

# **Goodrich Community Schools**

## **Comprehensive Needs Assessment Summary**

### **For 2018-2019**

#### **Community Demographic Data:**

Goodrich School District is located about 15 miles Southeast of Flint, and 60 miles north of Detroit, MI. It is in a community with a population of less than 10,000 residents. This rural setting and small town create a strong sense of community and pride in the schools. Goodrich Community School serves the towns of Goodrich, Atlas, Metamora, Hadley, Holly, Lapeer, Ortonville, Grand Blanc, and Davison.

The historic downtown district provides a unique dining and shopping experience for residents and visitors. The downtown also provides commercial space conducive to economic development and entrepreneurship. Goodrich is also home to Atlas County Park, a new 155-acre park within walking distance of three school buildings. Part of the Goodrich Area Schools Strategic Plan is Community Collaboration. The district partners with others in the community such as ELGA Credit Union, area churches, Village of Goodrich, Atlas Township, Lion's Club, Masons, Del Web, Mid-Michigan Therapy Dogs, Goodrich/Atlas Chamber of Commerce, and GEAR: Goodrich Enrichment Activities & Revitalization. This year the district partnered with Atlas Township to add a School Resource Officer.

Information about the village of Goodrich and Atlas township can be found here:

<http://www.atlastownship.org/>

<http://www.villageofgoodrich.com/>

#### **District Demographic Data:**

The district demographics include a developmental kindergarten through twelfth grade student body, with a fall count of 2,052 students and approximately 238 staff members. Goodrich Area Schools is comprised of 4 buildings. Reid Elementary is an early elementary school with grades PreK-1 which includes a Developmental Kindergarten opportunity before kindergarten and tuition based preschool for 3 and 4 year olds. Oaktree Elementary includes grades 2-5. Goodrich Middle School includes grades 6-8. Goodrich High School encompasses grades 9-12.

#### **Staff Demographic Data:**

There are 42 teachers between Reid and Oaktree Elementary. All are Caucasian and speak English as their primary language. 6 of the staff members have a Bachelor's Degree and 38 have a Master's degree. The majority of the elementary staff members are females.

Goodrich Middle School has 25 teachers, 5 of the staff members have a Bachelor's Degree and 20 have a Master's Degree. The staff are all Caucasian and speak English as their primary language.

Goodrich High School has 34 teachers. 4 of the staff members have a Bachelor's Degree, 29 have a Master's Degree, and one staff member has a PhD. All staff are Caucasian, are evenly split between male and female and speak English as their primary language.

### Student Demographic Data:

Reid Elementary School houses 278 Developmental through first grade students. Reid Elementary is in its fourth year as a Leader in Me school, and has recently earned “Lighthouse Status”. Oaktree Elementary School is in its third year as a Leader in Me school. There are 556 students in grades 2-5. Goodrich Middle School has 471 students in grades 6-8. Goodrich High School has 747 students in grades 9-12. All schools have incorporated the Habits of Mind into social and emotional learning. As of the Fall Count, the free and reduced rate for the 2018-2019 is 24% district wide. There are 50% male and 50% female students, 8.5% of the students have an identified disability, 0 migrant, while less than 1% of the student body are English Learners. The district has 93.18% Caucasian students.

### Demographics Summary:

Overall there has not been an impactful change in demographics between students and staff at Goodrich Area Schools.

### District Systems Review:

The District System Review was completed by the Strategic Plan Committee made up of parents, staff, board members, administrators and community members. Strengths and challenges were identified and targets and strategies planned. The District Systems Review provided a strength in the strand of Family and Community Relations. The district has evidence of a two-way communication system including a parent portal, a communication plan and online communications. Another strength falls in the strand of Professional Learning. The district has a system for professional learning including a PLC calendar. Our district participates in local and county professional development and utilizes state resources. A third strength was found in Leadership for Learning. The district organizes and manages systems and resources to support teaching and learning including retaining high quality teachers and allocation of resources.

