



Dorothy C. Goodwin
Elementary School
A Whale of a School

School Development Plan 2019-2020

School Goals for Student Centered Learning

- Students will experience student-centered, personalized learning in **literacy** (K - gr 4) through the practices of the workshop model including the use of grade level outcomes/learning progressions, mini lessons, conferring, running records, phonics instruction, and flexible small groups.
- Students will be provided student-centered, personalized learning in **mathematics** (gr 3-4) through the use of open-ended tasks, conferring, mini lessons, flexible small groups, and math congresses.
- Students will be supported with an **early intervention process** that will identify and remediate emerging skills in reading and math in order to successfully meet grade level expectations.
- Students will experience **NGSS aligned science instruction** co-taught with the classroom teacher and enrichment teacher.
- Students will deepen their understanding and application of student centered learning and 21st Century skills as defined in Mansfield's **Portrait of the Graduate** by focusing on the instructional core as well as Communication and Collaboration.

Alignment of Student Centered Learning Goals to District Framework:

1. The district is committed to promoting 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.
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.
3. The district uses purposeful assessments to inform instruction and monitor individual student progress aligned with learning goals.
4. The district supports embedded professional learning that advances the goals of the district and engages staff in continuous improvement.

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Student Performance Outcomes for Student Centered Learning

80% of students will meet expectations in **English/Language Arts** as measured by State and local assessments.

75% of students will demonstrate more than a year's growth in **Reading** as measured by STAR grade level equivalents.

80% of students will demonstrate attainment of end of grade expectations in **Reading** as measured by commercial and locally developed assessments as defined in the district assessment plan.

75% of students will meet expectations in **Mathematics** as measured by State and local assessments.

75% of students will demonstrate more than a year's growth in **Mathematics** as measured by STAR grade level equivalents.

Teacher Performance Outcomes & Action Plan for Student Centered Learning

Teachers will plan and implement flexible small group instruction/side-missions to support instruction within a literacy and math workshop model.

- Communities of Practice weekly planning
- Literacy Coach/District ELA Coordinator will support
- Lesson Study by grade level teams will support
- Kid Talk Intervention meetings 4x a year will focus on small group instruction

Teachers will refine conferring and running records practices using various models and learning progressions.

- Communities of Practice will monitor and share practices

Teachers will develop and implement relevant, rigorous, open-ended mathematical tasks that are accessible to all learners.

- Teachers will use CoP time to plan tasks
- Review student work and align to rubric
- Launch new tasks and use Lesson Study model to plan/debrief

Teachers will plan and co-teach at least one Next Generation Science Standards unit.

- Enrichment teacher schedules 4-6-week investigation with each grade level
- Co planning using CoP and release time
- Support on going STEM instruction through RA elective

Teachers will identify and implement a variety of tiered interventions based on student performance, progress monitoring, and conferring.

- Implement 4 Kid Talk meetings with each teacher
- Develop cut scores and share data/progress monitoring
- Build out programs, supports, and small group instruction within classroom

Teachers will utilize the lesson study/lab site protocol to support goals aligned to the school and district development plans.

- Provide professional learning regarding the lesson study model
- Use CoP to plan at least one lesson study per grade level
- Align to release days

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School Climate and Connectedness Goals:

- Families will be full, equal, and equitable partners as they **engage in activities that inform** them about our school's instructional practices, curriculum, goals, assessments, and student support processes and programs in relationship to their child's academic and social/emotional learning and progress.
- Students and families will partner with classroom teachers and the school through **effective, timely communication that is informative and clear.**

Alignment of School Climate and Connectedness Goals to District Framework:

1. The district is committed to promoting 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.
4. The district supports embedded professional learning that advances the goals of the district and engages staff in continuous improvement.
5. The district celebrates the unique and diverse community of Mansfield by building partnerships between families, schools, and the larger community.

Student/Family Performance Outcomes

In parent surveys, 95% of families will respond positively to questions focused on communication practices (Questions 9, 12, 21). Baseline: 92% 18-19

80% of families will respond positively to feedback regarding parent support programs. (Questions 6, 13) Baseline: 93% 18-19

At least 20% of families will attend a family workshop that focuses on instruction, curriculum, and programs. Baseline: 12% families attended at least one workshop 18-19

Teacher Performance Outcomes & Action Plan

Classroom teachers and the school office will share instructional/programmatic information with families at least once a month utilizing email and/or and communication app.

- Professional learning using apps (Remind/SeeSaw)
- Share best practices throughout the year during faculty meetings
- Use bulletin boards strips to make student work visible

Teachers and the school will develop opportunities for families to learn more about their child's progress and our instructional practices.

