

Goodwin School and Administrative Goals

2016-2017

End of Year conference

District Framework

The district is committed to providing student-centered instructional practices that are responsive to student learning styles, promote resilience, and allow for personalization and individual growth in academics and the related arts.

School Goal/Administrative SLO #1

Goodwin students will experience a student-centered approach to literacy instruction with a focus on implementation of the workshop model in reading in grades 3 & 4 and in writing in grades K-4.

Priorities

- Implement the reading workshop approach in grades 3 & 4 with a focus on regular assessment (formative and summative) of student performance.
 - Pre/post unit assessments and learning progressions to show growth;
 - Conferring, sticky notes, notebooks, weekly letters, goal sheets are ongoing formative assessments that are currently used;
 - LLI or TC/F & P assessments and running records are being used for progress monitoring.
- Use student performance evidence to plan instruction focused on advancing student skills to the next level of performance.
 - Students current Fountas and Pinnell reading levels for independent reading and conferring are used to discuss instructional or knowledge gaps and planning of instruction to advance individual and classroom learning.
- Continue to implement writing workshop with a focus on refining assessment practices and building understanding of the continuum of performance expectations.
 - Grade 3 is using thin slice assessments with rubrics; conferring with students is ongoing
 - Grade 4 uses the student check list and conferring with students is ongoing.

Measurable Outcomes

- 80% of grade 3 & 4 students will demonstrate grade level reading proficiency as measured by text level and comprehension assessments.

SGP Mean (expected growth should be 40-60):

- Kindergarten- 57(for ELA and math)
- Grade 1 - 67 (for ELA and math)
- Grade 2 - 73
- Grade 3- 63
- Grade 4 - 58

SBAC ELA:

- Grade 3 – 76% were at Level 3 or above
- Grade 4 – 88% were at Level 3 or above

SBAC Growth Model:

- 76.1% of grade 4 students met their target of 75 points gained;
- 91% of students without special education services;
- ELL population too small to report;
- all race/ethnicity populations too small to report except white which was 78.6%;
- high needs population (Free/Reduced Lunch AND Special education or ELL) was too small to report

Growth Model:

Fountas & Pinnell/DRA at grade level or more than one year growth:

- In grades 2-4; 80 to 93% of students are meeting benchmark according to Fountas and Pinnell Assessment Benchmarks at this time.
 - Kindergarten- 93% (5 levels or goal for DRA)
 - Grade 1 - 88% (7 levels or goal for DRA)
 - Grade 2* 80% (3 levels or goal)
 - Grade 3* - 85% (3 levels or goal)
 - Grade 4 - 92% (3 levels or goal)
 - *note: change from DRA to F & P in assessments in Grades 2 and 3

- 80% of students will meet grade level expectations in narrative writing. (Fall Data)
 - % of students have met benchmark at this time in narrative writing:
 - Kindergarten – 82%
 - Grade 1 – 100%
 - Grade 2 – 90%
 - Grade 3 – 75%
 - Grade 4 – 67%

Fountas & Pinnell Benchmark Data 2016-2017		
Grade 4	Grade 3	Grade 2
82% at benchmark of S or higher	64% at benchmark of P or higher	69% at benchmark of M or higher
Of the 82%, 86% are at T or higher	77% of students that have been at Goodwin 1 year or longer	All but 2 of those students are at N or higher
Of the 18% not making benchmark (8 students):	Of the 36% not making benchmark (13 students):	All but 1 of the 31% not making benchmark are 1 level lower at L & M is notorious for stalling growth
*4 are at level R (2 had new teacher; 1 Sped)	*2 were new to school this year	The 1 student at level G is special ed.
*3 are sped and 1 ELL	*5 were ELL	

*4 were new to our school in last 2 years	*4 made at least 1 year's growth (of the 11 students not new to school)	2 Students are new - 1 made benchmark, 1 did not
DRA Results 2016-2017		
Grade 1	Kindergarten	
83% of students are at benchmark of 18 or J	93% of students are at benchmark of 4 or D	
Of the 17% not making benchmark (5 students), 3 moved up 4 levels or more	Of the 7% or 2 students not at benchmark, they are 1 level below	
	64% of students are at level 6 or E	

Actions and Professional Learning Plan

Implement the reading workshop approach in grades 3 & 4 with a focus on regular assessment (formative and summative) of student performance.