Challenges were identified in the strands of Teaching for Learning. Improvements are needed in curricular alignment for instruction and assessment. The identified target is common assessments- district wide. A strategy to reach this target is to utilize department team time to develop and align common assessments. Another target in Teaching for Learning is to align curriculum horizontally and vertically and look for fidelity in curriculum delivery. Developing “look-fors” and utilizing PLC time to review and adjust curriculum will help reach this target. The last challenge identified is in the area of Leadership for Learning Standard Six - Organizational Management. The district is developing and organizing a district wide data/early warning system to meet this challenge.

## **Compiled Perception Survey Strengths and Challenges 2018-2019**

### Staff Perception:

**Successes Identified:** Areas identified by staff as successful indicators

<b>Building/Successes District</b>	<b>Identified</b>
<b>Reid (14/29 staff members completed the survey= 48%)</b>	<ol style="list-style-type: none"><li><b>1. 100% strongly agree/agree that staff communicate with each other effectively and with respect.</b></li><li><b>2. 100% strongly agree/agree that other staff members offer support when needed.</b></li><li><b>3. 100% strongly agree/agree that the school has a clearly defined mission and vision that is visible.</b></li></ol>

	4. 100% strongly agree/agree that adults at Goodrich Schools treat students with respect.
Oaktree (24/49 staff members completed the survey= 49%)	1. 96% strongly agree/agree that adults treat students with respect 2. 92% Strongly agree/agree that staff are supported when needed. 3. 92% Strongly agree/agree that the school is well maintained.
Middle School (18/38 staff members completed the survey = 47%)	1. 100% strongly agree/agree that adults at Goodrich Schools treat students with respect. 2. 95% strongly agree/agree other staff members support them when needed. 3. 95% strongly agree/agree students show pride in the school. 4. 95% strongly agree/agree they have access to the tools needed to do their job.
High School (29/53 staff members completed the survey = 55%)	1. 90% strongly agree/agree they feel safe at school. 2. 89% strongly agree/agree adults at Goodrich Schools treat students with respect. 3. 89% strongly agree/agree they have other staff to collaborate with to help them grow. 4. 83% strongly agree/agree that the School Community has high expectations for all students.

**Challenges Identified: Areas identified by staff as challenging indicators**

Building/District	Challenges Identified
Reid	1. 47% disagree/strongly disagree that the school has an effective system of addressing student behavior. 2. 40% disagree/strongly disagree with the school's schedule allows adequate time for collaboration.
Oaktree	Most of the following areas had higher percentages of staff that strongly agree/agree, however the school improvement team decided that these were still important opportunities for improvement. 1. 23% disagree/strongly disagree that there is an effective system for addressing student behavior. 2. 16% disagree/strongly disagree that the school's schedule allows adequate time for collaboration.
Middle School	The following area had higher percentages of staff that strongly agree/agree, however the school improvement team decided that these were still important opportunities for improvement. 1. 26% disagree/strongly disagree that the school's schedule allows adequate time for collaboration. The percentages of disagree/strongly disagree in the following 2 areas were not high enough to present as a challenge, however the school improvement team felt that they would like to have the percentages higher for those that strongly agree/agree. Therefore the following 2 areas were added as an opportunity for improvement.  2. Understanding how to interpret and use student assessment data to inform instruction 3. Effective use of PLC time
High School	1. 47% disagree/strongly disagree that the PLC meeting time is effective. 2. 43% disagree/strongly disagree that district provided PD is relevant and useful for their role. Most of the following areas had higher percentages of staff that strongly agree/agree, however the school improvement team decided that these were still important opportunities for improvement. 3. 20% disagree/strongly disagree that there is an effective system for addressing student behavior.

