for Goodridge Elementary students from 51.9% PD in 2015 to 73.7% PD by 2019

### Measurable Objective 1:

demonstrate a proficiency by increasing the averaged combined reading and math PD Scores to 57.9% by 06/30/2016 as measured by K-PREP Delivery Targets.

### Strategy 1:

Curriculum Assmnt & Alignmnt - Curriculum Assessment and Alignment

Category: Continuous Improvement

Activity - Curriculum Assmnt & Alignmnt	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will develop, refine, and implement Understanding by Design through our ELA and math programs, Benchmark Literacy and Envision2.0. The Units of instruction will be aligned to KCAS. Teachers and staff will ensure assessments align with KCAS and Quality Core, focusing on critical and higher level thinking. Because we integrate all content with math and reading we will support and facilitate the understanding and implementation of the Next Generation Science Standards through study, problem based learning, model lessons, technology and embedded PD in collaboration with NKU and CINSAM at various grades for successful incorporation of STEM principles. During PLC time, staff will study, prepare and implement the Next Generation Science Standards. Committees at Goodridge Elementary are focused on improving written expression through all content areas based on analysis of school data on constructed, extended, and written responses. Through planning of our student writing progression folders and our school wide writing policy the goal will be for student proficiency.	Academic Support Program	08/13/2015	06/28/2019	\$0	No Funding Required	Instructional Coach; Principal; Teachers, LSS

Status	Progress Notes	Created On	Created By
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## Closing the Achievement Gap

Chester Goodridge Elementary School

In Progress	With guidance from District Learning Support Services, the first steps in aligning curriculum through the UbD process was implemented with primary teachers as well as representatives from K, 1, 2, 3, 4, and 5 grades. This work will continue next year. Primary and Intermediate Science Fishbowl work sessions have continued in collaboration with CINSAM. The science collaboration will continue next year. In addition 4 teachers from various grades will be attending PD on Project/Problem Based Learning professional development. Teachers who have attended these PD's will provide PD for all teachers at GES so that ELA, Math, and Science Standards will be aligned and instruction will be enhanced to provide student success. Students in grades 3-5 have been provided chrome books to have a tool that will allow further engagement and resources for learning.	May 07, 2015	Pat Breitholle
In Progress	Teachers and administration at GES visited Normal Park Magnet School in Chattanooga, TN to view project/problem based learning in action. Teachers are also continuing to develop as teacher leaders through the Boone county initiatives, such as Literacy Studio, CINSAM Primary Fishbowl, Science Leadership. Teachers have presented PD for the staff at faculty meetings.	April 25, 2014	Pat Breitholle
In Progress	In collaboration with Learning Support in the BC District, we are sending teacher leaders to initiatives that include; Literacy Studio, Abel and Atherton On-Demand, MDC, CINSAM, Science Framework, and Higher Level Thinking PD. Teacher Leaders will return to GES to do embedded PD for these initiative and further provide support as we change and improve instruction and learning. The Science Framework will be an on-going initiative that will further our skills in STEM, Project Based Learning, and the next generation Science Standards.	December 02, 2013	Pat Breitholle

Activity - Ongoing Embedded PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Closing the Achievement Gap

Chester Goodridge Elementary School

Provide modeling, embedded PD, training, and support on: *Benchmark Literacy * Envision2.0 *embedded Marzano strategies * embedded 21st Century Skills;10 Cs per the Boone County Strategic Plan to include intentional instruction in critical and creative thinking skills, collaboration strategies, and written, spoken communication skills *integration of the Next Generation Science Standards (i.e. Science Network Meetings, Science leadership and content area teams) * differentiation of instruction through metacognitive and comprehension strategies (i.e. Benchmark Literacy) * enhance teachers content knowledge especially in the areas of literacy and numeracy (i.e. Smekens training, Benchmark training, Envision2.0 training) * enhance teachers content knowledge in other content areas to include Writing, Science and Social Studies for compatibility with pending new focuses in writing and new content standards * formative/summative assessment to assure the strategies are embedded in instruction (i.e. district professional learning speakers, Embedded Formative Assessment by Dylan Wiliam) * feedback to students * data analysis * interventions (i.e. RTI and Progress Monitoring) * recognize and respond to academic and nonacademic barriers to learning (i.e. District study on poverty) * Community/Parent engagement (i.e. FRC, Title I) * School safety and student health awareness (i.e. Health and Wellness Committee, School Safety PD) *CIITS platform to enhance student learning, teacher professional learning, assessment design, and professional growth and evaluation system	Academic Support Program	08/13/2015	06/28/2019	\$1000	School Council Funds	Instructional Coach; Principal; Teachers
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Status	Progress Notes	Created On	Created By
In Progress	Each grade level team was provided with 2 PD opportunity sessions guided by GES building coach and administrators. ELA, Math and Writing were the focus content with concentration on aligning curriculum timelines, content, and assessment. This PD opportunity will continue next year. In addition, since chrome books have been supplied to grades 3-5, there has been several after school PD session centering around Google Classroom and other technology programs. As we continue our integration of technology tools, there will be further PD and sharing of strategies by staff.	May 07, 2015	Pat Breitholle
In Progress	Teachers have been provided with modeling and embedded PD training throughout the year during faculty meetings and professional learning communities. Teachers have worked through reflecting on their own practice and have made growth goals for their students as well as themselves. As a school we have worked on embedding the 21st century goals into everyday instructional practices. TPES domains 1, 2, 3, 4 have been presented and discussed in PLC as well as whole group faculty meetings. Pilot teachers have served as mentors to help their colleagues write the 23 reflections.	April 25, 2014	Pat Breitholle

## Closing the Achievement Gap

Chester Goodridge Elementary School

Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school-wide committee has been established to assist staff in the process of developing and enhancing valid information for the 5 areas of program review; Writing, Primary K3, Arts and Humanities, Practical Living and Career Studies, and World Language. The committee was designed to help restore validity in providing proficient information and materials for submission to the variety of programs. Results of all programs are reviewed, rationales are established, feedback is given throughout the process, and improvements are made in implementing the proficiency of the five areas to all content areas. Continue to support additional activities through program review such as art club, yearbook, chorus, additional STC, Jr. Achievement, student council, service learning and problem based learning.	Academic Support Program	02/01/2013	06/30/2016	\$2000	School Council Funds	Program Review Lead; Instructional Coach; Principal; Teachers

