

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Susan D. P. Muirhead

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Dorothy C. Goodwin School

(As it should appear in the official records)

School Mailing Address 321 Hunting Lodge Road

(If address is P.O. Box, also include street address.)

City Storrs State CT Zip Code+4 (9 digits total) 06268-1508

County Tolland County State School Code Number* 078

Telephone 860-429-6316 Fax 860-487-5641

Web site/URL http://mansfieldct.gov/content/11165/default.aspx E-mail muirheadsp@mansfieldct.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Principal's Signature)

Name of Superintendent*Mrs. Kelly Lyman

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: lymankm@mansfieldct.org

Other)

District Name Mansfield Tel. 860-429-3350

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Dr. Randall Walikonis, WalikonisRS@mansfieldct.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 4 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	14	13	27
K	12	26	38
1	18	18	36
2	21	25	46
3	25	7	32
4	17	23	40
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	107	112	219

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 14 % Asian
 - 2 % Black or African American
 - 9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 72 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 8%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	17
(4) Total number of students in the school as of October 1	204
(5) Total transferred students in row (3) divided by total students in row (4)	0.083
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 26 %
57 Total number ELL
 Number of non-English languages represented: 5
 Specify non-English languages: Arabic, Punjabi, Mandarin, Korean, Spanish
8. Students eligible for free/reduced-priced meals: 26 %
 Total number students who qualify: 57

Information for Public Schools Only - Data Provided by the State

The state has reported that 1 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 10 %
23 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>4</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>2</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>4</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>9</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>2</u> Multiple Disabilities | <u>1</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	12
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	16
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	96%	96%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: In partnership with families and community, our mission is to prepare our students academically, artistically, emotionally, physically and socially to become thoughtful and productative citizens.

PART III – SUMMARY

Goodwin Elementary School is one of three elementary schools in Mansfield, Connecticut. Our school is named for Dorothy C. Goodwin, a champion for education during her tenure in the Connecticut Legislature. Our rural town's rich and growing diversity is reflected in our school and we are proud of our affiliation with the University of Connecticut. Goodwin's diversity is reflected in our school community with 26% of students receiving free/reduced lunch, and 6.3% ELL services.

Goodwin has consistently exceeded the States "ultimate" target score of an 88 on the Connecticut's School Performance Index (SPI) and has been designated as an "excelling school." Through a strong curriculum and the Responsive Classroom philosophy, we emphasize character education and foster a nurturing, safe environment where children can take intellectual risks and achieve at their highest level.

Our mission statement reflects our staff's philosophy that "In partnership with families and community", we care deeply about the "academic, artistic, emotional, physical, and social" development of our students. Our programs are designed to meet the individual needs of each child. We know our families have entrusted us to develop their children's special talents and skills. Our staff is committed to providing a quality educational experience for each student while establishing a lasting relationship with each family. The home/school partnership and consistent communication are critical to our mission of creating life-long learners. Parent survey results show that 95.2% feel that "there are trusted adults in the school who [their] child can talk to or go to for help."

Goodwin has a total enrollment of 223 students, Pre-school through Grade 4, 10.3 % of which are identified as students who require special education. These 23 students includes our town-wide Intensive Resource Program where children with significant learning/therapeutic needs receive coordinated services that include occupational and physical therapists, a speech pathologist, a special education teacher, and visiting staff from the Bureau of Education and Services for the Blind and Program Builders (a behavioral program). We are a fully inclusive school with two additional special education teachers who co-teach in the classroom as well as educate students in the resource room. In 2012, our inclusive pre-school received accreditation from NAEYC.

A significant, positive benefit of our affiliation and close proximity to UConn is that its families come from all over the world to study or teach at the University. Twenty-nine percent of Goodwin's students are identified as non-white. Our school's ethnic and cultural diversity is enriched by families from many different countries including Serbia, South Korea, China, Saudi Arabia, India, Pakistan, Turkey, and Egypt. Our Student Ambassador Club assures that we are a welcoming school to all families and that we embrace and celebrate each other's cultures. An example of this is our International Potluck where foods from the different heritages of our families are shared and celebrated.