**Parent Perception:****Successes Identified** : Areas identified by parents as successful indicators

<b>Building/District</b>	<b>Successes Identified</b>
Reid (119 people took the survey out of approximately 278 families)	<ol style="list-style-type: none"> <li>1. 97% strongly agree/agree they feel welcome when they visit the school.</li> <li>2. 98% strongly agree/agree they feel respected and valued when they call and email the school.</li> <li>3. 94% strongly agree/agree that Reid teachers show concern for their children socially and emotionally.</li> <li>4. 98% strongly agree/agree that they feel well-informed by newsletters, websites and school messages.</li> </ol>
Oaktree (52 people took the survey of approximately 555 families)	<ol style="list-style-type: none"> <li>1. 97% strongly agree/agree that classes challenge students to think and solve problems.</li> <li>2. 90% strongly agree/agree that grades are given in a fair manner.</li> <li>3. 90% strongly agree/agree that they feel respected and valued when they call/email the school.</li> </ol>
Middle School (147 people took the survey out of approximately 469 families)	<ol style="list-style-type: none"> <li>1. 92% strongly agree/agree that they receive current information on their child's progress.</li> <li>2. 89% strongly agree/agree that the building is well maintained.</li> <li>3. 86% strongly agree/agree that they feel well-informed by newsletters, websites and school messages.</li> <li>4. 85% strongly agree/agree that the staff keep safety a top priority.</li> </ol>
High School (204 people took the survey out of approximately 737 families)	<ol style="list-style-type: none"> <li>1. 86% strongly agree/agree that the building is well maintained.</li> <li>2. 86% strongly agree/agree they feel welcome when they visit the school.</li> <li>3. 85% strongly agree/agree that they feel well-informed by newsletters, websites and school messages.</li> <li>4. 81% strongly agree/agree that the staff keep safety a top priority.</li> </ol>

**Challenges Identified**: Areas identified by parents as challenging indicators

<b>Building/District</b>	<b>Challenges Identified</b>
Reid	<p>There were not high percentages representing challenges at Reid, however the school improvement team determined that the following offered some opportunities for improvement.</p> <ol style="list-style-type: none"> <li>1. 6% of parents disagree/strongly disagree that discipline is handled fairly.</li> </ol>
Oaktree	<p>Most of the following areas had higher percentages of parents that strongly agree/agree, however the school improvement team decided that these were still important opportunities for improvement.</p> <ol style="list-style-type: none"> <li>1. 23% disagree or strongly disagree that their child feels safe at recess.</li> <li>2. 23% disagree or strongly disagree that discipline is handled fairly.</li> <li>3. 21% disagree or strongly disagree that their child feels safe in the cafeteria</li> </ol>
Middle School	<p>There were no large percentages in any areas that parents chose disagree/strongly disagree. However, based on the results of the survey questions and on the comment areas, the school improvement team chose the following areas as opportunities for improvement.</p> <ol style="list-style-type: none"> <li>1. 12% disagree/strongly disagree and 36% were neutral that their child explores and plans for college and/or career opportunities.</li> <li>2. Low participation in after school activities</li> <li>3. Lack of after school activities beyond sports</li> <li>4. Low technology in the building</li> <li>5. Lack of electives during the day</li> </ol>

High School	<p>Most of the following areas had higher percentages of parents that strongly agree/agree, however the school improvement team decided that these were still important opportunities for improvement.</p> <ol style="list-style-type: none"> <li>1. 15% disagree/strongly disagree that all students are held to high standards.</li> <li>2. 14% disagree/strongly disagree that their child's teacher has provided information about current curriculum.</li> <li>3. 12% disagree/strongly disagree that discipline is handled fairly.</li> </ol>
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**Student Perception:**