- Prior to the start of school, teachers will receive a “launching plan” which details instruction for the first 20 days of school.
 - Teachers found this to be invaluable and the recommendation was to make sure that K-2 has this same plan for next year, which two of the coaches and consultant have created.
- Teachers will conduct an informal evaluation of each students’ reading level once every two weeks through conferring.
 - This has been accomplished thru conferring and benchmarking thru F & P or TC assessments as well as through running records.
- Working in teams, through weekly team meetings and PLC s and at least 3 staff meetings, teachers will review literature, media, and research; student performance data; and components of the workshop to support student needs.
 - 24 PLC meetings in Grade 3 and 27 PLC meetings in Grade 4 have been dedicated to discussions of readings of articles and Serravallo’s Reading in Small Groups; Various chapters have been read based upon the teachers’ choice; discussions of Lanny Ball’s PD; videos on coaching conferences and progression charts; use of Serravallo’s Reading Strategies Book to design and implement mini lessons; review of classroom libraries and material needs for a successful workshop classroom; and discussion of reading and spelling assessments and progress monitoring. Grades 3 and 4 shared their process with the rest of the staff at a staff meeting. Two other staff meeting were used as follow up sessions to the PD days on workshop.
- Once per week, the literacy coach will provide support to teachers through 1:1 consulting time in grades 2 to 4.
 - This is accomplished thru the 45-minute block of science and on a as-needed basis. Our literacy coach meets with them to discuss needs, next steps, materials needed, etc. Teachers report that this is valuable time for them to support their planning and instruction. Additionally, she has co-taught with classroom teachers in planning, implementation and reflection as mentioned below. She also worked

with grade 3 and 4 teachers specifically in Words Their Way word study through supporting them in analysis of assessment results in order to create differentiated groups, find resources, and create weekly lesson plans. She also provided classroom demonstration lessons on how to teach word sorts and incorporate with other materials and approaches to word study.

- Literacy coach and consultant will observe instruction and conduct “lab sites” as an ongoing professional learning opportunity for teachers as the workshop develops throughout the year.
 - Throughout the year, the literacy consultant, literacy coach and I have been involved in many lab sites which include Lanny Ball’s Lab sites and our own “lab sites” K to 4 with interactive read-alouds, mini-lessons, shared reading, conferring, turn and talks, stop and jots, and word studies. Additionally, through these activities in grades K-2, we have collaborated with video analysis and will be presenting at the Connecticut Reading Association Conference in November of 2017 on this reflective coaching approach.
- During October professional development day, teachers will receive instruction in the development of effective mini-lessons with Lanny Ball.
 - Teachers found this to be very helpful in October, as well as the March PD day and the lab sites that he did in Grades 3 and 4 at Goodwin.

Use student performance evidence to plan instruction focused on advancing student skills to the next level of performance.

- Students not meeting expected performance or growth will be further supported with tier 2 or tier 3 intervention in reading and writing.
 - This was provided in the classroom; teachers report that LLI is not as effective if it is not done every day and are looking to have a few minutes each day to accomplish this; Tier 3 is done thru Britta Spinella during responsive classroom or number corner. Discussion was had about how to assure intervention support everyday if needed without loss of instructional time during class time.
- In grades 2 through 4, teachers will be using Words Their Way as a word study intervention based upon DSI data as well as with ELL students as needed.
 - At this time, all K-4 teachers are using WTW in conjunction with other word study programs and strategies. This is differentiated as a program but our struggling students receive other supports in regard to word study with our special education teachers as well. The literacy coach was instrumental in providing materials already sorted and selected in order to easily fully implement the program. Further, teachers requested support in the use of assessments and helped them to group students and understand the assessment results to provide targeted differentiated instruction. All teachers at this time are using this program due to the diligence and support provided.

Continue to implement writing workshop with a focus on refining assessment practices and building understanding of the continuum of performance expectations.

- During October professional development day, teachers in grade K-2 will collaborate to refine their understanding of “beautiful writing.” Kindergarten teachers will work with Dr.

Doug Kaufmann during the afternoon. Other teachers will review their current practices and plan.

- Teachers work well with Doug Kaufmann and value his expertise.
- Literacy coach will confer with teachers on an as needed basis in writer's workshop units.
 - At the beginning of the year, we met with each grade level to decide upon assessment strategies. Some teachers did confer with our literacy coach throughout the year but we did focus most of our energies on Reader's Workshop.
 - We did discuss how reader's workshop and writers workshop should be aligned and teachers implemented accordingly in grades 3 and 4. They are completely aligned in grade 4.
- Working in teams, teachers, literacy coach, administration will calibrate and then score, review and analyze student writing assessments in order to identify student growth and plan next steps for instruction.
 - They met in grade level teams only.