Status	Progress Notes	Created On	Created By
In Progress	As the year progressed teachers were provided with clarity and support as to how to provide pertinent evidence for each program and demonstrator. Evidence was reviewed at the beginning, middle, and end of the year. This is an ongoing process.	May 07, 2015	Pat Breitholle
In Progress	The teachers and staff at GES have worked hard to submit evidence into each of the 4 areas of program review. We are working to provide students with instructional practices that include arts and humanities, practical living, and writing. Feedback has been given to the staff as well as the SBDM.	April 21, 2014	Pat Breitholle
In Progress	Continue on path we have designated. Refine and revise components.	December 02, 2013	Pat Breitholle

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support of the utilization of CIITS as a tool to enhance student learning, teacher professional learning, assessment design, resources, and meet state/district measures.	Academic Support Program	01/30/2013	06/30/2016	\$0	No Funding Required	Principal, Instructional Coach, Teachers

Status	Progress Notes	Created On	Created By
In Progress	CIITS use was enhanced especially as the new evaluation system was piloted by all teachers. We will continue to evaluate and encourage use next year.	May 07, 2015	Pat Breitholle
In Progress	The teachers are continuing to become familiar with the changes and updates to CIITS. The pilot teachers have been working with their team members during PLCs to discuss the process of the evaluation system in CIITS.	April 21, 2014	Pat Breitholle

## Closing the Achievement Gap

Chester Goodridge Elementary School

In Progress	We have a designated Teacher Leader who advises the staff of changes and updates in CIITS. Through the State initiated Pilot administration is conducting observations and evaluations through CIITS with 10 teachers looking for meaningful feedback from both teachers and admin. Through the Pilot, the principal is being evaluated by and providing feedback to the Assistant Supt.	December 02, 2013	Pat Breitholle
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Activity - Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with Conner Cluster Schools to provide support to enhance transition activities for students advancing from one level to another i.e. primary to intermediate and 5th grade to 6th grades. From the Elementary to Middle school proposed ideas have been to have planned parent nights through Title I. Student visitation to Conner Middle School is already in place a couple times a year to see current 6th grade instructional activities and to gain familiarity with the middle school.	Academic Support Program	08/13/2015	06/28/2019	\$0	No Funding Required	Principal, Instructional coach, LSS, teachers, Conner Middle School Staff

Status	Progress Notes	Created On	Created By
In Progress	Fifth grade teachers met with CMS math teachers to learn from one another in regard to student learning needs and curriculum alignment. Transition meetings were held for special needs students with CMS and GES teachers. Preschool students who will transition to Kindergarten next year often visit the Kdg classes. A K camp will be held again this summer to acclimated incoming K students.	May 07, 2015	Pat Breitholle
In Progress	Meetings were held between counselors, 5th grade teachers, parents and middle school counselors to provide dialog for smooth transitions for students with special needs. Yearly ARC has been held for students with special needs in all grade levels.	April 25, 2014	Pat Breitholle
In Progress	Cluster is meeting every other month to discuss needs and issues to make the transition for students between schools smoother. We will build connections through shared media. Discussing administration of Explore Test in 5th grade. Conner Middle School Principal will visit students in the 5th grade to discuss the importance of transitions from elementary to middle school.	December 02, 2013	Pat Breitholle

Activity - School Readiness and Brigance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Closing the Achievement Gap

Chester Goodridge Elementary School

<p>Work with families and community members to ensure all children experience an effective transition to school entry by getting to know the incoming K learners. Each year staff conducts kindergarten registration through our GES Kindergarten Camp. Students and parents are welcomed into the classroom to get a snapshot of the coming year. Parents are able to interact with their child as well as meet with the kindergarten teachers. The students learn transitions, routines, and early content to get a picture of kindergarten curriculum.</p> <p>Once students begin school, K learners are given a statewide screener called Brigance. Data is analyzed from the screener and multiple assessments, classroom observations which then is disseminated to parents. In collaboration with parents, teachers create and monitor learning plans for next steps of instruction for K students through the Rtl process.</p> <p>In addition to the K screener, Goodridge collaborates with the district and community partners to screen children ages 2-4 who may be at risk and need extra support through the preschool early childhood program.</p>	Academic Support Program	08/13/2015	06/28/2019	\$3000	Other	Principal , Instructional Coach, LSS, and teachers
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Status	Progress Notes	Created On	Created By
In Progress	Kdg registration was held in April. Students and parents were welcomed into the classroom to get a snapshot of the coming year. On July 28 and 29 GES will hold Kindergarten Camp to further acclimate students to the classroom and school environment. Parents will be a part of this camp and will be able to interact with their child as well as meet with K teachers. Parents were given a packet of information that included student expectations and information. We are encouraging parents to ask questions and keep in touch with us throughout the summer.	May 07, 2015	Pat Breitholle
In Progress	Kdg registration was held in April. Students and parents were welcomed into the classroom to get a snapshot of the coming year. On July 28 and 29 GES will hold Kindergarten Camp to further acclimate students to the classroom and school environment. Parents will be a part of this camp and will be able to interact with their child as well as meet with K teachers. Parents were given a packet of information that included student expectations and information. We are encouraging parents to ask questions and keep in touch with us throughout the summer.	May 07, 2015	Pat Breitholle
In Progress	After students were given the Brigance parents and teachers were provided the results and conferences were held. Parents were provided readiness interventions for individual students. Kdg teachers have continued to track student progress through the year and provided interventions to help them be ready for 1st grade.	April 25, 2014	Pat Breitholle
In Progress	Working with Learning Support to refine this process.	December 02, 2013	Pat Breitholle

Activity - Building Teacher Leaders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Closing the Achievement Gap

