

## Phase III: Executive Summary for Schools\_11072017\_14:30

Phase III: Executive Summary for Schools

### **Erpenbeck Elementary School**

Jennifer Watson  
9001 Wetherington Blvd  
Florence, Kentucky, 41042  
United States of America

Last Modified: 11/21/2017

Status: Open

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## Phase III: Executive Summary for Schools

### Executive Summary

#### Description of the School

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

Erpenbeck Elementary School has approximately 710 students in pre-school through 5th grade. We have a student body that consists of a race/ethnicity breakdown as follows: approximately 75% White, 8.9% Asian, 6.1% Hispanic/Latino, 5.2% Two or More Races, 4.3% African American, and .3% Hawaiian or Other Pacific Islander. Approximately 14% of our students are EL students, 9% of our students are identified as receiving special education, and just over 20% of our students qualify for free and reduced lunch. The staff of EES is approximately 94% white, 2.9% Asian, and 2.9% Two or More Races and 93% female and 7% male. Our kindergarten readiness data for the past three years shows that approximately 70% of our entering kindergarten students scored at the kindergarten ready level and approximately 30% did not. We are located in Florence, Kentucky which is part of Boone County. We serve students who live in both the cities of Florence and Union, Kentucky. The biggest change that has directly effected our school over the past three years is that a very innovative principal took over at EES three years ago. An equally as big of a change is that this principal just took a job as the assistant superintendent in our school district in July, 2017. With the departure of our principal that close to the start of the school year, the SBDM council opted to go with an interim principal for the 2017-18 school year. The assistant principal had been at EES for the past 10 years and is serving as the interim principal this year. A new principal will be selected for the 2018-19 school year. A big community challenge that has affected our immediate area and the entire Northern Kentucky Region is the heroin epidemic. We see that crisis manifest itself with some situations and circumstances that are students are dealing with. We serve students who have been directly impacted: born as a "heroin baby", living with parents/guardians who are dealing with drug issues, have a parent who is incarcerated, are living with foster parents because of drug issues with their birth parents. We have recently been able to add North Key counseling services within our school to help students in need. We give the Resiliency Poll to our 3rd, 4th, and 5th grade students and have a systematic plan in place to service students with results showing need.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the school embodies its purpose through its program offerings and expectations for students.

Erpenbeck Elementary School - where we engage, empower, and inspire our future of tomorrow! This is our theme for this school year. We really believe in providing our students with a variety of experiences that engage them academically, socially, behaviorally, and in the community. We believe in teaching to the whole child, which is why we provide so many opportunities that will be detailed in this section besides just academic opportunities. We believe that the root of all successes comes from forming strong relationships. We stress the importance of the teacher/student relationship and the teacher/parent relationship because we believe that these partnerships are the direct foundation of our students successes. We truly view our parents as our partners. They are the first teachers of our students and we believe that working collaboratively and having both parties sending consistent messages greatly benefits our students. We also stress other relationships that have an impact on our students. We believe that when there are trusting relationships amongst the staff members that this also has positive benefits for our students. When

teachers have conversations and meetings around student progress that are truly objective and based on what is best for our students, our students benefit. We also really try to promote positive relationships amongst our students. We do this not only within classrooms/grade levels but also across grade levels through things like our book buddies.

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### Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Erpenbeck Elementary has been consistently recognized within our school district, the region, and even at the state level for being a leader in Project Based Learning, STEAM instruction, and for PBIS implementation with fidelity. We have had many visits from schools throughout the state who have visited to see our instructional practices. The Boone County School District is focused on moving to Mastery Learning and Standards Based Grading over the next five years. We are working with our staff to shift mindsets and practices towards this philosophical shift within the district. This encompasses things like embracing the board adopted grading scale change, the shift from negative grading practices, alignment with grading practices and standards alignment across the district, standards based reporting to our parents etc. While we are involved and on board with this district movement; we have our own school specific areas of improvement that we are focusing on based on our data. We are really focusing our improvement efforts in the next three years in the areas of core instruction to close our achievement gap. While we have been successful in the testing scores areas of Achievement and Growth, we have lagged behind with our results with our Gap students. This is a primary focus for us. Our focus is multi-pronged. As a school, we have an identified problem of practice revolving around student engagement in cooperative group settings. Our staff also has identified a need for formative and summative assessment alignment, especially in the ELA content. This identification was done through the analysis that our staff did with Key Core Work Processes. As a result of this we have made it a priority to implement Kagan Structures in our daily instruction. We currently have approximately 50% of our staff who have attended at least a one day Kagan professional development training. We have also had these teachers leading trainings with our other staff members about the Kagan Structures. The vision is to close the achievement gap by ensuring through the Kagan Structures that all students are interacting with content on daily basis. Part of the process is having a common staff vision/definition for what engagement means. For us it means that a student can not "hide" during a class - they will be discussing and interacting with content with their peers/teachers daily. We are also in the process of identifying common assessments that will be used in the area of ELA. This will provide and consistent picture of student progress/achievement both horizontally and vertically.

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### Additional Information

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

Erpenbeck Elementary has several teachers who have been through the National Board Certification process. We have an extremely responsive teaching staff who are committed to meeting the needs of our students. We provide an extensive list of extra-curricular programs and club day activities a few times a year to ensure that our students are engaged and involved in activities of their choice. We do a character strength recognition program. While it is beneficial for schools to be uniform and systematic in so many ways, we can not lose sight of the uniqueness of

every one of our students. We strive to teach them about themselves through the character strength program, growth mindset groups, and PBL/Passion Projects and celebrate who they are as an individual. We have a foreign language program and performing and visual arts program that are second to none on the elementary level. We provide these opportunities because we believe in teaching the whole child.

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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