District Framework

The district is committed to providing rigorous academic outcomes, social skills, and the habits of mind necessary for growth in life, learning, and work beyond school including the ability to communicate effectively, work collaboratively, and think critically and creatively.

School Goal/Administrative SLO #2

Goodwin students will experience a positive school climate with a focus on a safe and healthy environment; welcoming environment to students and visitors; stakeholder involvement in planning and decision making; parent community and student involvement in the school; and active participation in a variety of programs.

Priorities

- Use survey evidence to set unique goals that focus on improving how inviting the school appears to its community.
- Review physical environment, school wide practices and policies, welcoming school staff, and written materials with a focus on CT Welcoming Schools components and CAS school climate indicators.
 - The Leadership Council met 14 times throughout the year to review our school wide practices using CT Welcoming Schools as our foundational survey. All staff were asked to complete the survey and the leadership team tallied the responses. We then identified our strengths and weakness and analyzed the data to determine short term and long term solutions to our issues. Further, we engaged in a protocol of high or low impact vs. high-low effort to investigate which practices and policies were important and worthwhile for the school to continue with.

- Next we transferred the findings to complete the CT Association of Schools Recognition for School Climate Award application and applied in May of this year. It is still pending at this time.

Measurable Outcomes

- 80% of parent, student, and teacher will demonstrate positive feedback in regard to sense of community questions as measured through surveys.
 - 87% of parents responded favorable on School Climate in comparison to 76% to Mansfield overall.

Actions and Professional Learning Plan

Use survey evidence to set unique goals that focus on improving how inviting the school appears to its community.

- Research and develop surveys that will survey students, staff and parents.
 - This was accomplished through AC.
- Survey all stakeholders prior to May 1.
 - This was accomplished by early June with parents being the last surveyed.
- Analyze surveys to determine strengths and weakness of school community.
 - Goodwin school faired well in relation to the district in every survey.
 - Parents (48 families) :
 - Family Support 71% vs 68%
 - Learning Behaviors 59% vs 54%
 - School Climate 87% vs 76%
 - Employees (8 teachers and staff):
 - Feedback and Coaching 35% vs 33%
 - Mansfield Professional Learning 91% vs 91%
 - Professional Learning 58% vs 58%
 - Students (74 students):
 - School Belonging 70% vs 66%
 - School Engagement 65% vs 53%
 - School Learning Strategies 75% vs 68%
 - Valuing of School 76% vs 70%
 - Mansfield School Climate (76 students): 76% vs 62%
- Set goals for the following year based upon the analysis.
 - Ongoing analysis through the summer to set goal next year with Leadership council.

Review physical environment, school wide practices and policies, welcoming school staff, and written materials with a focus on CT Welcoming Schools components and CAS school climate indicators.

- Leadership Council will research and complete CT Welcoming Schools indicators on physical environment, SW practices and policies, welcoming school staff and written materials.
 - Every staff member was asked to respond to the Welcoming School survey. Each Leadership council member took the survey to a small group of staff to assure personal invitation to complete and return to them. There was a 90% plus response rate.
- Use indicators to determine strengths and needs of Goodwin.

- With over 70 questions on the survey the majority had a positive correlation from the staff overall. There were some issues that were revealed in the areas of physical environment and School Wide practices and policies. No issues were found in welcoming school staff and written materials.
- Create short term and long term goals based upon analysis.

Concern (In priority order)	Rationale	Comments
8PP--orientation for parents 12PP-- Information available to families in their native language 23PP--Survey available to parents in their native language 13WM-- Translated publications	The listed items from the survey all revolve around the same issue. Since it came up 4 times, I put it as our first priority. It also seems that it could be something that is easy to fix using technology--Google Translate, or there must be some app for that.	Grade 3 and 4 curriculum night instead of open house; keep open house the same for pk-2; perhaps change pk-2 night want to change in future? Susan will check with Shamim on where we stand
26PP training for staff on ct standards for school-family-community partnership	This seems to tie in with many of the other items that revolve around parent/school communication. It would provide information about what standards are, legalities, responsibilities, etc. With this information we can assess what is working and where to go from here. It might help answer some questions we have as well as determine if we need a space for parents, training for volunteers, etc.	Template and K cafe with a few chairs and a parent area to review information. Susan reports that parents were in favor at the last Principal conversation
17??PE- space for parents and visitors to chat	I listed this as our third priority because we have had lengthy conversation about it and this space would solve some of the other items that came up as well. For example, a place for school/parent communication. Also, if we move forward with training parents volunteers, this space could be utilized.	See above
7 PP school-wide compact-the law- put standards, etc out at Open house- also on line.	This is a yes or no.	Yes - Susan's intern