Chester Goodridge Elementary School

Identify classroom teachers who exhibit knowledge in content and skills in instruction to build teacher leaders in all content areas. Provide support to teacher leaders with professional development, decision making and at implementing strategies. Continue to expand the use of teacher teams (i.e. PLCs, Data Teams, Vertical/Horizontal-planning teams, etc.) to drive instructional decisions and enrich instructional practice.	Other	08/13/2015	06/28/2019	\$0	No Funding Required	Principal, Instructional Coach, Teachers, LSS
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Status	Progress Notes	Created On	Created By
In Progress	GES continues to cultivate teacher leaders. With the help the the new evaluation system and teachers who went through the initial pilot, support and professional development has been provided in writing student and personal growth goals. This is an ongoing process.	May 07, 2015	Pat Breitholle
In Progress	The classroom teachers who have been attending on-going professional development initiatives at the district level have been bringing back instructional ideas and practices to implement with their teams as well as all staff members. The pilot teacher leaders have helped guide their groups through the self-reflection process of the teacher evaluation program. We continue to work closely in PLCs and faculty meetings to enhance our practice.	April 21, 2014	Pat Breitholle
In Progress	This is an on-going process as we continue to refine our implementation of the Teacher as Leader program through PLC's and book studies.	December 02, 2013	Pat Breitholle

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We have implemented one to one learning in grades 3-5 where student learning is being enhanced through the platform of Google Classroom. Teachers and students explore and implement a variety of technology resources that can be used to enhance and improve instruction such as flipped classrooms, iPads, clickers, etc. We will continue to provide support for all teachers who implement project based/problem based learning through innovative and creative instructional design. Instructional rounds will be provided through technology using the STC who will film instructional and learning strategies and provide access to all teachers. Our STC will provide professional learning sessions for teachers geared towards integrating all content together and not in isolation.	Academic Support Program	08/13/2015	06/28/2019	\$0	No Funding Required	Principal, Instructional Technology Teacher, STC, Instructional Coach, Teachers

Status	Progress Notes	Created On	Created By
In Progress	The year started with students in 2 fourth grades being provided with chrome books. Their teachers as well as many other teachers in the building attended PD on Google Classroom, and many other technology instructional resources. At this time grades 4-5 are fully equipped with chrome books and grade 3 will be complete by fall. We are using this learning tool to help students be more involved/engaged in their learning and to integrate all content together and not in isolation.	May 07, 2015	Pat Breitholle

## Closing the Achievement Gap

Chester Goodridge Elementary School

In Progress	The GES technology plan to add access points was accepted by the Boone County Schools and GES building is scheduled to be updated in spring, 2015. This will help with the implementation process of the Boone County BYOT. All students have received their digital driver's license as part of the plan. GES has held parent information nights on BYOT for students in grades 3-5. Implementation of BYOT will be done with teachers who are ready to move forward this spring. The technology coordinator has held professional development trainings for teachers regarding websites as well as working with many different devices. 60 Chromebooks have been purchased. Implementation for these devices will be done in the fall as we roll out problem based learning.	April 25, 2014	Pat Breitholle
In Progress	Ipads, Clickers, and Edmodo are being utilized in several classrooms. We have adopted the Boone County BYOT plan; however; access points are not available for full implementation. GES has submitted a plan to Boone County Schools that includes implementation of PD for teachers and staff, additional access points for digital devices, and education of the GES community.	December 02, 2013	Pat Breitholle

Activity - Enriching school culture and leadership through SBDM Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff have volunteered to be a part of Goodridge SBDM Committees. These include CSIP and Curriculum, Technology, PBIS, Project Based Learning/Understanding by Design, Health and Wellness, and Program Review. Through these leadership committees we are defining and implementing strategies that will support classroom instruction and interventions in order to provide success for GES students in literacy and math. Our committees will be analyzing data from our district adopted Benchmark Literacy program and school adopted Envision2.0 Math program to provide feedback to teachers in order to support further implementation.	Policy and Process	08/13/2015	06/28/2019	\$0	No Funding Required	All staff, administration , parents

**Goal 2: Increase achievement for all student groups at Goodridge Elementary so that the achievement gap increases from 39.2% PD in 2015 to 67.8% PD in 2019 as measured by the Goodridge Achievement Gap Data.**

### Measurable Objective 1:

100% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency of 53.8% proficient in Reading and 43.1% proficient in Mathematics by 06/30/2016 as measured by the overall achievement gap KPREP Delivery Targets.

## Closing the Achievement Gap

Chester Goodridge Elementary School

### Strategy 1:

Best Practice and Progress Monitoring - Best Practice;Progress Monitoring- We will continue to monitor through best practices.

Category: Continuous Improvement

Activity - Intervention and Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Use results of pre, post, formative, and common assessments, to plan for personalized instruction for students who have not achieved content mastery; for under-performing students, and to assess continuous progress and inform instructional decisions for our gap population (i.e.; students with disabilities, ELL students, free and reduced lunch students) as well as gifted students.</p> <p>Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress through STAR Renaissance Assessments. Through core extension time students will work closely with teachers and para-educators in small group where research based interventions are tailored to individual student needs whether in RTI, special education, or EL. We are using interventions from the district wide adopted reading program, Benchmark, along with Fast ForWord, Reading Assistant, Reading A to Z, Fontas and Pinnell leveled literacy intervention, Imagine Learning, and Orton Gillingham. In math we are using the Envision2.0 intervention system, Number Worlds, and Do the Math. Our EL program is using Lexia in addition to Imagine Learning.</p> <p>With the addition of the 21st Century Grant, this year students will have the opportunity to attend before and after school programmed interventions in reading and math. We will continue to provide interventions through after school tutoring (ESS) on top of 21st Century. These strategies and interventions are integrated in collaboration with the school wide Title I Program.</p>	Academic Support Program	08/13/2015	06/28/2019	\$75000	Title I Schoolwide	Principal; Instructional Coach; Teachers; Para-Educators

Activity - 21st Century Grant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Closing the Achievement Gap

