



School Improvement Plan

Goshen Center School

2018-2019

Staff

Tracy Keilty, Principal

Kristin Lutz, Psychologist

Jacqueline Gray, Prekindergarten

Jennifer Johnson, Kindergarten

Emily Stocker, Kindergarten

Tara McMahon, First Grade

Sarah Miller, First Grade

Cheryl Martinelli, Second Grade

Amy Kennedy, Director of CIA

Julie Quinn, Third Grade

Margaret Layman, Fourth Grade

Kassandra Mullen, Fourth Grade

Vanessa Spino, Fifth Grade

Phil Pane, Valarie Leifert, Sixth Grade

Kelly Grace, Sixth Grade

Jessica Perotti, Special Services

Bethany Cassidy, Special Services

Robin Moore, STEM Coordinator

Sara Bills, Music

Caitlin Serpliss, Instrumental

Andrew Gauvain, P.E.

Elisabeth Domonell, Speech Pathologist

Alisa Wright, Health & Wellness

Laurie Sweet, Art

Kathleen Ruiz, Spanish

Board of Education Members

Craig Robillard

Chris Sanders

Nell Glass



District Mission Statement:

To Prepare All Students for Learning, Living and Achieving

Learning Expectations:

Community and Civic Responsibility

Collaboration

Communication

Information Literacy Climate

Problem Solving

Core Values:

Love of Learning

Integrity

Friendship and Respect

Educational Excellence

Motto:

Goshen Center School Vision

Our vision is to create a supportive school community with high expectations in which all children and adults feel welcomed, respected, trusted, and valued. Our learners will achieve academic and personal growth through rich, varied experiences in a safe environment conducive to diverse learning styles.

At Goshen Center School, we:

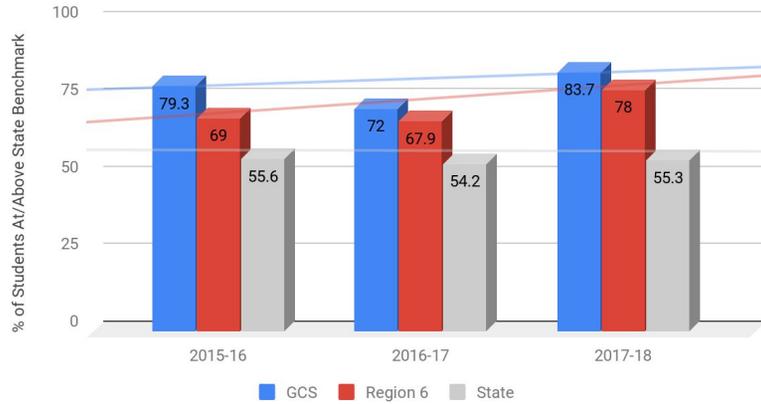
- encourage an environment where we can learn together and support each other.
- foster a positive school climate of a caring community which respects and values diversity and nurtures everyone's self-esteem.
- families are recognized as partners in the learning process.
- high standards and expectations must be maintained through a system of accountability for all students.
- create lifelong learners.
- encourage all students to value best effort and assume increasing responsibility for their own learning.
- create and sustain a student-centered learning environment where educators are encouraged to meet the needs of all learners.
- foster lifelong learning and responsible citizenship.

School Improvement Vision

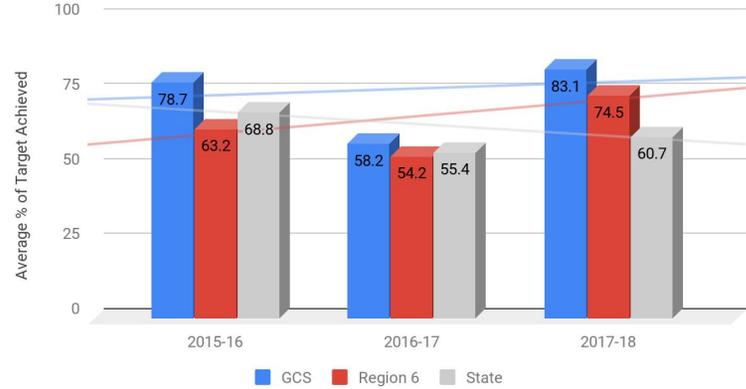
Curriculum	<i>CURRICULUM will be regularly analyzed, adjusted and strengthened to align with the rigor of Connecticut State Standards across all content areas.</i>
Instruction	<i>INSTRUCTION will be driven by individual student need (personalized learning).</i>
Assessment	<i>Multiple forms of ASSESSMENT (qualitative and quantitative) will be used to measure progress and inform decisions.</i>
Positive School Climate	<i>POSITIVE SCHOOL CLIMATE will align with the mission, vision, core values and goals of the school.</i>