25PP training for parent volunteers	This item is not ranked as high on the list because I think we need to determine how many parents volunteers we have on a weekly basis (outside of big events like water slide day and field day). After we determine how many volunteers work in classrooms consistently, then we can decide if there are enough to train or if this is handled by the classroom teacher. However, one area that worries me is confidentiality. It should not be the classroom teacher's job to explain confidentiality and teachers should not feel worried about what is said inside of their classroom walls.	Susan could meet with parents once before they volunteer. They could sign a form that we create that go over the expectations. This would include UCONN student volunteers, COPE, high school teachers. (not student teachers, interns, etc)
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- Sub-committee of Leadership Council will review safety and security with Emergency Services personnel twice per year.
 - Completed in May of 2017
- Review CAS school climate indicators and apply for the CAS School Climate Award.
 - Completed by the Leadership committee, shared with the entire staff for review, finalized and sent to CAS in May, 2017. Currently waiting on response from CAS regarding visitation or recommendation.

District Framework

The district celebrates the unique and diverse community of Mansfield by building partnerships between families, schools, and the larger community.

Parent Stakeholder Goal

Goodwin school will celebrate its unique and diverse community by building partnerships between families, schools and the larger community.

Priorities

- Research and initiate aims to make parents and students feel welcomed and to celebrate the diversity of the school community.

Measurable Outcomes

- 80% of families and/or students will have participated in at least one other program beyond open house.
 - 93% of families participated in at least one other program beyond open house
 - 66% of families attended 3 or more events at school
- Parent/family participation will reflect the diversity of our school community.
 - The diversity of our school was represented at large school events such as:
 - Open House
 - Ice Cream Social

- Conferences
- Heritage Pot Luck
- Thanksgiving Feast
- Whale Bash
- Grade 3 Wax Museum
- Grade 4 Promotion Ceremony

Actions and Professional Learning Plan

Research and initiate aims to make parents and students feel welcomed and to celebrate the diversity of the school community.

- Data will be collected and analyzed throughout the school year to review how many families attend school/PTO events.
 - A spreadsheet was created and kept throughout the year on large events and parent volunteers
- Investigate how to best reach and involve families of all race, ethnicity, gender, socio-economic status.
 - Of families attended Open house and one other event such as conferences while 66% attended at least these two plus one or more other events such as Heritage Pot Luck, Heritage Pot Luck or the Goodwin Whale Bash. The diversity of these events and other large events demonstrated diversity across all large events. The data on smaller events such as mileage club, parent volunteers, field trips, Principal's Coffee and Conversation also demonstrate diversity but to a lesser degree.
 - Shamim and I met and discussed on a regular basis ways in which we could further involve our parents and families including directly reaching out to be on committees or support for school activities.
- Data will be analyzed to see if we are reaching the full range of diverse families and tailor our future events and communication based upon the outcome of the analysis.
 - Ongoing data analysis based upon families attending
- Create and implement a plan of action based upon the weaknesses found.
 - To be completed over the summer after final analysis and shared with Leadership Council to determine next steps in the fall.
- Support staff in working with UCONN translanguaging research project.
 - Judy, Sharon Loree, and Shamim reviewed our literacy accessibility and utilized our parents to make Goodwin more welcoming to our community and more accessible to our children; bulletin boards were created with welcoming phrases created by our parents in a variety of languages; over 20 books were researched and bought in Chinese, French, Arabic, Hebrew, and Spanish languages; books about other cultures were also purchased in English to inform others about our global community.
 - They attended monthly meetings with Michelle Back on translanguaging
 - Judy met for four months with a group of 4 Chinese students and implemented some of the strategies discussed at the meeting with Michelle Back

Goodwin Data Trends

Enrollment and Staffing

Student Enrollment Trend							
Student Counts by School and Year							
Dorothy C. Goodwin School							
Organization Code:0780211							
	YEAR						
SCHOOL	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Dorothy C. Goodwin	202	223	221	201	219	207	200
Total	202	223	221	201	219	207	200

Enrollment numbers have stayed fairly consistent over the last 7 years ranging from 200-223 students. Our population of students fluctuates in part due to the University.