Chester Goodridge Elementary School

Students will participate in a before and after school program as well as summer that targets GAP group students, including free and reduced, EL, and special education students. The programs will address needs for additional quality academic achievement supports, homework assistance, non-cognitive development, and enrichment related to academic achievement. It includes STEM, project based learning, and family engagement support in participating students and families. The 21st CCLC program will mesh the efforts of the school, co-applicant, the community partners, the FRC, and the families, with oversight from the advisory committee, to create a strong, colorful, rigorous, and exciting program to assist the targeted students to meet proficiency in state standards and create a love for life long learning.	Academic Support Program	09/09/2015	08/09/2018	\$150000	Grant Funds	21st CCLS Site Coordinator; Principals; District Personnel; Boone County Parks and Recreation
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Activity - Diversity and Equity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With support from the EL coordinator, extend the refinement and implementation of diversity and equity awareness that includes training for staff on cultural responsiveness to social norms as demographics in our data continually change. The EL Coordinator will meet with grade level PLCs 3 times a year to deliver updates on students' SLPs. EL Coordinator with the help of GES staff will continue to monitor "The Buddy System" mentoring program for designated students who demonstrate need.  The GES staff along with the district will participate in a poverty study using the resources from Eric Jensesn's "Engaging Students with Poverty in Mind" and "Teaching with Poverty in Mind" as well as Ruby Payne's "Framework for Understanding Poverty."	Professional Learning	08/13/2015	06/28/2019	\$0	No Funding Required	EL Coordinator; FRC Coordinatory; Principals; Instructional Coach; Staff

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As we enter the fifth year of PBIS implementation and with the guidance of our school culture PBIS committe (parents, teachers, and administrators) we will continue to train and implement PBIS school wide and common area procedures. GES will use Infinte Campus data to ensure fair and equitable treatment of all students. We will continue to use incentives and rewards for high attendance and positive behaviors. Students are able to earn positive reinforcement from staff on a regular basis such as SOAR Awards, for positive behaviors, good work, and attendance. A student check in and check out system allows designated students to have a mentor to help with academic and social emotional skills. Continue with the SOAR behavior spotlight tree and work board which is a visual for individual positive student behavior and academic accomplishments.	Behavioral Support Program	08/13/2015	06/28/2019	\$2000	Other	PBIS Coach, Instructional Coach, Principals, Teachers, PBIS Committee Members

## Closing the Achievement Gap

Chester Goodridge Elementary School

Activity - Barriers to Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Continue to provide training (i.e. medical administration and safe schools) at the beginning of the school year. These resources and supports will address barriers to learning, including but not limited to transience, access to health and social services in collaboration with community and parent/caregiver partners (i.e. Catholic Charities Counseling and North Key).</p> <p>Time will be provided for grade level PLCs to help with training on interventions, analyzing data, and important feedback. Through the tell survey time and teacher training are barriers to closing the achievement gap. Schedules are developed to provide the least amount of interruption to instruction.</p>	Professional Learning	08/13/2015	06/28/2019	\$0	No Funding Required	School Nurse; Student Services; Learning Support; People Personnel; Community Support; Clinician; Staff; Principals; FRC; State Safe Schools Advisor

Activity - School, Family and Community Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Work with Conner Cluster Schools and District to increase community awareness of school goals and accomplishments (student, college, career, and life ready) and to provide opportunities for family leadership and engagement. Parental involvement is encouraged through teacher and administrative newsletters, web sites, blogs, Facebook, Twitter, and weekly phone communication of important events through Blackboard communications. Each year staff conducts Kindergarten Camp, and grade level curriculum nights, to make sure parents are provided with information and strategies that will help their students progress. Several other events are planned to involve parents and students after school throughout the year here at the GES building, such as Family Reading Night, March Math Madness, Pottery Night, The Snow Ball, and Grandparents Day. In addition parents and families are invited to attend district workshops that are geared toward helping adults learn parenting skills as well as other family interventions that aid students to be successful. In collaboration with community partners, Toyota and Citi, we will continue to develop the science garden and refine our service learning/PBL projects.</p>	Community Engagement	08/13/2015	06/28/2019	\$1000	Title I Schoolwide	Student Services; FRC; Title I Director; Principal

### **Goal 3: Decrease the number of students scoring Novice by 50% by the year 2020. Goodridge Elementary Students will decrease the combined reading and math novice percentage from 17.7% to 8.8% by the year 2020 based on KPREP Novice Reduction Delivery Targets.**

#### **Measurable Objective 1:**

A 100% decrease of Third, Fourth and Fifth grade students will demonstrate a proficiency by decreasing the percentage of novice from 17.7% in 2014-15 to 15.89% in 2015-16 in Reading and in Mathematics by 06/30/2016 as measured by KPREP Novice Reduction Delivery Targets.

#### **Strategy 1:**

Design and Delivery of Instruction - Continue to deliver and design instruction that implements best practices and instructional routines.

Category: Continuous Improvement

Activity - Curriculum Instruction and Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Communities are implemented weekly for the design of instruction. Teachers share their knowledge horizontally with their team in order to provide instruction that reaches all students. Teachers and staff will develop, refine, and implement Understanding by Design through our ELA and math programs, Benchmark Literacy and Envision2.0. The Units of instruction will be aligned to KCAS. Teachers and staff will ensure assessments align with KCAS and Quality Core, focusing on critical and higher level thinking. Because we integrate all content with math and reading we will support and facilitate the understanding and implementation of the Next Generation Science Standards through study, problem based learning, model lessons, technology and embedded PD in collaboration with NKU and CINSAM at various grades for successful incorporation of STEM principles. During PLC time, staff will study, prepare and implement the Next Generation Science Standards. Committees at Goodridge Elementary are focused on improving written expression through all content areas based on analysis of school data on constructed, extended, and written responses. Through planning of our student writing progression folders and our school wide writing policy the goal will be for student proficiency.	Professional Learning, Academic Support Program	08/13/2015	06/28/2019	\$2000	Other	Principals; Instructional Coach; Staff; Learning Support Services