School Performance Summary

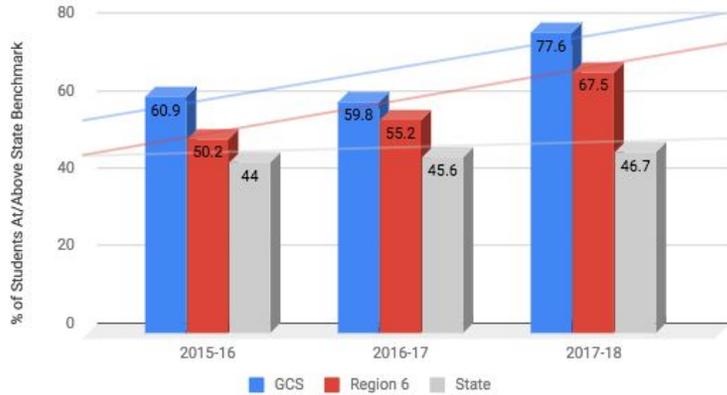
GCS Smarter Balanced ELA Achievement Comparisons



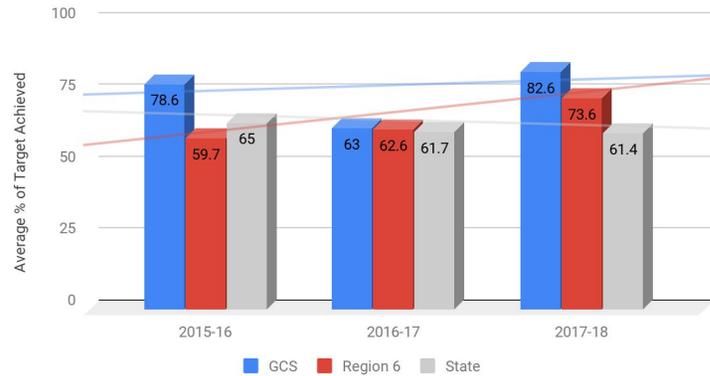
GCS Smarter Balanced ELA Growth Comparisons