**Successes Identified:** Areas identified by students as successful indicators:

Building/District	Successes Identified
Reid	<ol style="list-style-type: none"> <li>1. 92% strongly agree/agree that their teacher cares about them.</li> <li>2. 88% strongly agree/agree that their parents think it is important for them to attend school every day.</li> <li>3. 85% strongly agree/agree that they have the supplies needed to be successful at school.</li> </ol>
Oaktree	<ol style="list-style-type: none"> <li>1. 89% strongly agree/agree that it is important to attend school every day.</li> <li>2. 87% strongly agree/agree that learning is meaningful and relevant.</li> <li>3. 87% strongly agree/agree that they have materials needed to be successful at school.</li> </ol>
Middle School	<ol style="list-style-type: none"> <li>1. 84% strongly agree/agree that they know what is expected to be successful in assignments.</li> <li>2. 81% strongly agree/agree that they have materials and supplies needed to be successful in school.</li> <li>3. 80% strongly agree/agree that they have opportunities to participate in class discussions and activities.</li> </ol>
High School	<ol style="list-style-type: none"> <li>1. 89% strongly agree/agree parents think it is important to attend school.</li> <li>2. 77% strongly agree/agree they have opportunities to participate in class discussions and activities.</li> <li>3. 76% strongly agree/agree they have supplies and materials to be successful.</li> <li>4. 75% strongly agree/agree they have opportunities to correct and improve their work to help them grow as a learner.</li> </ol>

**Challenges Identified:** Areas identified by students as challenging indicators

Building/District	Challenges Identified
Reid	<p>Most of the following areas had higher percentages of students that strongly agree/agree, however the school improvement team decided that these were still important opportunities for improvement.</p> <ol style="list-style-type: none"> <li>1. 16% disagree/strongly disagree that they feel safe on the bus.</li> <li>2. 10% disagree/strongly disagree that they feel safe at recess.</li> <li>3. 10% disagree/strongly disagree that they have opportunities to share their learning.</li> </ol>
Oaktree	<p>Most of the following areas had higher percentages of students that strongly agree/agree, however the school improvement team decided that these were still important opportunities for improvement.</p> <ol style="list-style-type: none"> <li>1. Only 33% often set learning goals for themselves.</li> <li>2. 14% disagree/strongly disagree and 24% were neutral that they feel safe in the hallway.</li> <li>3. 14% disagree/strongly disagree and 23% were neutral that they feel safe at recess.</li> <li>4. 17% disagree/strongly disagree that they feel safe on the bus.</li> </ol>

<b>Middle School</b>	<ol style="list-style-type: none"> <li>1. 22% strongly disagree/disagree and 30% were neutral that they felt respected at school.</li> <li>2. 21% strongly disagree/disagree and 29% were neutral that there are enough choices offered (courses, programs of study) for them to explore various pathways in learning.</li> <li>3. 18% strongly disagree/disagree and 23% were neutral that they feel that there is an adult I can talk to in the building regarding their needs.</li> <li>4. 16% strongly disagree/disagree and 24% were neutral that they feel cared for at school.</li> </ol>
<b>High School</b>	<ol style="list-style-type: none"> <li>1. 26% disagree/strongly disagree that learning is relevant and meaningful to life.</li> <li>2. 22% disagree/strongly disagree that they feel cared for and respected.</li> <li>3. 22% disagree/strongly disagree that they have enough choices offered to explore.</li> <li>4. 20% disagree/strongly disagree that the school is clean and well maintained.</li> </ol>

**Target Areas:**

<b>Building/District</b>	<b>Targets Identified</b>
<b>Reid</b>	<ol style="list-style-type: none"> <li>1. Students feeling safe when they are not in their classrooms</li> <li>2. Students having more opportunities to share their work</li> <li>3. Student behavior</li> <li>4. Staff collaboration time</li> </ol>
<b>Oaktree</b>	<ol style="list-style-type: none"> <li>1. Goal setting for students</li> <li>2. Safety on bus, hallway, and recess- however many students agreed that they did feel safe in these areas. This is still an opportunity for improvement</li> <li>3. Student behavior/discipline</li> <li>4. Collaboration time</li> </ol>
<b>Middle School</b>	<ol style="list-style-type: none"> <li>1. Students feeling respected and cared for at school.</li> <li>2. Students having an adult they can talk to in the building regarding their needs.</li> <li>3. Students having enough choices offered to explore various pathways in learning.</li> <li>4. Greater selection of elective options during school and after school activities</li> <li>5. Technology in the building</li> <li>6. Collaboration time</li> <li>7. Effective communication</li> <li>8. Interpretation and use of assessment data</li> </ol>
<b>High School</b>	<ol style="list-style-type: none"> <li>1. Students feeling cared for and respected at GHS</li> <li>2. Making connections between what students learn and real life.</li> <li>3. High Standards for all - personal best = success</li> <li>4. Teacher communication about curriculum</li> <li>5. Implement consistent and effective discipline procedures</li> <li>6. Improving overall PD offerings and relevance</li> </ol>