## Closing the Achievement Gap

Chester Goodridge Elementary School

Activity - Intervention and Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use results of pre, post, formative, and common assessments, to plan for personalized instruction for students who have not achieved content mastery; for under-performing students, and to assess continuous progress and inform instructional decisions for our gap population (i.e.; students with disabilities, ELL students, free and reduced lunch students) as well as gifted students. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress through STAR Renaissance Assessments. Through core extension time students will work closely with teachers and para-educators in small group where research based interventions are tailored to individual student needs whether in RTI, special education, or EL. We are using interventions from the district wide adopted reading program, Benchmark, along with Fast ForWord, Reading Assistant, Reading A to Z, Fontas and Pinnell leveled literacy intervention, Imagine Learning, and Orton Gillingham. In math we are using the Envision2.0 intervention system, Number Worlds, and Do the Math. Our EL program is using Lexia in addition to Imagine Learning. With the addition of the 21st Century Grant, this year students will have the opportunity to attend before and after school programmed interventions in reading and math. We will continue to provide interventions through after school tutoring (ESS) on top of 21st Century. These strategies and interventions are integrated in collaboration with the school wide Title I Program.	Academic Support Program	08/13/2015	06/28/2019	\$75000	Title I Schoolwide	Principals; Instructional Coach; Teachers; Para-Educators

Activity - 21st Century Grant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in a before and after school program as well as summer that targets GAP group students, including free and reduced, EL, and special education students. The programs will address needs for additional quality academic achievement supports, homework assistance, non-cognitive development, and enrichment related to academic achievement. It includes STEM, project based learning, and family engagement support in participating students and families. The 21st CCLC program will mesh the efforts of the school, co-applicant, the community partners, the FRC, and the families, with oversight from the advisory committee, to create a strong, colorful, rigorous, and exciting program to assist the targeted students to meet proficiency in state standards and create a love for life long learning.	Academic Support Program	08/13/2015	06/28/2019	\$150000	Grant Funds	21st CCLS Site Coordinator; Principals; District Personnel; Boone County Parks and Recreation

## Closing the Achievement Gap

Chester Goodridge Elementary School

Activity - Diversity and Equity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With support from the EL coordinator, extend the refinement and implementation of diversity and equity awareness that includes training for staff on cultural responsiveness to social norms as demographics in our data continually change. The EL Coordinator will meet with grade level PLCs 3 times a year to deliver updates on students' SLPs. EL Coordinator with the help of GES staff will continue to monitor "The Buddy System" mentoring program for designated students who demonstrate need. The GES staff along with the district will participate in a poverty study using the resources from Eric Jensesn's "Engaging Students with Poverty in Mind" and "Teaching with Poverty in Mind" as well as Ruby Payne's "Framework for Understanding Poverty."	Professional Learning	08/13/2015	06/28/2019	\$0	No Funding Required	EL Coordinator; FRC Coordinatory; Principals; Instructional Coach; Staff

Activity - Barriers to Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to provide training (i.e. medical administration and safe schools) at the beginning of the school year. These resources and supports will address barriers to learning, including but not limited to transience, access to health and social services in collaboration with community and parent/caregiver partners (i.e. Catholic Charities Counseling and North Key). Time will be provided for grade level PLCs to help with training on interventions, analyzing data, and important feedback. Through the tell survey time and teacher training are barriers to closing the achievement gap. Schedules are developed to provide the least amount of interruption to instruction.	Professional Learning	08/13/2015	06/28/2019	\$0	No Funding Required	School Nurse; Student Services; Learning Support; People Personnel; Community Support; Clinician; Staff; Principals; FRC; State Safe Schools Advisor

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Closing the Achievement Gap

Chester Goodridge Elementary School

As we enter the fifth year of PBIS implementation and with the guidance of our school culture PBIS committee (parents, teachers, and administrators) we will continue to train and implement PBIS school wide and common area procedures. GES will use Infinte Campus data to ensure fair and equitable treatment of all students. We will continue to use incentives and rewards for high attendance and positive behaviors. Students are able to earn positive reinforcement from staff on a regular basis such as SOAR Awards, for positive behaviors, good work, and attendance. A student check in and check out system allows designated students to have a mentor to help with academic and social emotional skills. Continue with the SOAR behavior spotlight tree and work board which is a visual for individual positive student behavior and academic accomplishments.	Behavioral Support Program	08/13/2015	06/28/2019	\$2000	Other	PBIS Coach, Instructional Coach, Principals, Teachers, PBIS Committee Members
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Activity - School, Family and Community Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with Conner Cluster Schools and District to increase community awareness of school goals and accomplishments (student, college, career, and life ready) and to provide opportunities for family leadership and engagement. Parental involvement is encouraged through teacher and administrative newsletters, web sites, blogs, Facebook, Twitter, and weekly phone communication of important events through Blackboard communications. Each year staff conducts Kindergarten Camp, and grade level curriculum nights, to make sure parents are provided with information and strategies that will help their students progress. Several other events are planned to involve parents and students after school throughout the year here at the GES building, such as Family Reading Night, March Math Madness, Pottery Night, The Snow Ball, and Grandparents Day. In addition parents and families are invited to attend district workshops that are geared toward helping adults learn parenting skills as well as other family interventions that aid students to be successful. In collaboration with community partners, Toyota and Citi, we will continue to develop the science garden and refine our service learning/PBL projects.	Community Engagement	08/13/2015	06/28/2019	\$1000	Title I Schoolwide	Student Services; FRC; Title I Director; Principal