We have a supportive PTO that facilitates our mission through enrichment activities in classrooms and evening community-building events such as an ice cream social to welcome returning and new families; a student, parent, and staff basketball game; a sock-hop during TV Turn-Off week; movie night; and a magic show.

One of Goodwin's greatest strengths is its staff. We believe that each student's academic success and emotional health is a shared responsibility and we value a deeply reflective practice. Working collaboratively and collectively, we use Professional Learning Communities, weekly grade level team meetings, a school-wide Data Team. Response to Intervention (RtI) meetings every 6 weeks review student data, monitor student progress, differentiate instruction, and form intervention groups at appropriate instructional levels to ensure that every child is successful and learns with fidelity. A dedicated time block is included in every teacher's schedule for intervention or resource room which allows for supplemental instruction. Our literacy coach works collaboratively with our teachers and directly supports struggling students. Goodwin's school psychologist assists every student through the teaching of social skills in class and small groups. Our enrichment teacher works with academically gifted and talented students in small groups, teaches science to all grades and organizes our annual Science Fair. Our extra-curricular activities

include Ambassadors Club, Chess Club, Green Thumbs Club, Newspaper, and Homework Club. Our music and art teachers collaborate on Performance Arts Nights.

Our monthly Town Meetings showcase student and staff writing, celebrate birthdays, share special classroom activities, honor the accomplishments of students and staff, and end each meeting with our school song. Goodwin's inclusive traditions include daily morning announcements by our 4th graders, walk to school Wednesdays coordinated by our school nurse, weekly visits by the town librarian, Books on the Bus where our school librarian travels weekly to Goodwin neighborhoods during the summer, Thanksgiving Feast for all students and staff, before and after school programs, field days, Spanish classes for grades 2-4, and a K-1 writing celebration. Goodwin's mission, traditions, initiatives, solid curriculum and values nurture the whole child and build the foundation for college and career readiness.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

In 2009, the Connecticut State Board of Education adopted the Common Core State Standards (CCSS). Goodwin has aligned its curricula to the CCSS in Reading/LA and Mathematics, and is beginning to align with the recently adopted state standards for Science and Social Studies which are based upon the national standards. These standards prepare students for college or career readiness through a school-wide emphasis on critical thinking, inquiry, and comprehension, while building perseverance and evidence-based discourse.

The district Language Arts and Math Coordinators and our school Literacy Coach work with teachers to ensure consistency of instruction, systematic and scaffolded knowledge and skill development, objective assessment practices, planning for interventions, and professional development of staff. Staff continues to refine the curriculum to more deeply align with CCSS. Using Understanding by Design (UbD), student-centered curriculum was written with overarching understandings, essential and focus questions, and important skills and concepts. Teachers employ research-based practices to systematically teach within the scope and sequence of the curricula. Teachers differentiate instruction based upon the students' readiness level, interest, and learning needs which allows students to access the curriculum in meaningful and challenging ways. Technology is fully integrated into all curricula. District-wide PK-8 Curriculum Councils meet regularly for discussion and planning of all curricula.

ELA/Reading:

Reading is supported across all content areas. A balanced and focused approach to reading instruction is practiced through explicit instruction and modeling, independent reading with self-selected texts, at-home reading, and teacher read-alouds for modeling and thinking aloud. All grade levels participate in whole group focus lessons, as well as Guided Reading groups, which are designed to teach students reading strategies and actively engage them in the reading process. The program incorporates phonics, fluency, decoding, and comprehension skills. Teachers use leveled fiction and informational books allowing for differentiation. A school-wide Fountas and Pinnell leveled book room is equipped with multiple copies of texts to use during classroom instructional time. Junior Great Books enhances students' abilities to "read closely", determine what a text explicitly says, make logical inferences, and cite specific textual evidence to support their thinking.