GCS Smarter Balanced Math Achievement Comparisons

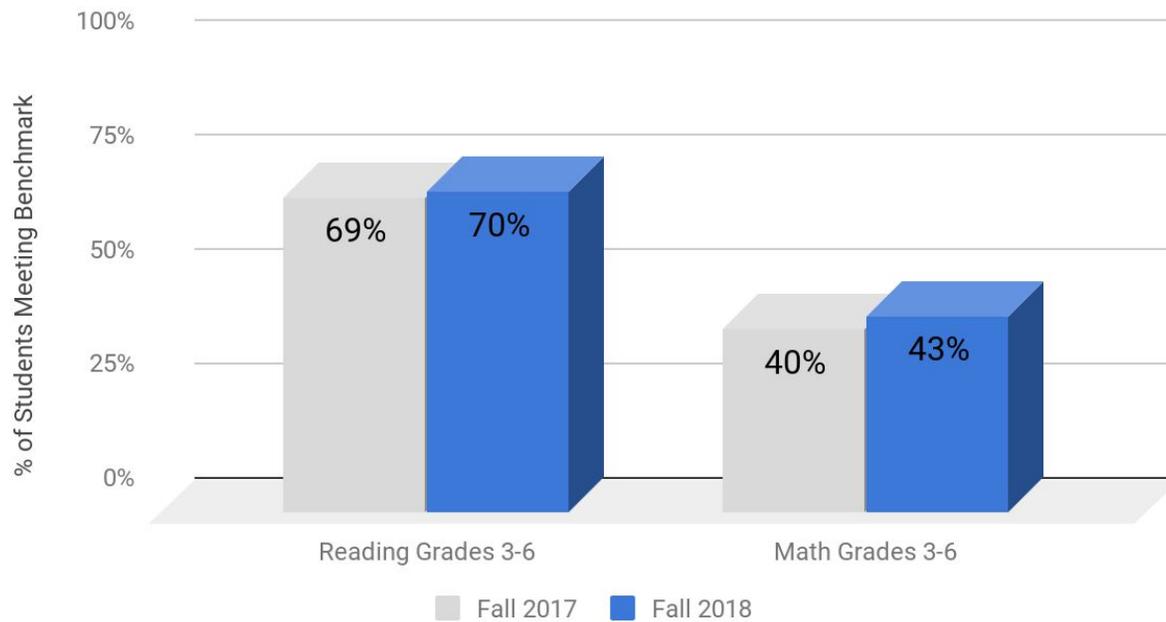


GCS Smarter Balanced Math Growth Comparisons



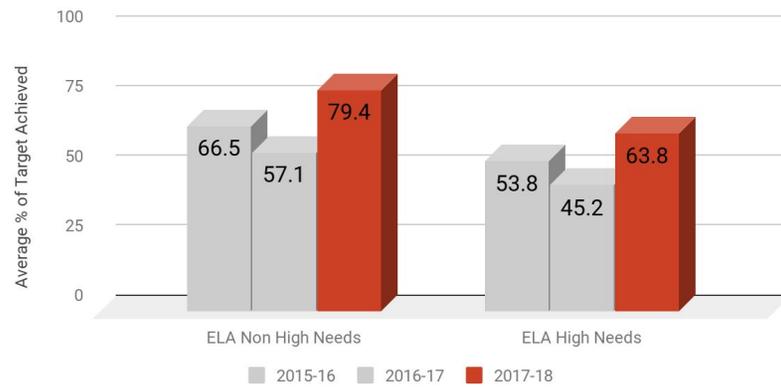
Fall Baseline STAR Data

GCS STAR Fall 2018 Baseline Performance

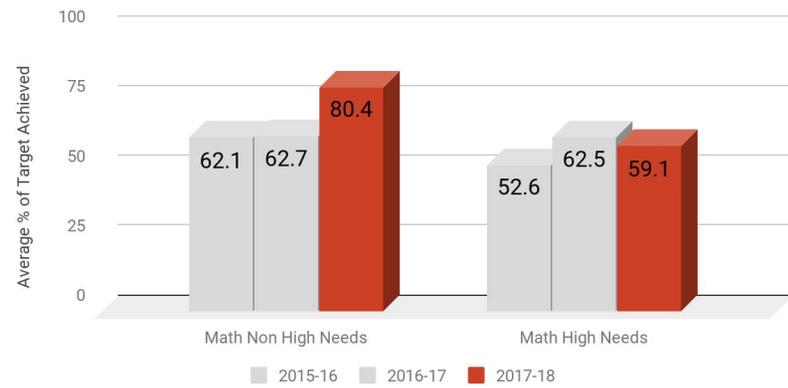


Relevant District Level Data

**Region 6 Smarter Balanced ELA 3 Year Trends by Subgroup
Smarter Balanced Growth**

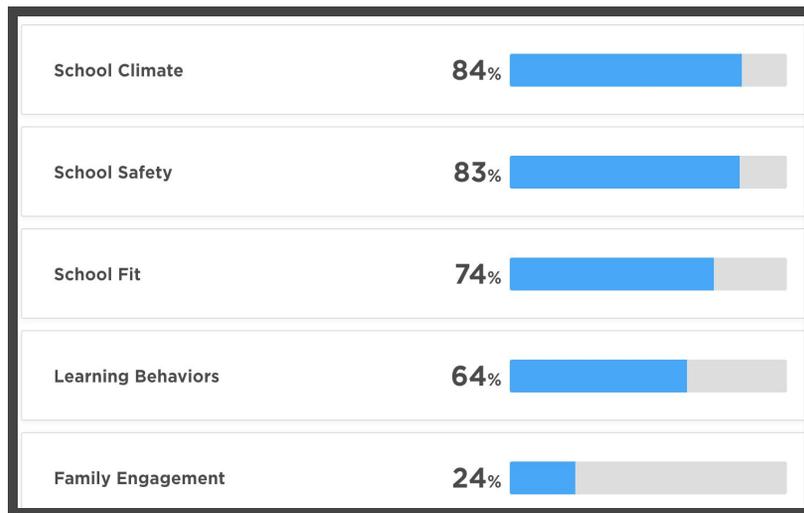


**Region 6 Smarter Balanced Math 3 Year Trends by Subgroup
Smarter Balanced Growth**

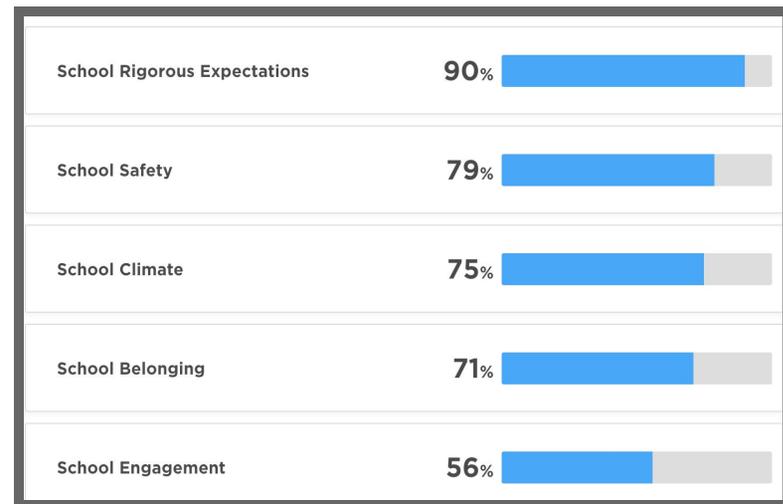


School Climate Survey Data

Student Survey Results



Parent Survey Results



Needs Assessment

Quantitative Evidence of Areas for Focus

Curriculum

- 2017-18 teachers implemented NGSS science units. Teachers primarily used Mystery Science for science.
 - 20% of NGSS units were taught in 2017-18
- Revisiting alignment of grades 2 and 5 math.
 - Over the past 3 years grades 2 & 5 were the lowest performing grades at Goshen Center School.
 - According to assessment SBA and STAR data some curricular gaps and overlaps - (skills and concepts being deemphasized and over emphasized) Grades 2 & 5 are outliers in Math.

Instruction

- Per Student Survey -
 - 46% of students responded favorably to the question, “How excited are you about going to your classes?”
 - 34% of students responded favorably to the question, “When you are not at school, how often do you talk about ideas from your classes?”
- Per Family Survey-
 - 49% of families responded favorably to the question, “On average, how well does your child work independently on learning activities at home?”
- Per Staff Survey-
 - 78% of staff responded favorably to the question, “How thoroughly do you feel you know all the content you need to teach?”