- Schedule 8 Family Workshops
- Professional learning around Dual Capacity/State framework for family engagement
- Have teachers sign up to present workshop based on interest, talent, and needs of families
- Track attendance/participation

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Key School Longitudinal Indicators (as of 10/1/19)

Enrollment

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
207	200	174	189	192

Free/Reduced Lunch

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
24.6%	22.5%	25.3%	27.2%	28.5%

English Language Learner

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
9.7%	10.5%	8.6%	10%	7.8%

Special Education

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
5.8%	6%	8.1%	9.5%	11.5%

Chronic Absenteeism

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
4%	3.5%	3.4%	3.73%	

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Smarter Balanced (SBAC) Results: Grade 3 ELA (% at Level 3 or Above)

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
GOODWIN	93%	76%	87%	71%	
District	83%	73%	81.6%	68%	

Smarter Balanced (SBAC) Results: Grade 3 MATH (% at Level 3 or Above)

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
GOODWIN	89%	85%	77%	85%	
District	77%	74%	76.3%	78%	

Smarter Balanced (SBAC) Results: Grade 4 ELA (% at Level 3 or Above)

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
GOODWIN	61%	88%	78%	88%	
District	74%	81%	84%	76%	

Smarter Balanced (SBAC) Results: Grade 4 MATH (% at Level 3 or Above)

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
GOODWIN	71%	84%	70%	84%	
District	77%	80%	79.8%	75%	

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Goodwin Professional Learning Plan

NOTE: Professional Learning is on-going and responsive to the needs of our students, staff, and our school development plan. Professional learning occurs every day but is organized by schedules that include: District PL Days, Building Based PL Days, Bi Weekly Faculty Meetings, Weekly Communities of Practice grade level Meetings, Professional Release times/dates as needed/requested.

District/Building Based Professional Learning:

	AM	PM	All Day
Monday 8/26	Convocation (all)	CPR/First Aid ParaEducators Classroom/Team Planning Classroom/ParaSchedules	
Tuesday 8/27	ELA Phonics K-gr 2; Math Student Centered Learning gr 3-4	Curriculum Planning with grade level teams	CPI Training ParaEducators, SPED
Wednesday (all staff) 8/28	Knowing students by name, need, talent Lesson Study/PL School Development Plan Staff Handbook	Mandated Reporter, FERPA, Universal Precautions, MERT/Crisis Response Duties, First Week, RISE Expectations	
Tuesday 10/15	ELA Phonics K-gr 2; Math Student Centered Learning gr 3-4	Curriculum Planning with grade level teams	
Friday 2/14	TBD	TBD	
Friday 3/13	TBD	TBD	
Last Day	Certified: Teacher Work day		

Weekly Grade Level Communities of Practice Professional Learning Meetings:

Focused on grade level goals and Student Centered Learning ELA/Math/5C's

Grade Level	Day of Week	Times
Support	Monday	11:30-12:30
K & PreK	Tuesday	12:50-1:50
1	Thursday	1:20-2:20
2	Tuesday	2:25-3:25
3	Thursday	10:30-11:30
4	Thursday	9:25-10:25
RA	Thursday	8:55-9:25

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Lesson Study Dates Using Professional Release Time:

K	9/19, ELA/Phonics
1	9/19, ELA/Phonics
2	10/17, 3/19 Conferring/ELA
3	11/21, 2/20 Math Workshop
4	11/21, 2/20 Math Workshop

Faculty Meetings (Bi Weekly, Wednesdays 3:50-4:50pm):

Date	Topic
Sept. 11	Opening De-Brief; Open House; TEVAL and STEP
Sept. 25	Student Centered Learning Definition
Oct. 9	True Colors/Gender Neutral Language
Oct. 23	Goal Setting/SEEK Conference (Teacher Directed)
Nov. 13	Family Conferences; Progress Reports
Dec. 11	Instructional Core, SCL
Jan. 15	instructional Core, SCL,
Jan. 29	Mid Year Conference/DISCOVER Conferences (Teacher Directed)
Feb. 12	Making Instruction/Student Learning Visible
Feb. 26	Making Instruction/Student Learning Visible
Mar. 11	Instructional Rounds
Mar. 25	CONFIRM Conference (Teacher Directed)
April 8	Instructional Rounds Debrief; Forecasting EOY Activities/Events
April 22	Class Lists/Ordering; Task AIW Presentation
May 13	Schedules; NGSS Debrief and Planning
May 27	End of Year/CONFIRM-SHARE Conference (Teacher Directed)
June 10	State of the School; School Development Plan Results