

Goodwin School and Administrative Goals

2016-2017

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.
- Use student performance evidence to plan instruction focused on advancing student skills to the next level of performance.
- Continue to implement writing workshop with a focus on refining assessment practices and building understanding of the continuum of performance expectations.

Measurable Outcomes

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

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 will conduct an informal evaluation of each students’ reading level once every two weeks through conferring.
- 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.
- Once per week, the literacy coach will provide support to teachers through 1:1 consulting time in grades 2 to 4.

- 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.
- During October professional development day, teachers will receive instruction in the development of effective mini-lessons with Lanny Ball.

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.
- 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.

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.
- Literacy coach will confer with teachers on an as needed basis in writer’s workshop units.
- 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.

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.

Measurable Outcomes

- 80% of parent, student, and teacher will demonstrate positive feedback in regard to sense of community questions as measured through surveys.

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.
- Survey all stakeholders prior to May 1.
- Analyze surveys to determine strengths and weakness of school community.
- Set goals for the following year based upon the analysis.

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.
- Use indicators to determine strengths and needs of Goodwin.
- Create short term and long term goals based upon analysis.
- Sub-committee of Leadership Council will review safety and security with Emergency Services personnel twice per year.
- Review CAS school climate indicators and apply for the CAS School Climate Award.

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.
- Parent/family participation will reflect the diversity of our school community.

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.
- Investigate how to best reach and involve families of all race, ethnicity, gender, socio-economic status.
- 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.

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.