- 70% of teachers at Goshen Center School chose differentiated instruction for their area of professional growth on the teacher evaluation

Assessment

- Reading 2018 Results
 - 84% of grade 3-6 students at or above level 3 on SBA Reading - Spring 2018

- 74% of students at SGP of 50 or above on STAR Reading - Fall 2018
- **Math - Spring 2018 results**
 - 79% of Grades 3-6 students at or above Level 3 on SBA Math - Spring 2018
 - 46% of students at SGP of 50 or above on STAR Math - Fall 2018
- **SBA - Spring 2018**

84% of students in Gr. 3-6 met the SBA goal for ELA.
79% of students in Grades 3-6 met the SBA goal for MATH.
- **STAR Reading - Fall 2018**
 - Grade K - 58% of students met or exceeded 50 SGP Early Literacy
 - Grade 1 - 56 % of students meeting or exceeding 50 SGP - Early Literacy
 - Grade 2 - 62% of students meeting or exceeding 50 SGP
 - Grade 3 - 46% of students meeting or exceeding 50 SGP
 - Grade 4 - 41% of students meeting or exceeding 50 SGP
 - Grade 5 - 45% of students meeting or exceeding 50 SGP
 - Grade 6 - 33% of students meeting or exceeding 50 SGP
- **STAR Math - Fall 2018**
 - Grade 1 - 56% of students meeting or exceeding 50 SGP
 - Grade 2 - 45% of students meeting or exceeding 50 SGP
 - Grade 3 - 41% of students meeting or exceeding 50 SGP
 - Grade 4 - 35% of students meeting or exceeding 50 SGP
 - Grade 5 - 51% of students meeting or exceeding 50 SGP
 - Grade 6 - 50% of students meeting or exceeding 50 SGP

Climate

- **Per Student Survey-**
 - 47% of students responded favorably to the question, “At your school how much does the behavior of other students hurt or help your learning?”
- **Per Family Survey-**
 - 64% of parents responded favorably to the question, “How comfortable is your child asking for help from school

adults?”

