



Dorothy C. Goodwin  
Elementary School  
A Whale of a School

## School Development Plan

2018-2019

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

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

75% of students will demonstrate expected growth as measured by STAR assessments in reading.

75% of students will demonstrate expected growth as measured by STAR assessments in mathematics.

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.

### 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.

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

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

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

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

### 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.

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.

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 conferring 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.

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### 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.
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.

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

### Performance Outcomes

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

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

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

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

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

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### 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.

### Actions and Professional Learning Plan

Teachers will participate in restorative practices workshops and inservice experiences.

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

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

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

### Professional Learning Meetings to Support School Development Plan:

	ELA	Math	Intervention	SEL	Family Engagement
Faculty Meetings			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Job Embedded	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
District Professional Learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Collaboration Meetings/Coaching	<input checked="" type="checkbox"/>				
Out of District Workshops				<input checked="" type="checkbox"/>	

# Goodwin School Development Plan

## 2018-2019

### Key Longitudinal Indicators

#### Goodwin Enrollment

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
201	219	207	200	174↓	

#### Goodwin Free/Reduced Lunch

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
25.9%	25.1%	24.6%	22.5%	25.3%↑	

#### Goodwin English Language Learner

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
9%	6.4%	9.7%	10.5%	8.6%↓	

#### Goodwin Chronic Absenteeism

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
4%	n/a	4%	3.5%	3.4%↓	

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

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
GOODWIN	77%	93%	76%	87%↑	
District	71%	83%	73%	81.6%↑	

# Goodwin School Development Plan

## 2018-2019

State	54%	54.0%	51.8%	53.1%↑	
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**Smarter Balanced (SBAC) Results: Grade 3 MATH (% at Level 3 or Above)**

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>GOODWIN</b>	77%	89%	85%	77%↓	
<b>District</b>	69%	77%	74%	76.3%↑	
<b>State</b>	48%	52.8%	53.1%	53.8%↑	

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

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>GOODWIN</b>	78%	61%	88%	78%↓	
<b>District</b>	84%	74%	81%	84%↑	
<b>State</b>	55%	55.6%	54.1%	54.9%↑	

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

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>GOODWIN</b>	62%	71%	84%	70%↓	
<b>District</b>	75%	77%	80%	79.8%↓	
<b>State</b>	44%	48.0%	50.0%	51.3%↑	

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