School Development Plan

2018-2019

GREEN= 6/11/19 Updates

Alignment of District Framework Statements to School Goals:

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.

School Goals for Student Centered Teaching/Learning:

- Students will experience student-centered, personalized learning in literacy (K - gr 4) and mathematics (gr 3 - 4) focusing on the practices of the workshop model including the use of grade level outcomes/learning progressions, mini lessons, conferring, running records, and flexible small group instruction.
- 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 science instruction that is aligned to the Next Generation Science Standards and practices.

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Performance Outcomes

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

Jan 2019: gr K-4: 75% STAR Reading

June 2019: MET gr K-4: 80% STAR Reading; MET 80% gr 3 & 4 at Level 3 or above SBAC

75% of students will demonstrate expected growth as measured by STAR assessments in reading. (Meeting expected growth= SGP 55+)

Jan 2019:   gr K-4 60% STAR SGP Met Expected Growth

June 2019: APPROACHING gr K-4 68% STAR SGP Expected Growth APPROACHING

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.

Jan 2019: gr K-4 66% At/Above Goal F & P

June 2019: MET gr K-4 84% At/Above Goal F & P

75% of students will meet expectations in mathematics as measured by State and local assessments.
Jan 2019: 78% STAR Math

June 2019: EXCEEDED 83% STAR Math; EXCEEDED 85% gr 3 & 4 at Level 3 or above SBAC

75% of students will demonstrate expected growth as measured by STAR assessments in mathematics. (Meeting expected growth= SGP 50+)

Jan 2019: 51% STAR Math SGP Met Expected Growth

June 2019: APPROACHING 65% STAR Math SGP Met Expected Growth

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Learning Outcomes

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

ELA collaboration- using micro progressions, learning progressions, and common assessment/tasks to create small groups for instruction/re-teaching

Using ELA self assessment tool to identify parts of workshop (small group instruction) and identify next steps

Math- using work samples and OGAP/Bridges/Fletcher learning progressions; Used Exemplar Jigsaw rubric to target communication and reasoning

Student:Student discourse protocols

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

Literacy Coach working w/ 2-4 conferring/progressions

Self Assessment Tool for independent reading, conferring

Developed common understanding/practices with progress monitoring tools that include running records, conferring notes, work samples, portfolios

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

Grade 3 and 4: 3 Act Tasks, Exemplar Tasks, Fosnot; Utilizing "thinking it through lesson" protocol; developed rubrics to focus on reasoning/communication

Grade 1 and 2: Modeled open ended tasks

Student to student discourse using accountable talk

Teachers will identify Next Generation Science Standards and components of units and lessons.

All grade levels have co taught NGSS unit; utilized JEPD days to co plan, unpack standards; Planned for next year that all grade levels will have one hour of STEM per week in addition to cotaught NGSS unit

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

Developed tiered classroom and pull out intervention cut scores, resources

Dreambox: 3rd and 4th grade students have started to take home laptops, teachers trained in progress monitoring and using resources for small group/individual mini lessons

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Actions and Professional Learning Plan

K- grade 1 teachers will unpack and explore resources that support word study and phonics instruction such as the Calkins Units of Study in Phonics for Grades K–2; Experiences will include lesson studies, model lessons, and crosswalks between existing programs. Teachers will work with literacy coach during collaboration and job embedded professional learning days.

Unit co-taught in both kindergarten classrooms, ongoing use of materials and supports; model lessons provided for in grade 1

First and K are attending TC workshop on phonics

Unpacked units, used JEPD supports, and completed crosswalk to ELA district documents/progressions

Grade 2 - Grade 4 teachers will work on conferring, the use of learning progressions, and side mission and flexible small group instruction with literacy coach; Experiences will include model lessons, co-teaching, job embedded professional learning.

Literacy Coach/District ELA Coordinator meets monthly with teams for professional learning

Lit Coach set goal w/ grade 2 teachers on conferring models/data collection

Grade 3 - 4 teachers will explore a variety of resources that includes the work of Jo Boaler, Dan Meyers, Cathy Fosnot, and Graham Fletcher. As part of this work teachers will implement math tasks that are personally relevant, rigorous, open-ended, and accessible to all learners.Teachers will build confering skills and classroom discourse strategies to achieve student learning objectives through the use of student work. This will be accomplished by utilizing lesson studies, co-teaching, modeling, and job embedded professional learning.

Math District Coordinator meets monthly with teams to provide professional learning on models, tasks, and learning progressions; including models for student centered math programs

Grade 3 and 4 have participated in four half day PD days working on tasks and SCL math workshop models

Gr 3 and 4 used STEP process to focus on building out understanding and practices for conferring and giving feedback

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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.