**Strategies Identified:**

<b>Building/District</b>	<b>Targets Identified</b>
<b>Reid</b>	<ol style="list-style-type: none"> <li>1. Collaborate with bus drivers, PTO, etc on possible solutions for students to feel safe.</li> <li>2. Check possibility of having high school students to help monitor/mentor on the bus rides.</li> <li>3. Consider resources for additional lunchroom/playground staff.</li> </ol>

	<ol style="list-style-type: none"> <li>4. Remind teachers of the value of having students share work and have staff share creative ways to fit this in during collaborative team times.</li> <li>5. Ensure all bus drivers are trained in 7 Habits and understand Leader in Me.</li> <li>6. A behavior team is in place to review and adjust our current school discipline plan and will explore underlying causes and strategies for behavior.</li> <li>7. Continue calibration between staff of responses to behavior</li> <li>8. Continue professional learning and implementation of social and emotional learning</li> <li>9. Continue student support with support staff (social work, special education, speech)</li> <li>10. Continue with time for professional learning collaboration around Social and emotional learning with all staff to be proactive in addressing student needs (restorative practice). Include paraprofessionals for next year.</li> <li>11. Continue exploration for creative ways to collaborate</li> <li>12. Strategic Plan PLC sub group develop protocol for consistent K-12 PLC process.</li> </ol>
Oaktree	<ol style="list-style-type: none"> <li>1. Ensure all students are using a Leader In Me (LIM) leadership notebook to keep track of individual data and goal setting/tracking.</li> <li>2. Be more intentional on student Wildly Important Goals (WIGs).</li> <li>3. Ensure all bus drivers and playground staff are trained in 7 Habits and understand Leader In Me.</li> <li>4. Begin bus leader opportunities</li> <li>5. Use the Plus/Delta system on the bus and at recess.</li> <li>6. Collaborate with bus drivers, PTO, etc on possible solutions for students to feel safe.</li> <li>7. Check possibility of having high school students to help monitor/mentor on the bus rides.</li> <li>8. Consider resources for additional lunchroom/playground staff.</li> <li>9. Calibrate behavior system for consistency and revise and follow through on behavior plans</li> <li>10. Revise and follow through on plans for students when removal from the classroom is needed.</li> <li>11. Provide PD strategies to examine the root causes of behavior and strategies to support</li> <li>12. Continue to learn about social and emotional learning strategies - lessons and tools</li> <li>13. Consider creative ways to incorporate more collaboration time.</li> </ol>
Middle School	<ol style="list-style-type: none"> <li>1. Continue collaboration regarding SEL strategies within the classroom. Positivity Project/Habits of Mind</li> <li>2. Through the homeroom committee, explore options for a homeroom to build a sense of community</li> <li>3. Explore elective opportunities and flexible scheduling</li> <li>4. Google Training for staff and students Classroom set of 15 chromebooks</li> <li>5. Technology bond planning</li> <li>6. Review/create protocol for PLC</li> <li>7. Follow “norms” for clarity, paraphrase, Probe for specificity</li> <li>8. Discuss assessment data in department PLCs</li> </ol>
High School	<ol style="list-style-type: none"> <li>1. Structure PD for specific grade level/building</li> <li>2. Be concise when it comes to what we expect from the non-department PLCs</li> <li>3. Allow for a balance of PD focus so groups can work on their content area needs as well as areas of interest.</li> <li>4. Focused social and emotional learning strategies.</li> </ol>