Goodwin Elementary School Staffing						
Assignment Category	Educator Type	2009-10	2010-11	2011-12	2012-13	2013-14
Administrators Coordinators and Department Chairs - School Level	Certified	1	1	1	1	1
Counselors Social Workers and School Psychologists	Certified	1	1	1	1	1
General Education - Paraprofessional Instructional Assistants	Non-Certified	2	2	2	2	2
General Education - Teachers and Instructors	Certified	16.4	15.8	15.8	16.8	16.9
Instructional Specialists Who Support Teachers	Certified	2	2	2	2	2
Library/Media - Support Staff	Non-Certified	1.3	1.3	1	1	1
Other Staff Providing Non-Instructional Services/Support	Certified/Non-Certified	5.8	5.8	5.8	6.8	6.8
School Nurses	Non-Certified	1	1	1	1	1
Special Education - Paraprofessional Instructional Assistants	Non-Certified	6	8	9	9	7
Special Education - Teachers and Instructors	Certified	3	3	3	3	3

Goodwin's staffing trends have been fairly consistent over time with a slight increase or decrease in special education instructional assistants based upon student needs in any given year.

Goodwin Demographics

Goodwin Demographics					
	2010-201	2011-201	2012-201	2013-201	2014-201
Free and Reduced (percent)	21.3	23.8	23.1	25.9	25.1
Chronic Absenteeism - student (percent)				4	*
Abseentism - staff (avg # of days out sick and personal)	6.1	6.2	8.7	7.6	10.8
School population	202	223	221	201	219
English Language Learners (percent)	4.1	5.7	8.4	9	6.4
Students w Disabilities (percent)	10.4	8.1	7.7	8	10.5
Reaching Health Standards in All Four Areas (percent grade 4)	58.6	45.9	58.1	82.1	61.5
Male students (percent)				55.7	48.9
Female students (percent)				44.3	51.1
Hispanic Students (percent)	9.9	10.8	9.5	8	9.6
Asian Students (percent)	15.3	15.2	17.6	14.9	13.7
White Students (percent)	70.8	70.4	69.7	72.6	72.6
Student Performance Index	87.9	89.4	88.1	*	81.8

Demographics have stayed fairly consistent between 2010 and 2015. Absenteeism in staff increased in 2015 due to a large percentage of staff having documented medical issues. The Student Performance Index was not reported in 2013-2014 during the change from CMTs to SBAC. The 2014-2015 SPI is the first given since the inception of SBAC.

Chronic Absenteeism, Trend					
Mansfield School District, All Schools, All Students					
% Chronically Absent					
District	School	2011-12	2012-13	2013-14	2014-15
Mansfield	Annie E. Vinton School	5.3	6.8	5.2	5.9
	Dorothy C. Goodwin School	*	3.2	4	*
	Mansfield Middle School School	5.9	5.7	2.4	5
	Southeast Elementary School	5.3	8.4	6.5	4.4

* indicates that the numbers are too low to report.

Goodwin data shows low percentages. Some percentages can be impacted by students visiting families at long distances away.

Smarter Balanced School Performance Indices

Goodwin Elementary School			
SPI in math, ELA and Participation Rate			
Student Performance Index	2014-2015	Target	Participation Rate
ELA - all students	81.8	75	88.7
ELA - high need students	73.2	75	87
Math - all students	74.3	75	88.9
Math - high need students	62	75	87.5
Chronic absenteeism - all students	2.10%	<-5%	
Chronic absenteeism - high needs students	4.50%	<-5%	

This represents the data overall for Grade 3 and 4 students on the Smarter Balanced Assessment. The target is the expected index for all students to attain overall for the school. All students overall met or approached the target in ELA and Math. High needs students approached the target in ELA. Math had a 13 point differential for high needs students. The participation rate for Goodwin was lower than the expected guidelines of 95%.

Goodwin Elementary School	
Student Performance Index	
SPI by Demographics	2014-2015
Overall	81.8
White	81.4
Not Eligible for Free/Reduced Lunch	82.7
Eligible for Free/Reduced Lunch	*
Students with Disabilities	*
Students without Disabilities	85.1
High Needs	73.2
Non High Needs	85.9

The Student Performance Index or SPI is based upon the Smarter Balanced Assessments. * indicates that the numbers are too low for reporting to maintain confidentiality. High needs students are students who are in more than one subgroup.