Mansfield's Language Arts curriculum incorporates the essential components of reading, writing, speaking, listening and language skills. Research-based teaching strategies form a balanced literacy model. Through the Writing Workshop model, students receive daily, scaffolded, and modeled instruction. Students of all grades engage in information/explanatory, opinion, and narrative writing. Benchmark writing prompts are given throughout the year to monitor progress and inform instruction.

Math:

The mathematics curriculum is rigorous, cohesive, focused, engaging, and accessible to all learners. The Bridges in Mathematics Program allows students to develop their understanding using concrete models and problem solving. Students' discourse allows them to create viable arguments and critique each other's reasoning as they deepen their own understandings of concepts. A consistent set of visual models are used across the grade levels. These models allow students to see, touch, and sketch ideas in their minds, as they understand, construct, and apply mathematical ideas. The learning process begins with concrete materials, applies the concepts to real world situations, and finally transfers the knowledge to the abstract by using algorithms. Students practice making and testing conjectures while they record their mathematical thinking. Work stations focus on current concept instruction and allow for differentiation.

Science:

Presently, the Science Curriculum provides a solid foundation in physical, earth, and life sciences. The

grade level scope and sequence is designed to build upon prior knowledge and experiences while continuing to reinforce important concepts. The curriculum goals were based on Project 2061, Science for All Americans, and the National Science Education Standards. Curriculum goals include understanding and applying scientific inquiry, participating in activities which are evidence-based, and encouraging a greater understanding of the world. Our enrichment teacher plans school-wide events which encourage extra-curricular inquiry activities such as model rockets, egg-drops, and VEX robotics.

Social Studies:

All students demonstrate their learning in history, geography, social/cultural, economic and political considerations in the world through written work, oral expression, portfolios, peer teaching, drawings, diagrams, creative projects, or collaborative work. Focus varies in different grades and includes the study of different cultures, customs, communities, American heroes and heroines, and North America's indigenous people. Goodwin faculty has been invited to work with UConn to create state curriculum exemplars aligned with the new Connecticut Social Studies Frameworks.

Preschool:

Currently, our integrated preschool uses the CT Preschool Assessment Framework (CTPAF) and the Early Learning Development Standards (ELDS) as our core curriculum. Connecticut's Preschool Curriculum Framework, Cycle of Intentional Teaching, is used throughout the program. Each preschool activity aligns with a CTPAF standard which include domains of personal/social, physical, cognitive and creative development. The ELDS are organized by the following domains: Social and Emotional Development, Physical Health and Development, Language and Literacy, Creative Arts, Mathematics, Science, Cognition, and Social Studies. We use these documents, assessment information, and children's interest to inform curriculum and instruction, foster children's growth and development, individualize instruction, share information with families, and prepare our students for kindergarten.

2. Other Curriculum Areas:

Goodwin Elementary core curriculum is enhanced through Physical Education, Spanish, Music, Art, Library, and Technology. Each content area curriculum is built upon their state and national standards.

Our Physical Education curriculum is based on the psychomotor, cognitive, and affective domains. Through a skill-themed approach that includes whole-gym obstacle courses, rock climbing, and cross-country skiing, students are introduced to a variety of activities which promote group cooperation, individual motor success, development of self-confidence and motor knowledge. Students learn the fundamental skills and later refine these abilities playing specific sports (frisbee, basketball, floor hockey), in recreational activities.