- 21% of parents responded favorably to the question, “In the past year, how often have you helped out in your child’s school?”

Needs Assessment

Qualitative Evidence of Areas for Focus

Curriculum

- NGSS (Next Generation Science Standards) curriculum rollout planned for this year
- Gaps and overlaps between local curricula and the expectations within the state standards.

Instruction

- Differentiated instruction
- To continue data-driven analysis and instruction that allows students to maintain or increase their levels on SBA and/or STAR often.
- Instructional shifts of the NGSS

Assessment

- There is a need for students to continue to be exposed to rigorous standards-based assessments such as the SBA interim assessments.

Climate

- Improve school and family engagement
- Lack of parent involvement on Twitter, Instagram and visiting GCS website

Focus Area Initiatives

Curriculum

- Curriculum will be regularly analyzed, adjusted and strengthened to align with the rigor of the Connecticut State Standards across all content areas specifically grades 2 and 5 teachers will align mathematics units and unpack.
- Every grade level k-6 will be teaching NGSS units with full implementation.

Instruction

- Instruction will be driven by data analysis and thoughtful long-term planning.
- Differentiated instruction will be a priority in classrooms to ensure all students learning needs are met at all levels.

Assessment

- Multiple forms of assessment both qualitative and quantitative will be used to measure progress and inform decisions.
- Improving achievement in mathematics in grades 2 and 5.

Climate

- Goshen Center School staff will continue to promote a strong community through school-wide initiatives that actively involve and engage students, staff, families, and the Goshen community.

School Improvement Goals and Action Plans

Curriculum

<p>VISION Curriculum will be regularly analyzed, adjusted and strengthened to align with the rigor of Connecticut State Standards across all content areas.</p>			
<p>GOAL</p> <ul style="list-style-type: none"> Teachers and administrators will identify gaps and overlaps between local curricula and the expectations within the state standards. 			
<p>STRATEGY</p> <ul style="list-style-type: none"> Driven by regular data reviews by teachers, coaches, and administration, GCS will supplement, refine, and align existing math curriculum to address gaps in whole-district student performance data. 			
Implementer	Action(s)	Resources Needed	Assessment Method(s)
Administration	<p>Ongoing: Analyze student data along with STEM coordinator to support district pacing</p> <p>Observe classroom instruction to support curriculum and pacing</p> <p>Support teachers' requests for needs-based curricular resources, professional</p>	<p>Student-data files SIT files STAR reports SBA reports Curriculum pacing guides State standards Time for walkthrough observations and targeted, constructive feedback for teachers</p> <p>Professional development budget</p>	Notes and analysis documentation

	<p>memberships, and professional development opportunities, e.g.</p> <ul style="list-style-type: none"> - Curriculum writing hours and release time - <i>Next Generation Science Standards</i> (NGSS) workshops - <i>Open-Up</i> resources - Ford's Theatre project - Classroom library materials <p>Reviewing alignment and rigor of math curriculum in grades 2 & 5</p> <p>Observe NGSS science lessons to ensure the fidelity of shifts are being implemented and provide support where needed</p>	<p>Meeting time with STEM coordinator, classroom teachers</p> <p>STEM coordinator P.D. for teachers Roll-out meeting time</p>	<p>Evidence of use of time and money allocated for needs-based curricular resources and professional development</p> <p>End of unit assessments STAR data (grade 5) IAB's Fact Fluency (grade 2)</p> <p>Evidence of formative assessments Implementation of all grade level science units by teacher</p>
Teachers	<p>Teachers in Grade 2 & 5 Attend grade level meetings with STEM coordinator to delve in to deeper understanding of content and alignment of curriculum</p>	<p>Meeting for every unit</p> <p>Math curriculum</p> <p>The Common Core Math Companion</p>	<p>Strengthen instructional practice Adjust and revise curriculum as needed Student achievement will improve as measured by: STAR data (grade 5) IAB's Fact Fluency (grade 2)</p>

