

Dorothy C Goodwin Elementary

School Development Plan

2017-2018

District Framework

Statement 2

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.

Priorities

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- ✓ Goodwin students will experience a student-centered approach to literacy instruction with a focus on the workshop model in reading in grades Pre-K to 4.*
 - ✓ Goodwin staff will provide enrichment experiences to students to extend the curriculum and promote use of 21st Century skills.*
 - ✓ Goodwin staff will ensure students receive appropriate levels of support in reading, when needed, to meet learning expectations.*
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Measurable Outcomes

- 80% of Pre-K to 4 students will demonstrate grade level early literacy and/or reading proficiency as measured by state and/or local assessments;
- All students in Grades 3 & 4 will experience enrichment experiences to extend the curriculum through PBLs.
- 80% of students receiving support will gain at least one year's growth as measured by state and/or local assessments.

Actions and Professional Learning Plan

Goodwin students will experience a student-centered approach to literacy instruction with a focus on the workshop model in reading in grades Pre-K to 4.

- Prior to the start of school, K-2 teachers will receive a "launching plan" which details instruction for the first 20 days of school.
- Working in teams, through weekly team meetings, district JEPD, JEPD, PLC s and at least 3 staff meetings, teachers will review literature, media, and research; plan units; review student performance data; and implement components of the workshop to support student needs.

- Once per week, the literacy coach will provide support to teachers through 1:1 or 1:2 consulting time in grades 1 to 4; K will be push-in weekly.
- Literacy coach and consultant will model workshop literacy instruction as an ongoing professional learning opportunity for teachers as the workshop develops throughout the year.
- During district professional development days, teachers will receive instruction in the development of effective workshop practices with Lanny Ball or Hannah _____.

Goodwin staff will provide enrichment experiences to students to extend the curriculum and promote use of 21st Century skills.

- Students in grades 3 to 4 will be involved in PBL throughout the year with the enrichment teacher and some classroom teachers.
- Teachers will develop an understanding of Mansfield's Portrait of a Graduate through district-wide PD and PLCs.
- Enrichment opportunities in mathematics in grades 3 & 4 are provided through the enrichment program throughout the year.

Goodwin staff will ensure students receive appropriate levels of support, beyond the classroom when needed, to meet learning expectations.

- Students not meeting expected performance or growth will be further supported with tier 2 or tier 3 interventions in reading and math.
- Intervention will be provided for 20-30 minutes daily in grades K to 4 in math and reading under the supervision of our literacy coach and our special education teacher.
- Para educators will be trained in reading workshop, running records, MINT and SWEIT in order to assure reliability of interventions; on-going training will be monthly.
- Students will be assessed frequently in order to monitor growth.
- Teachers will bring running records and/or other evidence to monthly Kid Talk Meetings to assess growth and intervention planning.
- Work with Dr. Devin Kearns and CARING research project to determine eligibility for 20 weeks of intervention during our intervention time for grade 2 students with difficulty reading.

District Framework

Statement 1

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.

Priorities

✓ Goodwin staff will develop a shared understanding of the qualities and characteristics of 21st Century student work.

✓ Goodwin staff will continue to develop school based social skills programs.

Measurable Outcomes

- 90% of staff will indicate in school surveys that they have a clear understanding of the curriculum goals and expectations for students.
- School behavioral data will show an increase in positive behaviors.

Actions and Professional Learning Plan

Goodwin staff will develop a shared understanding of the qualities and characteristics of 21st Century student work.

- Survey all stakeholders prior to May 1.
- Set goals for the following year based upon the analysis of the survey.

Goodwin staff will continue to develop school based social skills programs.

- Leadership Council will review last year's findings of Welcoming Schools
- Create short term and long-term goals based upon analysis.
- Lunch bunch groups will continue and include many students to model and share social skills.
- Use of Goodwin Whales for Acts of Kindness will be emphasized for each classroom teacher.

District Framework

Statement 5

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

Priorities

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- ✓ *Enhance communications with Mansfield families.*
 - ✓ *Work collaboratively with families to support student learning in academics, the arts and social and emotional health.*
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Measurable Outcomes

- In parent surveys, 90% of responding families will respond positively to questions focused on communication practices.
- 80% of Goodwin families will attend two or more school events.

Actions and Professional Learning Plan

Enhance communication with Mansfield families.

- 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.
- Create and implement a plan of action based upon the weaknesses found.
- Support staff in working with UCONN translanguaging research project and Dr. Liz Howard.

Work collaboratively with families to support student learning in academics, the arts and social and emotional health.