Student achievement and success is based on a differentiated instruction model. Through the use of movement concepts (speeds, distances, relationships), students are provided with opportunities to choose their own level of challenge. Examples of this are our outdoor school Ropes Course and Trestle Tree (Whittle Apparatus). Trestle Tree consists of several components and is creatively assembled daily, in a variety of shapes resembling a cross between gymnastics apparatus and an indoor playscape. The components of the Trestle Tree include: trestles of various heights, balance beams and boards of assorted widths, bridges, ladders, bars, cargo nets, rope elements, zip lines, zap lines and mats. As students develop skills, the Trestle Tree is modified to allow the students to practice the following: jumping, landing, balancing, motor planning, creative movement and physical fitness. Students work on problem solving, risk taking, creativity, movement exploration, and developing self-esteem. The Trestle Tree begins "low and slow" with simple challenges that progressively extend the challenge by elevating the heights of the components and changing the configuration of the Trestle Tree. These changes occur as the students' progress through the grade levels as well as within each year's unit of study. All preschoolers and kindergarteners receive 30 minutes of physical education per week while grades 1-4 receive 90 minutes each week. Ninety minutes per week of Adaptive PE helps meet the needs of our students with multiple disabilities through augmenting their therapeutic goals and modifying and extending their regular PE class.

The school nurse teaches dental hygiene to 1st graders, nutrition to 2nd graders and human development and hygiene to 4th graders. She promotes self-care, exercise, and the national programs “My Plate” and “9-5-2-1-0” to all students. She is our liaison for the local health district’s “Be Well” program, promoting overall well-being for the staff.

Spanish instruction is provided 15 minutes per day to all grade 2-4 students. The district Spanish program prides itself on immersing students into both the Spanish language and cultures of Spanish speaking countries around the world. The Spanish program at Goodwin is based upon the four C’s: communication, cultures, comparisons and connections.

Our Music and Art programs provide students opportunities to think critically, be creative, and learn and practice fundamental skills. Students attend each of these programs for 60 minutes each week. Preschoolers attend music for 30 minutes per week. The goals for the Art curriculum are to refine students’ ability to create their own art, develop their appreciation for different forms of art from cultures across history and around the globe, and gain the ability to respond to art intellectually and emotionally. Student work is displayed at school and electronically at the Board of Education office. During music education, students experience musical theory, rhythmic awareness, movement, instrumental exploration, melodic development, and music history and appreciation. Grade level performances occur monthly at Town Meetings. We offer two instrumental music programs, Suzuki violin/cello open to all K-4 students and the middle school Instrumental Program for 4th grade students before school. The Music and Art teachers collaborate on a culminating Performing and Visual Arts Night.

Technology is embedded in our curriculum. Preschool through grade 4 classes are scheduled for the computer lab for 30 minutes. During this time, classroom lessons are enhanced through teaching the skills necessary to independently select the appropriate application for their specific academic task or to reinforce skills taught in the classroom through a variety of programs or websites. Students are also taught how to use search engines, internet group documents (GoogleDocs), and online databases in a safe and effective manner. Technology lessons are aligned with the scope and sequence of the grade level curriculum and the rigor of the technology curriculum increases accordingly. Library is scheduled similarly and students experience read-alouds, use the on-line catalog, select independent reading books, and learn library etiquette.

3. Instructional Methods and Interventions:

Differentiation for all students is a deeply held value in the Goodwin community. We are a fully inclusive school. Classroom teachers lead the way with multiple instructional strategies designed to meet student’s needs and create environments with appropriate challenge for all. They take seriously the RTI model, the basis of which is well-designed core instruction. In Language Arts, guided reading is taught in blocks, giving each student consistent reading instruction targeted to their immediate learning needs 4 times per week. Teaching teams establish groups and regroup students every 6 weeks based on data from running records and retellings. Writer’s Workshop, Literacy Centers, Junior Great Books, Literature Circles, and SEM-R (Dr. Sally Reis’s enrichment-based reading program) are examples of programs that work together to create learners who are stimulated and challenged to be deep thinkers. Students in mathematics are similarly challenged to use math knowledge to solve problems. Teachers engage students as life-long problems solvers by putting a strong emphasis on the use of math vocabulary to explain their thinking, orally and in writing. Teachers encourage collaborative problem-solving by educating students to be respectful and clear in their student discourse.