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS	As we enter the fifth year of PBIS implementation and with the guidance of our school culture PBIS committee (parents, teachers, and administrators) we will continue to train and implement PBIS school wide and common area procedures. GES will use Infinte Campus data to ensure fair and equitable treatment of all students. We will continue to use incentives and rewards for high attendance and positive behaviors. Students are able to earn positive reinforcement from staff on a regular basis such as SOAR Awards, for positive behaviors, good work, and attendance. A student check in and check out system allows designated students to have a mentor to help with academic and social emotional skills. Continue with the SOAR behavior spotlight tree and work board which is a visual for individual positive student behavior and academic accomplishments.	Behavioral Support Program	08/13/2015	06/28/2019	\$2000	PBIS Coach, Instructional Coach, Principals, Teachers, PBIS Committee Members
School Readiness and Brigance	Work with families and community members to ensure all children experience an effective transition to school entry by getting to know the incoming K learners. Each year staff conducts kindergarten registration through our GES Kindergarten Camp. Students and parents are welcomed into the classroom to get a snapshot of the coming year. Parents are able to interact with their child as well as meet with the kindergarten teachers. The students learn transitions, routines, and early content to get a picture of kindergarten curriculum. Once students begin school, K learners are given a statewide screener called Brigance. Data is analyzed from the screener and multiple assessments, classroom observations which then is disseminated to parents. In collaboration with parents, teachers create and monitor learning plans for next steps of instruction for K students through the Rtl process. In addition to the K screener, Goodridge collaborates with the district and community partners to screen children ages 2-4 who may be at risk and need extra support through the preschool early childhood program.	Academic Support Program	08/13/2015	06/28/2019	\$3000	Principal , Instructional Coach, LSS, and teachers

## Closing the Achievement Gap

Chester Goodridge Elementary School

PBIS	As we enter the fifth year of PBIS implementation and with the guidance of our school culture PBIS committee (parents, teachers, and administrators) we will continue to train and implement PBIS school wide and common area procedures. GES will use Infinte Campus data to ensure fair and equitable treatment of all students. We will continue to use incentives and rewards for high attendance and positive behaviors. Students are able to earn positive reinforcement from staff on a regular basis such as SOAR Awards, for positive behaviors, good work, and attendance. A student check in and check out system allows designated students to have a mentor to help with academic and social emotional skills. Continue with the SOAR behavior spotlight tree and work board which is a visual for individual positive student behavior and academic accomplishments.	Behavioral Support Program	08/13/2015	06/28/2019	\$2000	PBIS Coach, Instructional Coach, Principals, Teachers, PBIS Committee Members
Curriculum Instruction and Alignment	Professional Learning Communities are implemented weekly for the design of instruction. Teachers share their knowledge horizontally with their team in order to provide instruction that reaches all students. Teachers and staff will develop, refine, and implement Understanding by Design through our ELA and math programs, Benchmark Literacy and Envision2.0. The Units of instruction will be aligned to KCAS. Teachers and staff will ensure assessments align with KCAS and Quality Core, focusing on critical and higher level thinking. Because we integrate all content with math and reading we will support and facilitate the understanding and implementation of the Next Generation Science Standards through study, problem based learning, model lessons, technology and embedded PD in collaboration with NKU and CINSAM at various grades for successful incorporation of STEM principles. During PLC time, staff will study, prepare and implement the Next Generation Science Standards. Committees at Goodridge Elementary are focused on improving written expression through all content areas based on analysis of school data on constructed, extended, and written responses. Through planning of our student writing progression folders and our school wide writing policy the goal will be for student proficiency.	Professional Learning, Academic Support Program	08/13/2015	06/28/2019	\$2000	Principals; Instructional Coach; Staff; Learning Support Services
<b>Total</b>					<b>\$9000</b>	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## Closing the Achievement Gap

Chester Goodridge Elementary School

Intervention and Progress Monitoring	<p>Use results of pre, post, formative, and common assessments, to plan for personalized instruction for students who have not achieved content mastery; for under-performing students, and to assess continuous progress and inform instructional decisions for our gap population (i.e.; students with disabilities, ELL students, free and reduced lunch students) as well as gifted students.</p> <p>Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress through STAR Renaissance Assessments. Through core extension time students will work closely with teachers and para-educators in small group where research based interventions are tailored to individual student needs whether in RTI, special education, or EL. We are using interventions from the district wide adopted reading program, Benchmark, along with Fast ForWord, Reading Assistant, Reading A to Z, Fontas and Pinnell leveled literacy intervention, Imagine Learning, and Orton Gillingham. In math we are using the Envision2.0 intervention system, Number Worlds, and Do the Math. Our EL program is using Lexia in addition to Imagine Learning.</p> <p>With the addition of the 21st Century Grant, this year students will have the opportunity to attend before and after school programmed interventions in reading and math. We will continue to provide interventions through after school tutoring (ESS) on top of 21st Century. These strategies and interventions are integrated in collaboration with the school wide Title I Program.</p>	Academic Support Program	08/13/2015	06/28/2019	\$75000	Principal; Instructional Coach; Teachers; Para-Educators
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## Closing the Achievement Gap

Chester Goodridge Elementary School

Intervention and Progress Monitoring	Use results of pre, post, formative, and common assessments, to plan for personalized instruction for students who have not achieved content mastery; for under-performing students, and to assess continuous progress and inform instructional decisions for our gap population (i.e.; students with disabilities, ELL students, free and reduced lunch students) as well as gifted students. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress through STAR Renaissance Assessments. Through core extension time students will work closely with teachers and para-educators in small group where research based interventions are tailored to individual student needs whether in RTI, special education, or EL. We are using interventions from the district wide adopted reading program, Benchmark, along with Fast ForWord, Reading Assistant, Reading A to Z, Fontas and Pinnell leveled literacy intervention, Imagine Learning, and Orton Gillingham. In math we are using the Envision2.0 intervention system, Number Worlds, and Do the Math. Our EL program is using Lexia in addition to Imagine Learning. With the addition of the 21st Century Grant, this year students will have the opportunity to attend before and after school programmed interventions in reading and math. We will continue to provide interventions through after school tutoring (ESS) on top of 21st Century. These strategies and interventions are integrated in collaboration with the school wide Title I Program.	Academic Support Program	08/13/2015	06/28/2019	\$75000	Principals; Instructional Coach; Teachers; Para-Educators
School, Family and Community Engagement	Work with Conner Cluster Schools and District to increase community awareness of school goals and accomplishments (student, college, career, and life ready) and to provide opportunities for family leadership and engagement. Parental involvement is encouraged through teacher and administrative newsletters, web sites, blogs, Facebook, Twitter, and weekly phone communication of important events through Blackboard communications. Each year staff conducts Kindergarten Camp, and grade level curriculum nights, to make sure parents are provided with information and strategies that will help their students progress. Several other events are planned to involve parents and students after school throughout the year here at the GES building, such as Family Reading Night, March Math Madness, Pottery Night, The Snow Ball, and Grandparents Day. In addition parents and families are invited to attend district workshops that are geared toward helping adults learn parenting skills as well as other family interventions that aid students to be successful. In collaboration with community partners, Toyota and Citi, we will continue to develop the science garden and refine our service learning/PBL projects.	Community Engagement	08/13/2015	06/28/2019	\$1000	Student Services; FRC; Title I Director; Principal