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School Climate and Connectedness Goals:

- Students, staff, and families will experience improved school safety, climate, and connectedness that will be supported with established school-wide adult practices which center on restorative practices, responsive classroom, and positive behavior interventions and supports.

  RISE expectations have been taught/modeled for staff, students, families; embedded in daily work w/ responsive classroom and assemblies

  Developed check in/check out and tiered interventions for behavioral supports

  3 teachers attended Responsive Classroom training; turn keyed to staff

  PD at staff meeting targeted defining restorative practices

  Leadership Team book study of Lost at School

  PTO branding "Whales RISE"

- Family engagement will increase through dual-capacity experiences that are developmental and service oriented.

  Family workshops each month (started in Nov) and covered various topics and included teacher leaders presenting on ESL/trans languaging, ELA/workshop, Intervention, and Science

  ESL/Spanish teacher completing STEP goal supporting dual capacity

  Lit Coach- Developing library to support trans languaging; Enrichment teacher developing student workshops targeting ELL students; PTO working on communication and engagement plan

  Communication- is targeted area of focus for 19-20 based on climate feedback

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Performance Outcomes

90% of staff will indicate in school surveys that they have a clear understanding of school-wide expectations for students.

100% of staff can name RISE expectations

School student behavioral data will show an increase in positive behaviors.

Baseline data created for student discipline (new practice) June 2019 Data: 12-1pm highest frequency of incidences; Non Compliance top issue with 34 referrals; Classroom and Buses are top locations for issues; 136 total referrals for the year (all minor teacher/office managed behaviors)

In parent surveys, 90% of families will respond positively to questions focused on communication practices.

87% Strongly Agree/Agree;   Increased participation rate from 40 (2018) to 78 (2019); 2o comments regarding need to improve communication (student performance, conferences, events, family engagement, tone/professionalism)

80% of families will respond positively to feedback regarding parent support programs.

100% of 8 families who attended parent/family workshops provided positive feedback

Baseline Data will be established using the School-Wide Evaluation Tool (SET v2.1) for adult practices regarding student expectations and climate.

Team Leaders reviewed assessment and informally used evaluation tool to establish first point. Will consider using assessment in 19-20

Learning Outcomes

Teachers will learn restorative practices with regards to classroom management and the Responsive Classroom model.

Teachers will create a school wide action plan that will drive continuous improvement in climate and culture.

Teachers will explore and develop dual capacity family experiences that deepen the partnership between the school and community.

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Actions and Professional Learning Plan

Teachers will participate in restorative practices workshops and inservice experiences.

Sent 3 teachers to restorative practices workshop; 3 attended Responsive Classroom workshop; all para's trained; four faculty meetings presented information, articles, video, and promising practices; Team Leaders read Lost at School

Cohort of teachers will participate and turn key learning from Responsive Classroom workshops.

3 attended workshop and shared with staff; made recommendations for 19-20

Goodwin Teacher leaders will conduct SET evaluation to build action plan for building culture and climate.

Informal use of evaluation tool; will reconsider at later date.

Teachers will pilot family conferences and workshops that will guide a school plan to increase capacity and practices within the dual-capacity framework.

Completed and successful though very small participation rate (total of 8 families); workshops shared information on SEL, Science/NGSS, reading, ESL, and intervention

Professional Learning Meetings to Support School Development Plan:

	ELA	Math	Intervention	SEL	Family Engagement
Faculty Meetings			☑	☑	☑
Job Embedded	☑	☑			
District Professional Learning	☑	☑			
Collaboration Meetings/Coaching	☑	☑	☑	☑	☑
Out of District Workshops				☑	

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Key Longitudinal Indicators

GREEN=as of 6/11/19 draft

Goodwin Enrollment

2015-2016	2016-2017	2017-2018	2018-2019
207	200	174 ↓	**189 ↑**

Goodwin Free/Reduced Lunch

2015-2016	2016-2017	2017-2018	2018-2019
24.6%	22.5%	25.3%	**27.2 ↑**

Goodwin English Language Learner

2015-2016	2016-2017	2017-2018	2018-2019
9.7%	10.5%	8.6% ↓	**10% ↑**

Goodwin Chronic Absenteeism

2015-2016	2016-2017	2017-2018	2018-2019
4%	3.5%	3.4%	**3.73% ↑**

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Smarter Balanced (SBAC) Results: <u>Grade 3 MATH (% at Level 3 or Above)</u>

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

Smarter Balanced (SBAC) Results: <u>Grade 3 MATH (% at Level 3 or Above)</u>

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

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

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

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

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