	<p>Implement NGSS science units with fidelity</p> <p>Attend NGSS roll-outs on P.D. days</p> <p>Begin to implement NGSS performance expectation rubrics and prompts as made available</p>	<p><u>NGSS CREC Science Units k-6</u></p> <p>NGSS implementation leader</p> <p><u>Performance expectation rubrics and prompts</u></p>	<p>Implementation of grade level science units</p> <p>Formative assessments</p>
STEM Coordinator	<p>Launched the NGSS Implementation Team to roll out science units during PD; meet with team as needed during roll out process</p> <p>Grade 2 and 5 Grade Level Meetings: Meet to roll out each unit (meet 5 times) to dive into curriculum and content as well as make necessary curricular revisions</p> <ul style="list-style-type: none"> ● <i>Bridges</i> Intervention Rollout grades K-6 ● Open up/Illustrative mathematics training for special education teachers in grade 6 	<p>Launched the NGSS Implementation Team to roll out science units during PD; meet with team as needed during roll out process</p> <p>Grade 2 and 5 Grade Level Meetings: Meet to roll out each unit (meet 5 times) to dive into curriculum and content as well as make any necessary curricular revisions</p> <ul style="list-style-type: none"> ● <i>Bridges</i> Intervention Rollout grades K-6 ● Open up/Illustrative mathematics training for special education teachers in grade 6 	<p>Launched the NGSS Implementation Team to roll out science units during PD; meet with team as needed during roll out process</p> <p>Grade 2 and 5 Grade Level Meetings: Meet to roll out each unit (meet 5 times) to dive into curriculum and content as well as make any necessary curricular revisions</p> <ul style="list-style-type: none"> ● <i>Bridges</i> Intervention Rollout grades K-6 ● Open up/Illustrative mathematics training for special education teachers in grade 6

Instruction

VISION: Instruction will be driven by data analysis and thoughtful long-term planning.			
GOAL(S):			
<ul style="list-style-type: none"> Teachers will use data and data-driven analysis to plan and deliver instruction focused on the individual literacy and numeracy needs of each student. Teachers will work with administration to engage in long-term planning based on standards, available time and resources, and student-specific needs. 			
STRATEGY			
<ul style="list-style-type: none"> Through a variety of settings and methods, teachers and administration will engage in ongoing student-data analysis and subsequent planning to address students' educational needs and priorities. 			
Implementer	Action(s)	Resources Needed	Assessment Method(s)
Administrator	<p>Ongoing: Schedule and facilitated one-on-one data-review meetings with individual teachers.</p> <p>Confirm expectations to teachers, regarding data analysis and related meetings</p> <p>Provide ongoing feedback to teachers, individually and as a group, about data analysis and how to strengthen our data analysis and subsequent diagnostic planning and instruction.</p>	Meeting times	<p>Admin/Teacher-meeting notes</p> <p>Emails; meeting notes</p> <p>Teacher-meeting notes; staff-meeting slideshows</p> <p>Teacher-meeting notes;</p>

	Regularly check in with teachers regarding pacing in all content areas, vis a vis district wide curriculum guides and our teacher-specific long-term-planning maps.		Google Calendar of curricular landmarks
Teachers	<p>Teachers in Grade 2 & 5- Attend grade level meetings with STEM coordinator to delve into research based instructional math practices</p> <p>Analyze student data from previous year to plan and strengthen skills for current year</p> <p>Implement NGSS shifts with fidelity</p>	<p>Meeting for every unit</p> <p>Math curriculum</p> <p>The Common Core Math Companion</p> <p><u>NGSS CREC Science Units k-6</u></p>	<p>Notes from “Look-fors” instructional practices</p> <p>Adjust and revise curriculum as needed</p> <p>Student achievement will improve as measured by: STAR data (grade 5) IAB’s Fact Fluency (grade 2)</p> <p>Formative assessments Walk through evidence</p>
Literacy and Math Specialists, Sp&L and School Psychologist	<p>Literacy: Monitor STAR (ELA) data, District and Classroom Assessments, and assist teachers in planning their instruction accordingly.</p> <p>Meet with teachers regarding pacing in ELA curriculum, review assessment guidelines, and monitor student results.</p> <p>Monitor tiered students via our</p>		<p>STAR, Achieve the Core, Fountas and Pinnell, Lucy Calkins Reading/Writing Assessments</p> <p>Core Phonics, Tier Documentation</p> <p>School and District ELA Data, Tier Documentation</p>