- Analyze trends in parent participation.
- **Address needs and design opportunities to reach all families.**

Goodwin Data Trends

Enrollment and Staffing

Student Enrollment Trend								
Student Counts by School and Year								
Dorothy C. Goodwin School								
Organization Code:0780211								
Oct 1 data								
	YEAR							
SCHOOL	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-2018
Dorothy C. Goodwin	202	223	221	201	219	207	200	174
Total	202	223	221	201	219	207	200	174

Enrollment numbers have stayed fairly consistent until this year current year. We had a bubble grade of three classes, which went to the middle school this year. Our population of students fluctuates in part due to the University.

FTE Staffing Report for Trend		Data from edsight.ct.gov										
		Year										
District	School	Assignment Category	Educator Type	2009-10	2010-11	2011-12	2012-13	2013-14	2014-2015	2015-2016	2016-2017	2017-2018
Mansfield	Dorothy C. Goodwin School	Administrators - Coordinators and Department Chairs - School Level	Certified	1	1	1	1	1	1	1	1	1
		Counselors - Social Workers and School Psychologists	Certified	1	1	1	1	1	1	1	1	1
		General Education - Paraprofessional Instructional Assistants	Non-Certified	6.5	7	7	7	6	6	6	6.5	6.5
		General Education - Teachers and Instructors	Certified	16.4	15.8	15.8	16.8	16.9	16.4	16.6	16.3	14.2
		Instructional Specialists Who Support Teachers	Certified	2	2	2	2	2	1.8	2	3	3
		Library/Media - Support Staff	Non-Certified	1.3	1.3	1	1	1	1	1	1	1
		Other Staff Providing Non-Instructional Services/Support	Certified/Non-Ce	5.8	5.8	5.8	6.8	6.8	6.8	7.2	6	5.4
		School Nurses	Non-Certified	1	1	1	1	1	1	1	1	1
		Special Education - Paraprofessional Instructional Assistants	Non-Certified	6	8	9	9	7	8	9	8	5
		Special Education - Teachers and Instructors	Certified	3	3	3	3	3	3	3	2	1
		Total		44	45.9	46.6	47.6	45.7	46	47.8	45.8	39.1
											based upon school roster	based upon school roster

Goodwin's staffing needs have been fairly consistent over time with a slight increase or decrease based upon student needs. This year there has been a significant decrease based upon decrease in enrollment and budget concerns.

Goodwin Demographics

Column1	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Free and Reduced (percent)	21.3	23.8	23.1	25.9	25.1	24.6
Chronic Absenteeism - student (percent)				4	*	4
Abseentism - staff (avg # of days out sick and personal)	6.1	6.2	8.7	7.6	10.8	10.2
School population	202	223	221	201	219	207
English Language Learners (percent)	4.1	5.7	8.4	9	6.4	9.7
Students w Disabilities (percent)	10.4	8.1	7.7	8	10.5	6.3
Reaching Health Standards in All Four Areas (percent grade 4)	58.6	45.9	58.1	82.1	61.5	51.9
Male students (percent)				55.7	48.9	53.6
Female students (percent)				44.3	51.1	46.4
Hispanic Students (percent)	9.9	10.8	9.5	8	9.6	5.8
Asian Students (percent)	15.3	15.2	17.6	14.9	13.7	18.4
White Students (percent)	70.8	70.4	69.7	72.6	72.6	71
ELA Student Performance Index	87.9	89.4	88.1	*	81.8	83.4

Demographics have stayed fairly consistent between 2010 and 2016. The one inconsistency is the Students with Disabilities has decreased based upon the policy of having student with disabilities attend their home school. The School Performance Index has increased from 81.8 to 83.4 in the two reported years of SBAC.

Chronic Absenteeism

Chronic Absenteeism, Trend									
Mansfield School District, All Schools, All Students									
edsight.gov									
				% Chronically Absent					
District	District	School	School C	2011-12	2012-13	2013-14	2014-15	2015-16	2016-2017
Mansfield	780011	Annie E. Vinton School	780411	5.3	6.8	5.2	5.9	5.3	4.5
		Dorothy C. Goodwin School	780211	*	3.2	4	*	4	3.5
		Mansfield Middle School School	785111	5.9	5.7	2.4	5	4.4	4.5
		Southeast Elementary School	780511	5.3	8.4	6.5	4.4	7.3	3.6

*indicates that the numbers are too low to report.

Goodwin data shows low percentages. Some percentages are impacted by students and families returning to their home countries while school is still in session.