Math	45%	27%	33%	53%	26%	34%	43%	28%	35%	46%	26%	34%
ELA	50%	47%	49%	70%	48%	51%	67%	48%	51%	59%	41%	47%
Science	NA			NA		NA	NA		NA	Field Test	Field Test	Field Test
Social Studies	25%	21%	22%	27%	18%	19%	33%	19%	22%	40%	17%	18%
<b>Grade 6</b>												
Math	51%	27%	33%	47%	27%	33%	63%	29%	34%	36%	27%	35%
ELA	57%	43%	45%	54%	45%	45%	60%	42%	44%	46%	36%	41%
<b>Grade 7</b>												
Math	46%	30%	33%	55%	27%	35%	53%	29%	36%	56%	29%	36%
ELA	60%	49%	49%	53%	43%	47%	47%	41%	45%	51%	41%	43%
Science	39%	20%	23%	37%	22%	24%	29%	21%	23%	NA	NA	NA
<b>Grade 8</b>												
Math	67%	27%	32%	61%	25%	33%	57%	24%	34%	50%	27%	33%
Math At-Risk				NA			NA			38%		
ELA	65%	48%	48%	62%	45%	49%	56%	45%	48%	41%	38%	43%
Science	NA			NA		NA	NA		NA	Field Test	Field Test	Field Test
Social Studies	52%	27%	30%	39%	27%	29%	39%	28%	31%	28%	28%	29%
<b>Grade 11</b>												
At-Risk MME				56%			26%			39%		
Science	34%	30%	35%	49%	29%	34%	46%	31%	35%	Field Test	Field Test	Field Test
Social Studies	46%	32%	35%	68%	34%	34%	62%	36%	35%	66%	47%	49%

PSAT 9	School Total	State Total	School EBRW	State EBRW	School Math	State Math	School % MBB	State % MBB	School % ERW	State % ERW	School % M	State % M
2018	932	876	472	442	460	434	49	40	75	61	53	43

PSAT 10	School Total	State Total	School EBRW	State EBRW	School Math	State Math	School % MBB	State % MBB	School % ERW	State % ERW	School % M	State % M
2018	945	919	474	466	471	453	46	36	64	61	49	38

SAT	School Total	State Total	School EBRW	State EBRW	School Math	State Math	School % MBB	State % MBB	School % ERW	State % ERW	School % M	State % M
2016	1054	1003	540	508	516	496	46	34	76	59	48	36
2017	1051	995	535	505	516	491	48	34	75	59	49	36
2018	1062	1003	539	507	524	496	47	35	70	58	48	37

**State Accountability is in place for the following: 3rd grade reading proficiency, 8th grade math proficiency, and Career and College ready 11th grade proficiency. See below for score breakdown by grade and assessment (M-Step in grades 3 and 8, SAT in grade 11):**

**ELA - 3rd Grade**

- 51% Proficient
- 7% points above the state scores
- 12% points above the county scores
- Ranked 6th highest among the county

**ELA - 3rd Grade At-Risk**

- 2015-16: 9% Proficient                      2016-17: 27% Proficient                      2017-18: 36% Proficient

**Math - 8th Grade**

- 50% Proficient
- 17% points above state scores
- 23% points above county scores
- Ranking the 1st in the county

**Math - 8th Grade At-Risk**

- 2015-16: NA                                      2016-17: NA                                      2017-18: 33% Proficient

**SAT EBRW - 11th grade**

- 70% proficient
- 12% points above state scores
- Ranked 4th in the county

**SAT Math - 11th grade**

- 49% proficient
- 12% points above state scores
- Ranked 3rd in the county

**College Readiness At-Risk**

- 2015-16: 56% Proficient                      2016-17: 26% Proficient                      2017-18: 39% Proficient

**State Student Subgroup Achievement Data:**

Goodrich Area Schools does not have any grades that have more than 10 in the following subgroups: English Learners, Ethnicity, Foster, Homeless, Military and Migrant.