	<p>S.I.T process to ensure specific goals are implemented, and a clear focus of instruction is provided</p> <p>Sp&L: Monitor available literacy data through our S.I.T. process and ongoing consultation with classroom teachers, literacy specialist and/or Special Education staff. Provide tiered interventions in the areas of articulation, phonological awareness and/or grammar/syntax development.</p>		
STEM Coordinator	<p>Summer 2018:</p> <ul style="list-style-type: none"> ● Math Passport-completed year 1; launch year 2 <p>Ongoing:</p> <ul style="list-style-type: none"> ● Grade 2 and 5 Grade Level Meetings: Meet to roll out each unit (meet 5 times) to dive into curriculum and content as well as make any necessary curricular revisions ● <i>Bridges</i> Intervention Rollout grades K-6 ● Open up/Illustrative mathematics training for special education teachers 	<p>Summer 2018:</p> <ul style="list-style-type: none"> ● Launched the NGSS Implementation Team to roll out science units during PD; meet with team as needed during roll out process ● Summer Math Passport-completed year 1; launch year 2 <p>Ongoing:</p> <ul style="list-style-type: none"> ● Grade 2 and 5 Grade Level Meetings: Meet to roll out each unit (meet 5 times) to dive into curriculum and content as well as make any necessary curricular revisions 	<p>Summer 2018:</p> <ul style="list-style-type: none"> ● Launched the NGSS Implementation Team to roll out science units during PD; meet with team as needed during roll out process ● Summer Math Passport-completed year 1; launch year 2 <p>Ongoing:</p> <ul style="list-style-type: none"> ● Grade 2 and 5 Grade Level Meetings: Meet to roll out each unit (meet 5 times) to dive into curriculum and content as well as make any necessary curricular revisions ● <i>Bridges</i> Intervention Rollout grades

	in grade 6	<ul style="list-style-type: none"> ● <i>Bridges</i> Intervention Rollout grades K-6 ● Open up/Illustrative mathematics training for special education teachers in grade 6 	<p>K-6</p> <ul style="list-style-type: none"> ● Open up/Illustrative mathematics training for special education teachers in grade 6
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Assessment

<p>VISION: Multiple forms of assessment (qualitative and quantitative) will be used to measure progress and inform decisions.</p>			
<p>GOAL(S):</p> <ul style="list-style-type: none"> Students will gain greater exposure to and and experience with rigorous standards-based assessments and be better prepared for rigorous assessments (e.g. Smarter Balanced Assessment SBA), as measured by the frequency and number of such opportunities this school year versus the prior year. 			
<p>STRATEGY</p> <ul style="list-style-type: none"> Teachers will, on an ongoing basis, collect both quantitative and qualitative measures of student performance. 			
Implementer	Action(s)	Resources Needed	Assessment Method(s)
Administrator	<p>Ongoing: Review and document effectiveness of implementation</p>	<p>Ongoing meetings times with teachers; Time in classrooms</p> <p>SBA data site</p> <p>STAR data website</p>	<p>Access to teachers’ long-term plans; Walkthrough feedback notes with teachers</p>
Teachers	<p>Teachers will include in their long-term planning ongoing opportunities for students to work with SBA sample items in all ELA and Math strands and with all question types.</p>	<p>Math Curriculum:Evidence of Learning</p> <p>-Common Post Assessments</p> <ul style="list-style-type: none"> Common Formative Assessments Common Unit Assessments <p>-Other Evidence</p> <ul style="list-style-type: none"> Formative Assessment Tasks 	<p>Teachers’ plans (calendar and weekly plans); SBA interim assessments</p> <p>Walkthrough observation of practices in action</p>

	<p>Using Achieve the Core to monitor progress towards mastery</p> <p>Assessing and analyzing STAR data</p> <p>Grades 3-6 and special education teachers will include long-term planning ongoing opportunities for students to work from the Smarter Balanced Interim Assessments Bank (IAB) sample items in all ELA strands and Math domains with all question types.</p> <p>Meet in PLCs to reflect on assessment results and instructional practices that will positively affect student progress.</p>	<p>Achieve the Core</p> <ul style="list-style-type: none"> ● Mini assessments <p>STAR</p> <ul style="list-style-type: none"> ● Math/ELA assessments ● Core progressions ● State Standard Class Report data for ELA & Math <p><u>Smarter Balanced Assessment</u></p> <ul style="list-style-type: none"> ● Assessment viewing application ● Smarter Balanced Interim Assessments <p>PLC meeting time</p>	<p>Analyze the data</p> <p>PLC notes; Students' performance results on respective assessments</p>
STEM Coordinator	<p>Instructional coaching in the area of mathematics and science as needed</p> <p>Collaboration and planning with teachers as needed</p>	Meeting times	<p>Coaching and collaboration notes</p> <p>Notes from participation in SIT process and data meetings</p>