Ongoing individual student data is reviewed and teachers brainstorm classroom-based interventions for students who are not meeting or far exceeding the benchmarks. If a more intense intervention is required, student data is discussed at our RTI meetings. Fluid groups are established based on student goals, a scientifically researched-based intervention is selected based on student need and the team chooses the specifics of delivery. Effective interventions used are Great Leaps, Read Naturally, Soar to Success, Power Reading, and PALS. For those who far exceed the benchmarks, our enrichment teacher works to challenge them at their level in math, reading, and scientific inquiry.

Technology is infused into all teaching and learning throughout the day. Interactive white boards show student work, exemplars and rubrics, as well as expanding knowledge through videos, pictures and text. Grades 3 and 4 use Chromebooks for Writing Workshop, where students share their writing via Google apps with a teacher or student as they work to develop, organize and edit their work. This is done at a pace based on student needs. Chromebooks and iPads, along with programs that include Lexia , Raz-Kids, Edmark, Books on Tape, and Clicker 6 are programs used consistently to reinforce and remediate math and reading skills where students have shown difficulty. Our students with disabilities also benefit from technology by communicating via TouchChat, NovaChat and the Accent 1200 (a communication system that includes eye gaze).

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Until 2013, the Connecticut Mastery Test (CMT) was required for all grade 3 to 8 students. This assessment identified five levels of student performance as Below Basic, Basic, Proficient, Goal, and Advanced. The School Performance Index (SPI) is the average of all CMT test performances for all subjects tested for all students in the school. Connecticut’s “ultimate” target is 88 points. With this score, students will have performed at or above Goal level on the majority of tests. Goodwin has been classified as an “Excelling” school, the highest in a six-category classification. An excelling school has an overall SPI of 88 or above and more than 25% of students score “Advanced” in a majority of subjects tested and the majority of subgroup gaps are less than 10 SPI points and the CMT participation rate is at least 95%. Subgroups were too small for reliable reporting (less than 20).

CMT results from 2009 to 2013 show the percentage of Grade 3 students at or above Goal increased from 75.0% to 96.6% in Mathematics, from 75.0% to 89.7% in Reading and from 69.4% to 82.8% in Writing. In Grade 4, students at or above goal in Mathematics rose from 76.3% to 79.5%, in Reading from 78.9% to 79.5% and in Writing from 73.7% to 76.9%. The trend over time is increasing percentages, with the majority of intervening years higher than 2009, all while making the shift in curriculum and instruction to CCSS.

The 2013, Grade 4 cohort data identifies how the same students perform from one year to the next. These results indicate students at or above goal increasing in Reading from 69.4% to 77.8% and Writing from 72.2% to 77.8% while showing a decline in Math 83.3% to 77.8%. Our district math consultant and school literacy coach work closely with our teachers to provide support, especially with the shift to CCSS.

Instruction at all levels is differentiated, monitored, assessed, and adjusted in order to assure that all students show progress and meet grade level expectations.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Formative assessment data is collected tri-annually using DRA-2, Fountas and Pinnell, PAST, DIBELS, Developmental Spelling Assessment, and STAR Math and Reading, along with ongoing curriculum assessments and teacher observations. This year, in place of state testing, Goodwin is relying heavily on these assessments to determine student growth and achievement. Our Assessment Partnership Team consisting of our Literacy Coach, classroom and special education teachers complete the norm and criterion-referenced assessments within a short timeframe in order to assure consistent administration and reliable results.

RtI meetings occur every six weeks where the data is used to drive classroom instruction, determine and provide Tier 1 support in the classroom, and identify students in need of Tier 2 and 3 interventions. Individual student data is examined, SMART goals are determined, and intervention plans are created for struggling students. Every two weeks during Grade Level meetings, the Literacy Coach and classroom teachers closely progress monitor these at-risk students. On alternate weeks, teachers discuss methods and activities to promote all students’ achievement.