## Closing the Achievement Gap

Chester Goodridge Elementary School

School, Family and Community Engagement	Work with Conner Cluster Schools and District to increase community awareness of school goals and accomplishments (student, college, career, and life ready) and to provide opportunities for family leadership and engagement. Parental involvement is encouraged through teacher and administrative newsletters, web sites, blogs, Facebook, Twitter, and weekly phone communication of important events through Blackboard communications. Each year staff conducts Kindergarten Camp, and grade level curriculum nights, to make sure parents are provided with information and strategies that will help their students progress. Several other events are planned to involve parents and students after school throughout the year here at the GES building, such as Family Reading Night, March Math Madness, Pottery Night, The Snow Ball, and Grandparents Day. In addition parents and families are invited to attend district workshops that are geared toward helping adults learn parenting skills as well as other family interventions that aid students to be successful. In collaboration with community partners, Toyota and Citi, we will continue to develop the science garden and refine our service learning/PBL projects.	Community Engagement	08/13/2015	06/28/2019	\$1000	Student Services; FRC; Title I Director; Principal
<b>Total</b>					\$152000	

## Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
21st Century Grant	Students will participate in a before and after school program as well as summer that targets GAP group students, including free and reduced, EL, and special education students. The programs will address needs for additional quality academic achievement supports, homework assistance, non-cognitive development, and enrichment related to academic achievement. It includes STEM, project based learning, and family engagement support in participating students and families. The 21st CCLC program will mesh the efforts of the school, co-applicant, the community partners, the FRC, and the families, with oversight from the advisory committee, to create a strong, colorful, rigorous, and exciting program to assist the targeted students to meet proficiency in state standards and create a love for life long learning.	Academic Support Program	08/13/2015	06/28/2019	\$150000	21st CCLS Site Coordinator; Principals; District Personnel; Boone County Parks and Recreation

## Closing the Achievement Gap

Chester Goodridge Elementary School

21st Century Grant	Students will participate in a before and after school program as well as summer that targets GAP group students, including free and reduced, EL, and special education students. The programs will address needs for additional quality academic achievement supports, homework assistance, non-cognitive development, and enrichment related to academic achievement. It includes STEM, project based learning, and family engagement support in participating students and families. The 21st CCLC program will mesh the efforts of the school, co-applicant, the community partners, the FRC, and the families, with oversight from the advisory committee, to create a strong, colorful, rigorous, and exciting program to assist the targeted students to meet proficiency in state standards and create a love for life long learning.	Academic Support Program	09/09/2015	08/09/2018	\$150000	21st CCLC Site Coordinator; Principals; District Personnel; Boone County Parks and Recreation
<b>Total</b>					\$300000	

## No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Enriching school culture and leadership through SBDM Committees	All certified staff have volunteered to be a part of Goodridge SBDM Committees. These include CSIP and Curriculum, Technology, PBIS, Project Based Learning/Understanding by Design, Health and Wellness, and Program Review. Through these leadership committees we are defining and implementing strategies that will support classroom instruction and interventions in order to provide success for GES students in literacy and math. Our committees will be analyzing data from our district adopted Benchmark Literacy program and school adopted Envision2.0 Math program to provide feedback to teachers in order to support further implementation.	Policy and Process	08/13/2015	06/28/2019	\$0	All staff, administration , parents
Building Teacher Leaders	Identify classroom teachers who exhibit knowledge in content and skills in instruction to build teacher leaders in all content areas. Provide support to teacher leaders with professional development, decision making and at implementing strategies. Continue to expand the use of teacher teams (i.e. PLCs, Data Teams, Vertical/Horizontal-planning teams, etc.) to drive instructional decisions and enrich instructional practice.	Other	08/13/2015	06/28/2019	\$0	Principal, Instructional Coach, Teachers, LSS

## Closing the Achievement Gap

Chester Goodridge Elementary School

Barriers to Learning	Continue to provide training (i.e. medical administration and safe schools) at the beginning of the school year. These resources and supports will address barriers to learning, including but not limited to transience, access to health and social services in collaboration with community and parent/caregiver partners (i.e. Catholic Charities Counseling and North Key). Time will be provided for grade level PLCs to help with training on interventions, analyzing data, and important feedback. Through the tell survey time and teacher training are barriers to closing the achievement gap. Schedules are developed to provide the least amount of interruption to instruction.	Professional Learning	08/13/2015	06/28/2019	\$0	School Nurse; Student Services; Learning Support; People Personnel; Community Support; Clinician; Staff; Principals; FRC; State Safe Schools Advisor
Diversity and Equity	With support from the EL coordinator, extend the refinement and implementation of diversity and equity awareness that includes training for staff on cultural responsiveness to social norms as demographics in our data continually change. The EL Coordinator will meet with grade level PLCs 3 times a year to deliver updates on students' SLPs. EL Coordinator with the help of GES staff will continue to monitor "The Buddy System" mentoring program for designated students who demonstrate need. The GES staff along with the district will participate in a poverty study using the resources from Eric Jensesn's "Engaging Students with Poverty in Mind" and "Teaching with Poverty in Mind" as well as Ruby Payne's "Framework for Understanding Poverty."	Professional Learning	08/13/2015	06/28/2019	\$0	EL Coordinator; FRC Coordinatory; Principals; Instructional Coach; Staff
Diversity and Equity	With support from the EL coordinator, extend the refinement and implementation of diversity and equity awareness that includes training for staff on cultural responsiveness to social norms as demographics in our data continually change. The EL Coordinator will meet with grade level PLCs 3 times a year to deliver updates on students' SLPs. EL Coordinator with the help of GES staff will continue to monitor "The Buddy System" mentoring program for designated students who demonstrate need.  The GES staff along with the district will participate in a poverty study using the resources from Eric Jensesn's "Engaging Students with Poverty in Mind" and "Teaching with Poverty in Mind" as well as Ruby Payne's "Framework for Understanding Poverty."	Professional Learning	08/13/2015	06/28/2019	\$0	EL Coordinator; FRC Coordinatory; Principals; Instructional Coach; Staff