**2017-2018**

**ELA - 3rd Grade**

**Economically Disadvantaged:**

- Economically Disadvantaged gap has been reduced to 11% points
- 40% points Proficient
- 4% points below state scores
- 1% point above the county

**Gender:**

- There is a slight gender gap noted in 3rd grade ELA with girls averaging higher proficiency than boys by 5%

points.

### **MATH - 8th Grade**

#### **Economically Disadvantaged:**

- Economically Disadvantaged gap has been reduced to 16% points
- 2% points below state scores
- 7% points above the county

#### **Gender:**

- There is a larger gender gap noted in 8th grade math with girls scoring higher proficiency percentages compared to boys by 9% points.

### **EBRW- 11th Grade**

#### **Economically Disadvantaged:**

- 46% Proficient
- 5% points above state scores
- 7% points above the county

#### **Gender:**

- There is a slight gender gap noted in 11th grade EBRW with girls scoring higher proficiency percentages compared to boys by 7% points

### **MATH - 11th Grade**

#### **Economically Disadvantaged:**

- 12% Proficient
- 8% points below state scores
- 3% points below the county

#### **Gender:**

- There is a larger gender gap noted in 11th grade math with boys scoring higher proficiency percentages compared to girls by 19 % points

### **Local Student Achievement Data:**

- Determined need for more common local assessments for progress monitoring for all core subjects
- Determined need for more common local assessments for summative evaluation for all core subjects
- Determined need for more progress monitoring of sub groups using local data
- Determined a need to study other options of state approved benchmark assessment
- Determined a need to increase rigor of assessment expanding beyond knowledge based questions

### **Strategies for Improvement:**

- Continue 7 Habits training for staff not trained
- Continue to refine PLC framework and effective collaboration
- Expand technology Integration through pilots
- Continue to refine MTSS process for PreK-12 and implement with fidelity
- Continued parent engagement activities and communication through a variety of ways
- Continue Individual Reading Instruction Plans (IRIPS)
- Continue Social Emotional Learning focus with increased student engagement

- Incorporate more vocabulary identification and alignment
- Continue Title I support
- Monitor use of updated DK-5 grade Bridges Math curriculum
- Continue professional development and use of student data in College Board Portal
- Increase project based learning opportunities centered around real life problem solving
- Effectively analyze ELA and math intervention data each year and over consecutive years and within cohorts
- Expand continuous professional development on Literacy Essentials practices
- Provide professional development and use of MTSS data tracking in Synergy
- Professional development on assessment literacy and a balance assessment system
- Continue to explore Khan Academy as an additional opportunity for independent practice
- Establish tools and effective procedures for studying trend data for all district students and also compare with sub groups to determine strategies to close the gap.
- Establish effective tools and processes to progress monitor students and provide needed interventions to support career and college ready students
- Refine discipline procedures and ensure training and consistent use
- Train staff on the use of Close Reading and begin implementation in all courses (secondary)
- Implement The Positivity Project as middle school building-wide character education program
- Include career awareness and exploration K-12 within curriculum.

**Conclusions:**

The Comprehensive Needs Assessment was based on the following data types: demographic, perception, process, and achievement. The staff will focus on five major strategies to improve learning for all students at Goodrich. These strategies will include:

- Consistent PLC framework focused on social and emotional learning.
- Progress Monitoring through MTSS DK-12th grade system
- Community Collaboration
- Balanced Assessment System
- Innovative 21st Century learning opportunities for ALL students

With each strategy, staff will participate in the necessary professional learning and ongoing collaborative discussions focused on the whole child (social, emotional, physical and academic) and preparing our students for life.