For example, our STAR 2015 Winter Reading assessment showed that from fall to winter, students have increased in grade 2 from 89% to 91%, grade 3 from 63% to 69%, and 77% to 82% in grade 4. The school-wide Data Team reviewed the results within a week of test administration and presented them to the staff. A plan for grade 3 students was developed which included reorganizing reading groups with targeted instruction based upon fluency, and comprehension levels. At the RtI meeting, individual student data was reviewed and new SMART goals were set based upon individual student progress with progress monitoring every two weeks.

Parents are informed of their children's progress through parent/teacher conferences, tri-annual progress reports, frequent parent discussions and email. Monthly collaboration meetings with teachers, parents, and support staff are conducted for students with an IEP or 504 to discuss progress and plan next steps.

Part VI School Support

1. School Climate/Culture

Goodwin Elementary School is committed to furthering the Mansfield Board of Education goal of promoting the cognitive, social and emotional development of each student while also cultivating character and fostering civic engagement. This is achieved through multiple paths. Classroom teachers are trained in Responsive Classroom techniques where students are part of developing a code of conduct for their classrooms. Morning meetings, group work and the opportunity for respectful discussion are all components that promote healthy interactions between students and adults. The curriculum includes regular social skills instruction in all classrooms with the school psychologist providing lessons in character education. Children from K-2 created a “kindness quilt” which was prominently displayed in the main school hallway. A celebration of random acts of kindness continues to be highlighted by morning announcements that note positive actions by students. The practice of monthly school-wide Town Meetings provides an opportunity for children to take risks by sharing a skill, whether by singing, reading poetry or sharing an art project in front of a welcoming audience. Currently, the Goodwin Ambassadors, a fourth grade leadership group, are charged with promoting the school’s positive climate message by supporting a wide range of activities from food drives to school spirit week. These activities, in addition to a rich range of after school clubs, provide an opportunity to recognize skills and interests beyond the traditional school curriculum with the intention of celebrating each child as a unique learner.

The school has benefited from its proximity to the University of Connecticut. This has fostered a composition of students who represent a wide range of cultures, religions and ethnic backgrounds. It has increased our awareness of the global community beyond our immediate doors. Our diversity has provided us the invaluable teaching opportunity to learn respect for individual differences, while also seeking understanding on what similarities we all share. There is also a sense of responsibility for our planet through such initiatives as recycling, composting, and working in the school greenhouse.

Our school leadership recognizes that fostering positive school culture begins by ensuring that staff, whether para-educators, teacher, nurse, or secretary have an opportunity to share their ideas and have their voices heard. Professional development opportunities target conflict resolutions skills, anti-bullying measures and ways to increase inclusion. Staff meetings, PLCs, and team collaborations are settings in which to share ideas and gain understanding. Periodic celebrations among staff, as well as PTO events, continue to create a sense of belonging within our school community. Most important, direct communication is welcomed and encouraged. The sense of connection and support among staff allows us to collectively focus our energy on helping each student reach their full potential.

2. Engaging Families and Community

Fostering strong family and community ties are critical to Goodwin’s success. Staff, students, families, and the community at large work together as a team to ensure the academic, social, and emotional success of each student. Consistent communication, an active PTO, partnerships with local universities, and other community resources are hallmarks of our school.

Throughout the school year, our PTO’s overarching goal is to strengthen the home and school connection. From monthly meetings to a myriad of social events, the PTO encourages broad participation for all members. Family picnics, the Harvest Festival, Book Fairs, staff luncheons, Welcome Ice Cream Social, and yearly fundraiser, The Whale Bash School Fair, are Goodwin traditions. The PTO offers enrichment programs such as Artist-in-Residence, science activities through High Touch High Tech, and staff grants. Philanthropy is promoted through the annual food drives and the Backpack Brigade where school supplies are donated.

