By 5th grade in all elementary schools, each student will:

- demonstrate strong, varied skills in reading, writing, mathematics, social studies and science
- develop the ability to solve open-ended problems by thinking critically and creatively
- master the tasks promoting student inquiry into topics and choose how to demonstrate what is learned
- show the ability to work individually and with groups to support conclusions
- understand how work skills and technology skills relate to school academics skills

- display self-regulation, motivation, work ethic, cultural awareness, and good attendance
- show personal growth in and appreciation for visual arts, music, and physical education
- explore the concept of career pathways, post high school possibilities, and the use of technology in the workplace
- show acceptable progress on annual state wide tests
- understand the opportunities available to select appropriate educational pathways
Learning at Parkside
Grounded in research on brain science and learning cognition, Parkside is making a difference in children’s lives through:
- Caring and Enriched Environments
- Inquiry-Based Instruction
- Character and Social Development
- Leadership Training
- “Being There” Experiences
- Discovery and Exploration
- Meta-Cognitive Understanding
- Creativity and Innovation
- Growth Mindset
- Brain Science

Academics and High Quality Work
C.L.A.S.S. is a brain-based instructional model of teaching and learning that supports the academic, social, and character development of every student. Our students are immersed in “hands-on” curriculum and “real world” experiences in literacy, science, mathematics, social studies, technology and the arts that help make learning meaningful, engaging and relevant to the world around them.

For the last 26 years, C.L.A.S.S. has served thousands of educators and administrators across the world and has transformed entire school communities by integrating a positive climate, a learning community, and a meaningful curriculum to provide an extraordinary education for thousands of students. More information can be found at www.joyofclass.org

Emphasis on the development of leadership skills and work ethic connected to workforce needs are integrated throughout the day including the Life Goals (Treat People Right and Do the Right Thing), which guide the school community’s action and words. C.L.A.S.S. Education is a non-profit organization founded in 1989 by Barbara Pedersen, an internationally-recognized leader in cognitive development and curriculum design and instruction.

Culture and Character Growth for Every Student
Kim and Eric Kurtz, the parents of four Parkside graduates who spent 14 consecutive years at Parkside recently noted, “We are forever grateful to the PARKSIDE COMMUNITY that nurtured and educated our children ... each one with different abilities and strengths. Our children left Parkside not only being able to read, write, and compute but they also learned about character, integrity, diversity, leadership and kindness. This is the type of education we truly believe in and value. With much gratitude, we thank you Parkside.”
C.L.A.S.S. (Connecting Learning Assures Successful Students) at Parkside Elementary

• An academic environment to ensure that every student is prepared for success using a challenging and integrated curriculum grounded in literacy, the liberal arts, mathematics and science.
• Daily opportunities for students to develop as independent and articulate communicators.
• A student-centered platform that fosters the development of critical thinkers who are innovative, analytical, collaborative, creative and able to problem-solve.
• Social and leadership training in developing work ethic, integrity and character needed in becoming a productive citizen of society.
• Specific challenges that foster creativity using inquiry-based instruction and problem based learning.
• Meta-cognitive instruction, founded on brain research and cognitive development, helps students understand themselves and how they learn and manage areas of emotional, social and physical well-being.
• Exploration in emerging technologies, inspiring effectiveness and efficiency in becoming productive, responsible and resourceful.
• Business and community integration, connecting real-world experiences to academic/social knowledge and skills.
• A growth mindset whereby students develop a strong self-efficiency and their academic and social abilities.
Frequently asked questions
Regarding our Learning Pathways

Q: Will the individual learning pathways be transferable from elementary to middle school to high school?
A: Each learning pathway is built on an inquiry-based learning model which will allow for student transitions from one level of education to the next, regardless the pathway they have taken. The five pathways at the elementary level will transfer to the two pathways at the middle school. Goshen High School pathways will likely follow the pathway selections at the middle school level, but those are intended to be transferable by nature of the learning methods used.

Q: Will families need to attend the school in their neighborhood or will they have the option to pick other elementary schools with other learning pathway curriculums?
A: Goshen Community Schools has historically allowed “transfer” options from neighborhood schools to other schools in the district. This option will remain in place.

Q: How do parents decide which learning pathways are best for their children?
A: Parents should research the dynamics of each pathway and determine which may best fit their child, or consider the learning outcomes desired for their children. Since all pathways are inquiry-based and transferable from one educational level to the next, no pathway will be of less value than another.

Q: Will GCS address transportation needs if families select an elementary school beyond their neighborhood school?
A: For now, no. Unfortunately, GCS will not be able to consider all the specific transportation needs for all families. With new pathways still in the beginning stages, it will take some time to assess the level of transportation needs based on family school selection. Once the district has a better sense of transportation needs, consideration will be given to how they can best address this issue.

Q: What does a “school within a school” mean for Goshen Middle School?
A: The New Tech and Middle Years Program of International Baccalaureate will be separate “schools within a school,” breaking down the overall size of GMS into two smaller learning communities. This will result in stronger relationships between teachers and students. Each school will have its own principal, assistant principal, school counselors, and teachers, although there will be some teachers who teach in both schools.

Q: Can students leave one school and learning pathway option to attend another while still in elementary school?
A: Yes. All pathways are inquiry based in terms of learning and utilize the same curriculum maps, allowing for students to successfully transfer from one school to another.