Smarter Balanced School Performance Indices

Goodwin Elementary School							
SBAC results							
Column1	2014-2015 Math	2014-2015 ELA	2015-2016 Math	2015-2016 ELA	2016-2017 Math	2016-2017 2017 ELA	
Grade 3	77	77	89	93	85	76	
Grade 4	62	78	71	61	84	88	
Overall							
District							
Grade 3			77	83	74	73	
Grade 4			77	74	80	81	

Source: CSDE Next Generation Accountability Report					
Student Performance Index	2014-2015	2015-2016	Target	2014-2015 Participation Rate	2015-2016 Participation Rate
ELA - all students	81.8	83.4	75	88.7	93.8
ELA - high need students	73.2	70.7	75	87	97
Math - all students	74.3	77.5	75	88.9	93.9
Math - high need students	62	66.5	75	87.5	97
Chronic absenteeism - all students	2.10%	4.00%	<-5%		
Chronic absenteeism - high needs students	4.50%	7.50%	<-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 the target in ELA and Math. High needs students approached the target in ELA and made gains from the previous year in Math. The participation rate for the 2015-2016 year improved over 2014-2015. While the SPI for 2016-2017 is not year available the participation rate continued to improve allowing us to achieve the state requirements for participation.

Data Benchmark Comparison

Comparing SBAC to STAR to F&P benchmark								
		ELA/Reading				Math		
		SBAC % at or above level 3	STAR % at PR of 55% or above*	STAR Prediction of Level 3 or above	F&P % at benchmark	SBAC % at or above level 3	STAR % at PR of 55% or above*	STAR Prediction of Level 3 or above
3rd Grade	Goodwin	76	79	77	64	85	85	74
4th Grade	Goodwin	88	83	95	82	84	87	83

*Used Spring 2017 results from STAR

Comparison demonstrates that SBAC and STAR at the 55% level align within 0 to 5% points. The STAR prediction for how students will perform on the SBAC aligns from 1 to 11% points.

Benchmark Cohort Assessment Data

Source: Literacy Coach											
Data by Grade											
13-Dec		13-14		14-15		15-16		16-17			
Jan	May	Jan	May	Jan	May	Jan	May	Jan	May		
93%	97%	100%	92%	91%	91%	95%	82%	82%	89%	K	Grade 3 Cohort Data
		97%	90%	87%	97%	96%	81%	92%	85%	Grade 1	Grade 2 Cohort Data
				94%	95%	75%	81%	73%	70%	Grade 2	Grade 1 Cohort Data
						84%	90%	70%	76%	Grade 3	Kindergarten Cohort Data
								79%	90%	Grade 4	
Source: Literacy Coach											
Data by year											
K		Grade 1		Grade 2		Grade 3		Grade 4			
Jan	May	Jan	May	Jan	May	Jan	May	Jan	May	Jan	May
16-17	82%	89%	92%	85%	73%	70%	70%	76%	79%	90%	
15-16	95%	82%	96%	81%	75%	81%	84%	90%			
14-15	91%	91%	87%	97%	94%	95%					
13-14	100%	92%	97%	90%							
*12-13	93%	97%									

This data is not strictly cohort data in that it is not necessarily the same students as we have students moving in and out of district in any given year. Still it can be demonstrated that the vast majority of our students in most years consistently finish their school year at or above district benchmarks. This data is based upon DRA-2 assessments and Fountas and Pinnell assessments.

This data is based upon Fountas and Pinnell assessments and DRA-2 assessments. Rough cohort data compares the achievement of a group of students from one grade in year 1 to a group of students in the next higher grade in year 2 (e.g., Grade 3 in 2015-16 to Grade 4 in 2016-2017). This is mostly the same students though there can be some mismatches due to student mobility, entry, and exit.

Behavioral Sanctions

Sanction Counts, Trend											
Mansfield School District, All Schools											
Office data											
				Year							
District	School	School Code	Sanction Type	2010-11	2011-12	2012-13	2013-14	2014-15	2015-20	2016-20	
	Dorothy C .		In-School Suspension	0	0	0	0	0	0	0	
			Out-of-School Suspension	0	0	0	0	0	0	0	
			Expulsion	0	0	0	0	0	0	0	
			Bus Suspension	0	0	0	0	0	0	0	
	. 0780211		In-School Suspension	*	*	*	*	0	0	0	
			Out-of-School Suspension	0	0	*	*	0	0	0	
			Expulsion	0	0	0	0	0	0	0	
			Bus Suspension	0	*	0	0	0	0	0	

Goodwin is proactive in its approach to behavior. School and home work together to provide students with the strategies needed to be successful.