Communication between school and home takes many forms. Open House Night and Fall Conferences are attended by over 90% of our families. Parent, staff and student surveys are given bi-annually with results shared with all stakeholders. The principal’s monthly Coffee and Conversation provides an informal

setting for parents to stay updated and ask questions about school initiatives or concerns including CCSS, school safety, and budget. Goodwin's informational website is updated bi-weekly, and school-wide communication is sent home weekly via an electronic backpack. Teachers communicate with parents through newsletters, email, phone, and conferences.

Goodwin provides many opportunities for families to feel vested in the school community including the Mileage Club at recess which is organized by parents, positive parenting workshops presented by our school psychologist, Books and Breakfast with our librarian, and parent volunteers in the classrooms, office, and on committees such as hiring, climate, safety, and Blue Ribbon. Annually, the local police join our students and families for Walk-to-School days and the fire fighters support Fire Safety Week, provide a hook and ladder truck for our annual Egg Drop Contest, and provide a tanker truck for our Waterslide Day.

We pride ourselves on being a teaching school which supports pedagogy beyond our school community. A number of our teachers are adjunct professors at the university level. Our proximity to UConn and Eastern Connecticut State University allows education professors to hold classes at Goodwin. Additionally, our students' learning is enhanced by our relationship with undergraduate and graduate interns who bring enthusiasm and knowledge to our writing, reading, physical education, and school health programs.

3. Professional Development

The foundation of Goodwin's pursuit for academic excellence for all is founded upon its support of the highest quality staff with a rich and varied professional development experience. According to Connecticut's School Performance Index, Goodwin has been designated as an Excelling School. The key to our success is professional development, which takes place through our literacy consultant, school literacy coach, math consultant and technology specialist working with our staff. Teachers meet at the district level six times per year to ensure a purposeful, predictable and deliberate approach to addressing instruction, curriculum, and assessment issues inherent in district initiatives such as implementation of CCSS. Over the past five years, teachers have received in-depth professional development in the Responsive Classroom, Bridges Math, RtI, and inquiry based science. Goodwin has collaborated with UConn professor, Dr. Doug Kaufman, to adopt his Literacy/Writers Workshop Model. Teachers have presented on several aspects of this workshop model at NCTE for several years.

Mansfield's Professional Learning and Evaluation Plan is designed to create pathways for the continuous learning and advancement of educational professionals throughout their career. Individualized meetings with the principal include collaborative goal-setting based upon their current students, mid-year review to reflect on student progress, providing support, and end of year reflections. In addition to extensive professional development provided in district, administration encourages staff to assume responsibility for their own professional development by seeking additional outside opportunities that align with building goals. New teachers are trained in best practices and reflective teaching through the mentoring program, TEAM, for three years. Para-educators participate in district professional development and are encouraged to attend the para-educator state conference.

A significant factor influencing teacher growth and development is the time provided for professional collaboration. Bi-monthly faculty meetings are used as workshops to share best practices, align curriculum to CCSS (shifts to CCSS, close reading of text, text complexity, etc.) and ensure student safety. Weekly common grade level planning periods are dedicated to the sharing of effective practices and the alignment of instruction strategies across grade levels. Bi-monthly vertical team, staff-led professional learning communities (PLCs) involve discussions regarding literacy, numeracy, technology, assessments, school climate, and alignment. Data teams meet three times per year to review school-wide data to assure that we are meeting our building goals, complete a needs assessment, and report at a faculty meeting on our accomplishments. Goodwin's professional development works effectively to build programmatic capacity and improve student achievement.

4. School Leadership

Goodwin Elementary School's mission states, "In partnership with families and community, our mission is to prepare our students academically, artistically, emotionally, physically and socially to become thoughtful and productive citizens." This was reflected in the hiring of the current principal. The committee consisted of 23 parents, staff, administrators, and board members. Additionally, an all-day interview included the entire staff and parent volunteers. This process ensured the commitment to a collaborative leadership approach that fosters a shared vision of school practices, environment, and community. Teachers, staff, parents, and the principal support each other and pursue an inclusive professional dialogue.