## Closing the Achievement Gap

Chester Goodridge Elementary School

Transition	Collaborate with Conner Cluster Schools to provide support to enhance transition activities for students advancing from one level to another i.e. primary to intermediate and 5th grade to 6th grades. From the Elementary to Middle school proposed ideas have been to have planned parent nights through Title I. Student visitation to Conner Middle School is already in place a couple times a year to see current 6th grade instructional activities and to gain familiarity with the middle school.	Academic Support Program	08/13/2015	06/28/2019	\$0	Principal, Instructional coach, LSS, teachers, Conner Middle School Staff
Barriers to Learning	Continue to provide training (i.e. medical administration and safe schools) at the beginning of the school year. These resources and supports will address barriers to learning, including but not limited to transience, access to health and social services in collaboration with community and parent/caregiver partners (i.e. Catholic Charities Counseling and North Key). Time will be provided for grade level PLCs to help with training on interventions, analyzing data, and important feedback. Through the tell survey time and teacher training are barriers to closing the achievement gap. Schedules are developed to provide the least amount of interruption to instruction.	Professional Learning	08/13/2015	06/28/2019	\$0	School Nurse; Student Services; Learning Support; People Personnel; Community Support; Clinician; Staff; Principals; FRC; State Safe Schools Advisor
Curriculum Assmnt & Alignmnt	Teachers and staff will develop, refine, and implement Understanding by Design through our ELA and math programs, Benchmark Literacy and Envision2.0. The Units of instruction will be aligned to KCAS. Teachers and staff will ensure assessments align with KCAS and Quality Core, focusing on critical and higher level thinking. Because we integrate all content with math and reading we will support and facilitate the understanding and implementation of the Next Generation Science Standards through study, problem based learning, model lessons, technology and embedded PD in collaboration with NKU and CINSAM at various grades for successful incorporation of STEM principles. During PLC time, staff will study, prepare and implement the Next Generation Science Standards. Committees at Goodridge Elementary are focused on improving written expression through all content areas based on analysis of school data on constructed, extended, and written responses. Through planning of our student writing progression folders and our school wide writing policy the goal will be for student proficiency.	Academic Support Program	08/13/2015	06/28/2019	\$0	Instructional Coach; Principal; Teachers, LSS
CIITS	Support of the utilization of CIITS as a tool to enhance student learning, teacher professional learning, assessment design, resources, and meet state/district measures.	Academic Support Program	01/30/2013	06/30/2016	\$0	Principal, Instructional Coach, Teachers

## Closing the Achievement Gap

Chester Goodridge Elementary School

Technology	We have implemented one to one learning in grades 3-5 where student learning is being enhanced through the platform of Google Classroom. Teachers and students explore and implement a variety of technology resources that can be used to enhance and improve instruction such as flipped classrooms, iPads, clickers, etc. We will continue to provide support for all teachers who implement project based/problem based learning through innovative and creative instructional design. Instructional rounds will be provided through technology using the STC who will film instructional and learning strategies and provide access to all teachers. Our STC will provide professional learning sessions for teachers geared towards integrating all content together and not in isolation.	Academic Support Program	08/13/2015	06/28/2019	\$0	Principal, Instructional Technology Teacher, STC, Instructional Coach, Teachers
<b>Total</b>					<b>\$0</b>	

## School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review	A school-wide committee has been established to assist staff in the process of developing and enhancing valid information for the 5 areas of program review; Writing, Primary K3, Arts and Humanities, Practical Living and Career Studies, and World Language. The committee was designed to help restore validity in providing proficient information and materials for submission to the variety of programs. Results of all programs are reviewed, rationales are established, feedback is given throughout the process, and improvements are made in implementing the proficiency of the five areas to all content areas. Continue to support additional activities through program review such as art club, yearbook, chorus, additional STC, Jr. Achievement, student council, service learning and problem based learning.	Academic Support Program	02/01/2013	06/30/2016	\$2000	Program Review Lead; Instructional Coach; Principal; Teachers

## Closing the Achievement Gap

Chester Goodridge Elementary School

Ongoing Embedded PD	Provide modeling, embedded PD, training, and support on: *Benchmark Literacy * Envision2.0 *embedded Marzano strategies * embedded 21st Century Skills;10 Cs per the Boone County Strategic Plan to include intentional instruction in critical and creative thinking skills, collaboration strategies, and written, spoken communication skills *integration of the Next Generation Science Standards (i.e. Science Network Meetings, Science leadership and content area teams) * differentiation of instruction through metacognitive and comprehension strategies (i.e. Benchmark Literacy) * enhance teachers content knowledge especially in the areas of literacy and numeracy (i.e. Smekens training, Benchmark training, Envision2.0 training) * enhance teachers content knowledge in other content areas to include Writing, Science and Social Studies for compatibility with pending new focuses in writing and new content standards * formative/summative assessment to assure the strategies are embedded in instruction (i.e. district professional learning speakers, Embedded Formative Assessment by Dylan Wiliam) * feedback to students * data analysis * interventions (i.e. RTI and Progress Monitoring) * recognize and respond to academic and nonacademic barriers to learning (i.e. District study on poverty) * Community/Parent engagement (i.e. FRC, Title I) * School safety and student health awareness (i.e. Health and Wellness Committee, School Safety PD) *CIITS platform to enhance student learning, teacher professional learning, assessment design, and professional growth and evaluation system	Academic Support Program	08/13/2015	06/28/2019	\$1000	Instructional Coach; Principal; Teachers
<b>Total</b>					<b>\$3000</b>	