	<p>Support SIT process as needed.</p> <p>Support data meetings as needed</p> <p>Support implementation and data review of IABS in math and science</p> <p>Roll out Bridges Intervention progress monitoring tool</p>	<p>Bridges Intervention Kits</p>	<p>Full implementation of math IABs in grades 3-5.</p> <p>Science IABs rolled out on calendar to teachers to implement as ready; IAB data to show who used science IABS this school year.</p> <p>SIT notes</p>
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Climate

<p>VISION Goshen Center School staff will continue to promote a strong community through school-wide initiatives that actively involve and engage students, staff, families, and the Goshen community.</p>			
<p>GOAL Teachers and administrators will promote in the improvement of the percentage of students who respond positively to the statement,</p> <ul style="list-style-type: none"> • The percentage of favorable responses for the “School Engagement” section of the Spring 2019 Student Survey will increase from 56% to 65%. • The percentage of favorable responses for the “Family Engagement” section of the Spring 2019 Family Survey will increase from 24% to 34%. 			
<p>STRATEGIES</p> <ul style="list-style-type: none"> • To offer enrichment events that enhance general education classroom learning and student engagement as well to create a safe and kind learning environment for all school children • To continue to encourage family involvement in Goshen Center School 			
Implementer	Action(s)	Resources Needed	Assessment Method(s)
Administrator	<p>September 2018 Create GCS Instagram page</p> <p>Communicate high expectations to parents and community</p>	<p>Encourage parents to follow GCS on Instagram, Facebook, Twitter</p> <p>-Update website weekly -Send email weekly with calendar of events and link to website -Parent coffee hour -School Safety Climate mtgs 4Xs per year</p>	<p>-Parent survey results -Parent/ Community feedback</p> <p>Parent/Student/ Teacher Feedback on Activities</p>

	<p>Focus on improving PTO attendance and engagement</p> <p>Actively engage and support Student Council in school-wide and community activities</p>	<ul style="list-style-type: none"> -Promote and publicize meeting dates and events -post frequent photos on social media of PTO sponsored events -Volunteering in Winter Farmer's Market -Spirit days -School Store -Suggestion box -Soup kitchen 	<p>Student survey</p>
School Psychologist	<p>Facilitate lessons and activities with Start with Hello Week</p> <p>Facilitate lessons and activities for all students during October Bullying Awareness Month</p> <p>Facilitate Second Steps lessons into classrooms (weekly)</p> <p>Facilitate GCS's response to district wide Kindness Initiative</p>	<p>Activities for all grade levels</p> <ul style="list-style-type: none"> - information about Start with Hello in Newsletters <p>Bullying prevention education/ Activities</p> <ul style="list-style-type: none"> -whole school participation in Unity Day <p>Second Step program</p> <p>Promote kindness activities and provide parent information in newsletter</p>	<ul style="list-style-type: none"> -Parent/Student Survey results on bullying question -Activities scheduled and completed -Student survey feedback
Teachers	<p>Continue to invite family community members to come for classroom read-aloud/volunteering opportunities in classroom</p>	<p>Sign-up sheets during Curriculum night for volunteering opportunities</p>	<p>Survey results</p>

	<p>Use technology to link parents to the classroom and feel connected to their child's learning</p> <p>Provide weekly emails (blog) to parents</p> <p>Call parents periodically to update on students progress in class</p> <p>Encourage family learning by converting some homework assignments into more interactive ones involving family members.(i.e.students might interview family members on historical events or their daily work.)</p>	<p>Email parents and community members</p> <p>Use Google classroom</p> <p>Edmodo</p> <p>Twitter, Instagram, Classroom blogs, Dojo</p>	
STEM coordinator	Encourage summer reading & math	<p>Summer Math Passport</p> <p>Book Blast & Numeracy BBQ</p>	