Staff is provided with opportunities to develop a sense of belonging, ownership over their learning, and self-advocacy to reach the high expectations set for them. As such, the principal strives to provide knowledge on best practices, CCSS, and technical skills, and has a deep commitment to the overall well-being, growth, and development of each member of our community. Teacher leaders regularly report to the faculty on accomplishments and needs from data, RtI, student support, grade level, and PLC meetings. Within these meetings, members are encouraged to share ideas on instructional and behavioral strategies, curriculum, student interventions, best practices, and future growth initiatives which are aligned with the schools core values and beliefs.

Significant effort is expended on providing a caring and safe learning environment. Our staff understands each child's unique social/emotional, cognitive and physical development in order to effectively support their needs. Students' knowledge of how much the staff cares for them facilitates change. Each morning, students are greeted by the principal by name as they arrive, and welcomed by their teacher into their classroom. This proactive approach holds true for families as well. The staff conveys a sense of caring about each child to parents by sending personalized, positive notes home, resulting in parents and school being on the same page.

The principal provides support to teachers and acknowledges staff for their accomplishments and the vital role they play in our community. She consistently strives to build trusting relationships via classroom visits, personal notes to reinforce best practices, and acting as another set of eyes. With multiple new initiatives, she meets each teacher at their own developmental level and supports them in reaching their goals.

It is through shared knowledge, skills, and interpersonal relationships that the principal and staff endeavor to personalize our school for all stakeholders.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Connecticut Mastery Test</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Connecticut State Department of Education</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	100	92	94	91	89
Advanced	41	44	63	44	44
Number of students tested	29	39	35	32	36
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	3	6	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above			82		
Advanced			36		
Number of students tested	5	6	11	8	9
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested	2	3	4	5	6
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested	2	0	0	2	0
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested	0	8	2	3	5
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested	0	0	0	1	0
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested	7	4	4	4	3

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	1
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	100	96	93	92	89
Advanced	43	44	69	38	48
Number of students tested	21	27	29	24	27
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested	1	0	0	0	0
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Connecticut Mastery Test</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Connecticut State Department of Education</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	95	97	97	94	92
Advanced	31	74	52	62	40
Number of students tested	39	38	29	34	38
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	8	5	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above		91			91
Advanced		55			36
Number of students tested	4	11	4	6	11
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested	3	4	4	4	5
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested	0	0	1	0	2
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested	7	2	3	2	1
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested	0	0	1	0	2
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested	3	6	3	3	5
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested	0	0	0	1	0
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	97	97	96	93	90
Advanced	28	73	46	57	33
Number of students tested	29	30	22	28	30
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Connecticut Mastery Test</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Connecticut State Department of Education</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	100	90	94	72	81
Advanced	48	28	37	31	31
Number of students tested	29	39	35	32	36
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	14	15	26	25	19
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above			91		
Advanced			18		
Number of students tested	5	6	11	8	9
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested	2	3	4	5	6
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested	2	0	0	2	0
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested	0	8	2	3	5
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested	0	0	0	1	0
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested	7	4	4	4	3
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested	0	0	0	0	1
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	100	93	93	71	89
Advanced	57	30	41	25	30
Number of students tested	21	27	29	24	27
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested	1	0	0	0	0
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Connecticut Mastery Test</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Connecticut State Dept. of Education</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	90	95	86	94	90
Advanced	23	50	41	29	32
Number of students tested	39	38	29	34	38
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	3	6	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above		82			91
Advanced		18			18
Number of students tested	4	11	4	6	11
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested	3	4	4	4	5
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested	0	0	1	0	2
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested	7	2	3	2	1
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested	0	0	1	0	2
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested	3	6	3	3	5
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested	0	0	0	1	0
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	90	93	82	96	87
Advanced	24	53	32	25	33
Number of students tested	29	30	22	28	30
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: