Governor Winslow School

School Improvement Plan
2026-2027

We Are Marshfield. Where Everyone Belongs.

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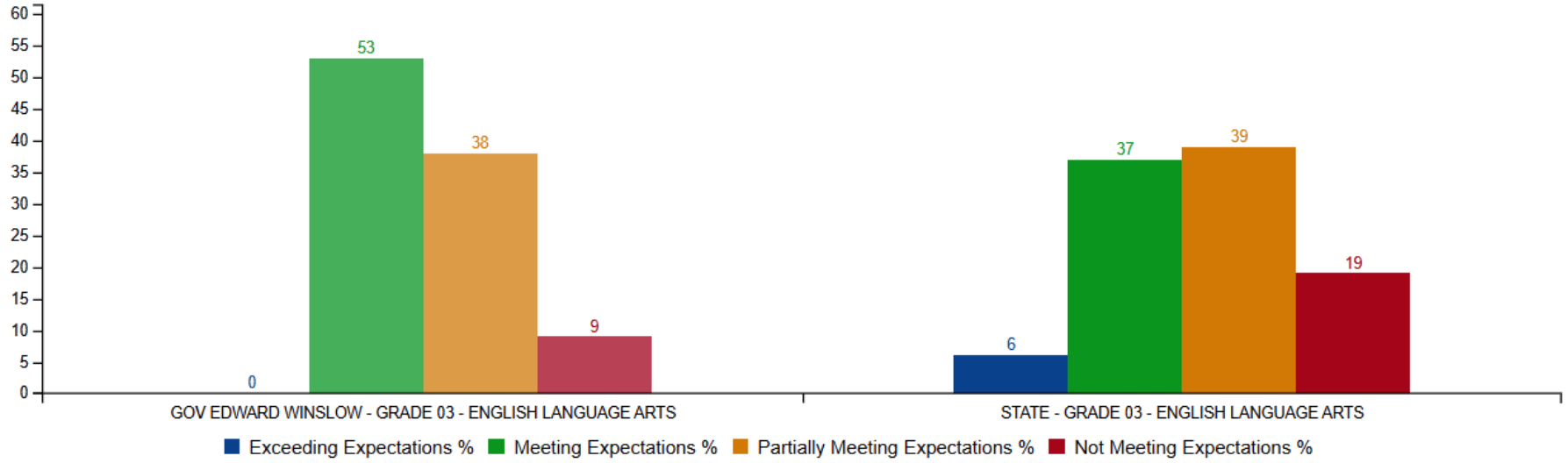
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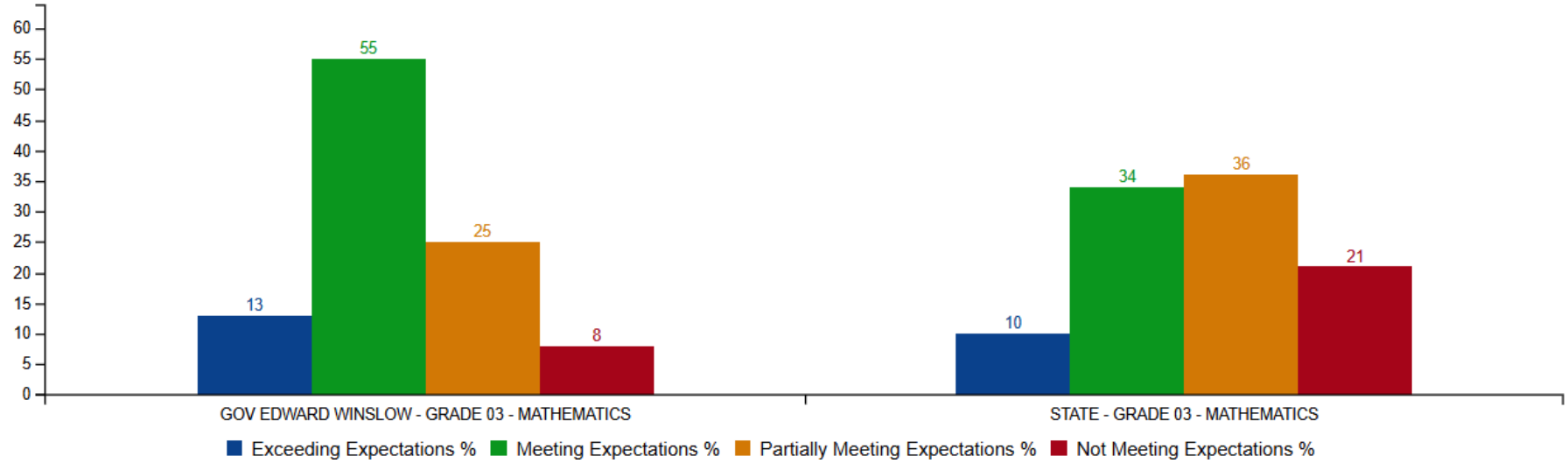
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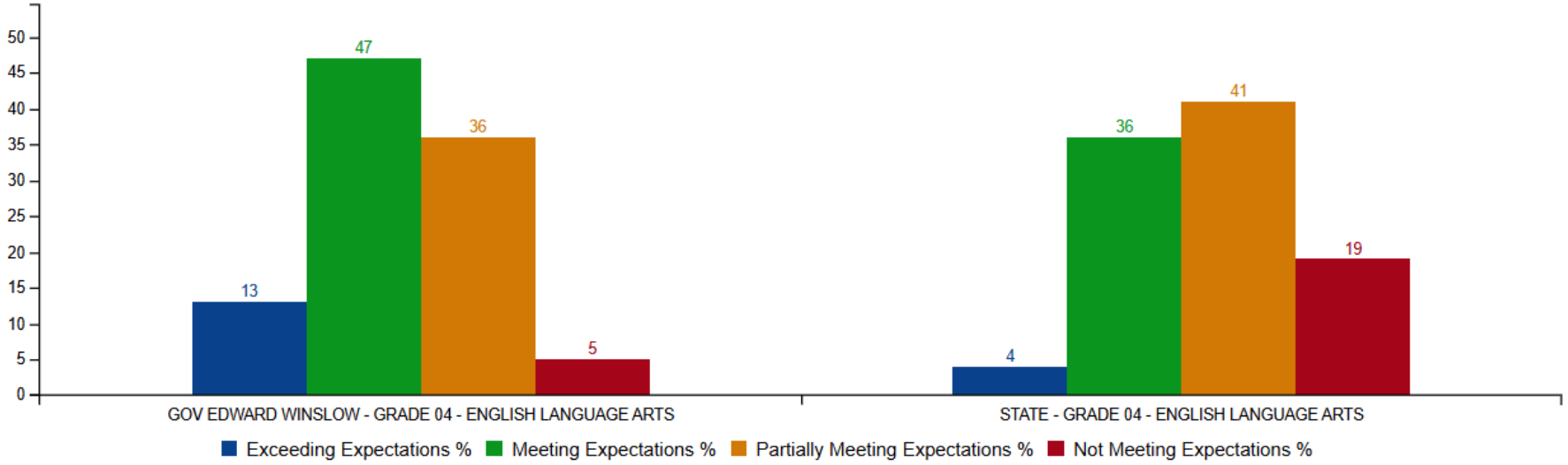
Grade 3 ELA MCAS Spring 2025



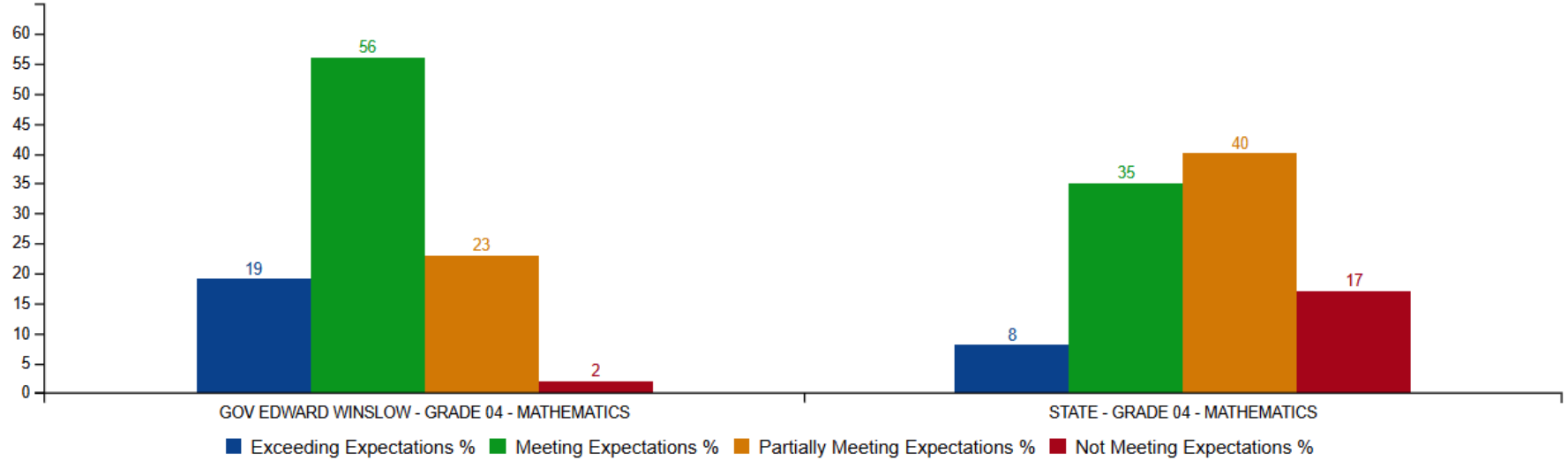
Grade 3 Math MCAS Spring 2025



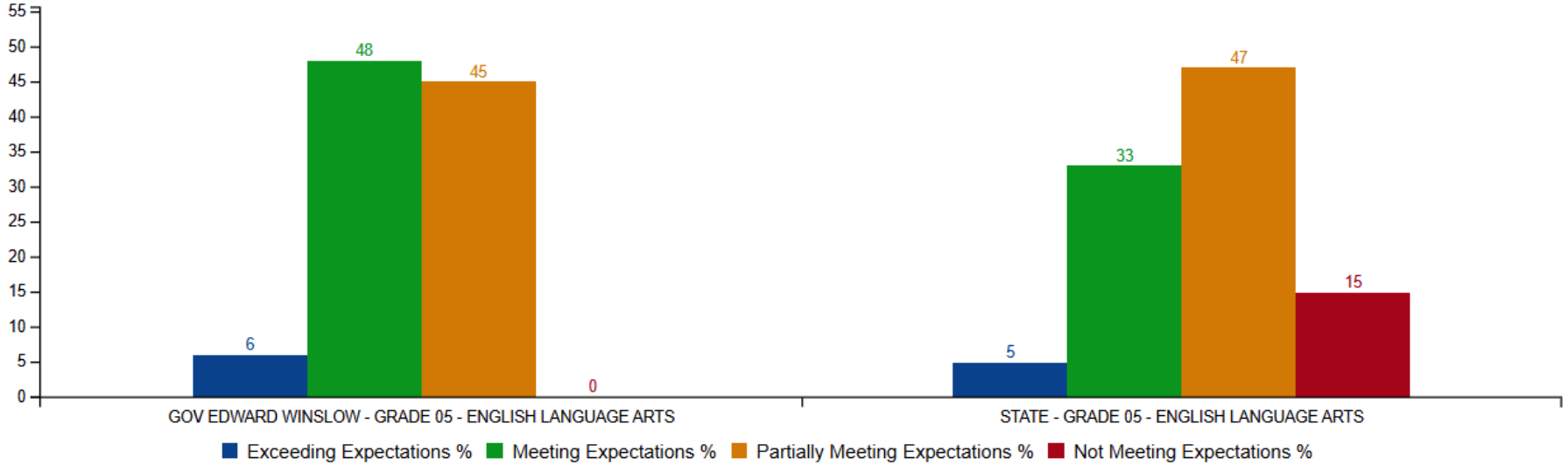
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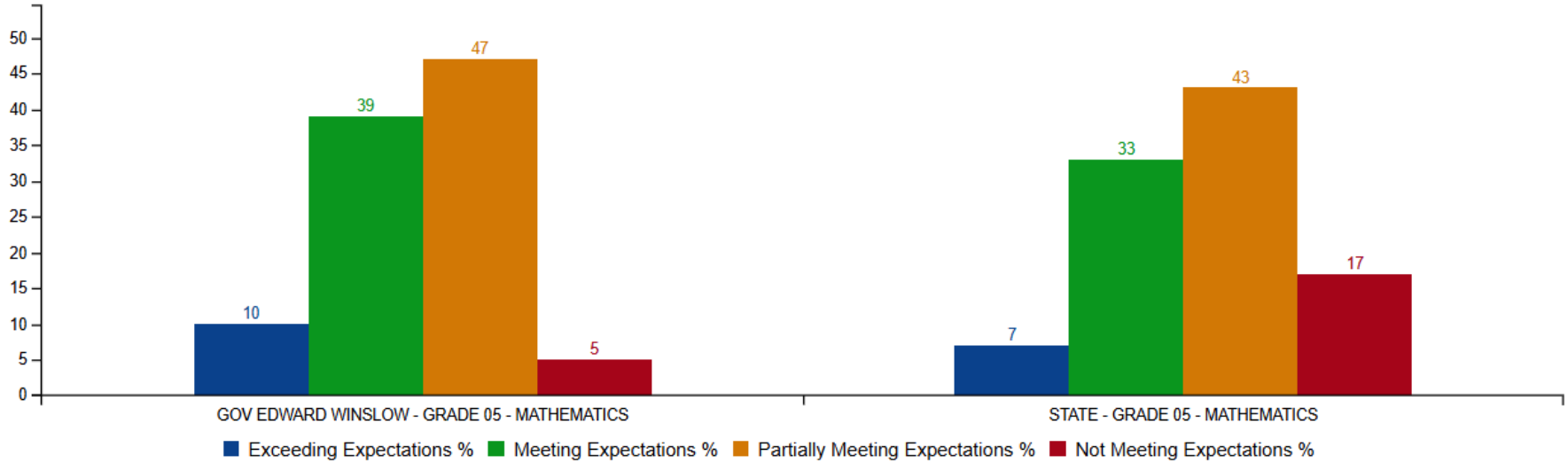
Grade 4 Math MCAS Spring 2025



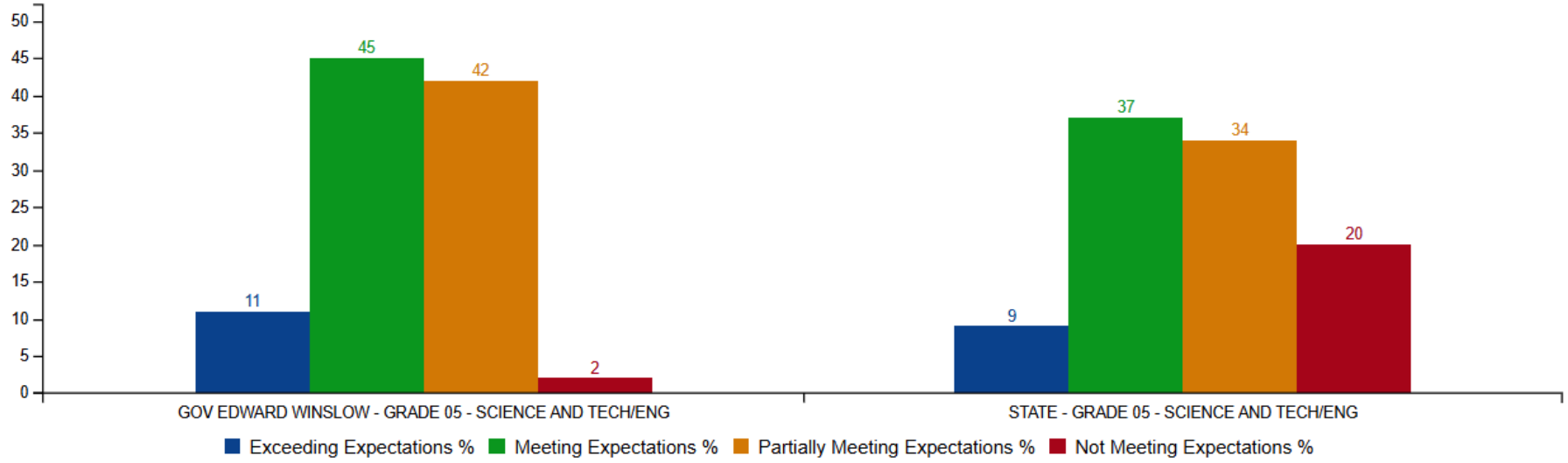
Grade 5 ELA MCAS Spring 2025



Grade 5 Math MCAS Spring 2025



Grade 5 STE MCAS Spring 2025



Grade 3-5 Combined MCAS Results & Growth

Grade and Subject	Meeting or Exceeding Expectations %		Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP	Ach. Pctl
	School	State	School	State	School	State	School	State	School	State						
GRADE 03 - ENGLISH LANGUAGE ARTS	53	42	0	6	53	37	38	39	9	19	53	100	497	N/A	N/A	58
GRADE 03 - MATHEMATICS	68	44	13	10	55	34	25	36	8	21	53	100	508	N/A	N/A	80
GRADE 04 - ENGLISH LANGUAGE ARTS	59	40	13	4	47	36	36	41	5	19	64	100	505	54	64	84
GRADE 04 - MATHEMATICS	75	43	19	8	56	35	23	40	2	17	64	100	515	60	64	95
GRADE 05 - ENGLISH LANGUAGE ARTS	55	38	6	5	48	33	45	47	0	15	62	100	504	46	62	79
GRADE 05 - MATHEMATICS	48	40	10	7	39	33	47	43	5	17	62	100	502	41	62	72
GRADE 05 - SCIENCE AND TECH/ENG	56	46	11	9	45	37	42	34	2	20	62	100	504	N/A	N/A	73
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	56	42	7	7	49	34	40	39	4	20	179	100	503	50	126	78
GRADES 03 - 08 - MATHEMATICS	64	41	14	8	50	33	32	40	4	19	179	100	508	51	126	85
GRADES 05 & 08 - SCIENCE AND TECH/ENG	56	42	11	8	45	34	42	39	2	19	62	100	504	N/A	N/A	76

MASSACHUSETTS
Department of Elementary and Secondary Education

Governor Winslow School DESE School Profile 2025-2026

Governor Winslow School DESE Report Card 2025

Our **Mission Statement**:

We are a safe, inclusive, and respectful learning community that empowers all to achieve their maximum potential.

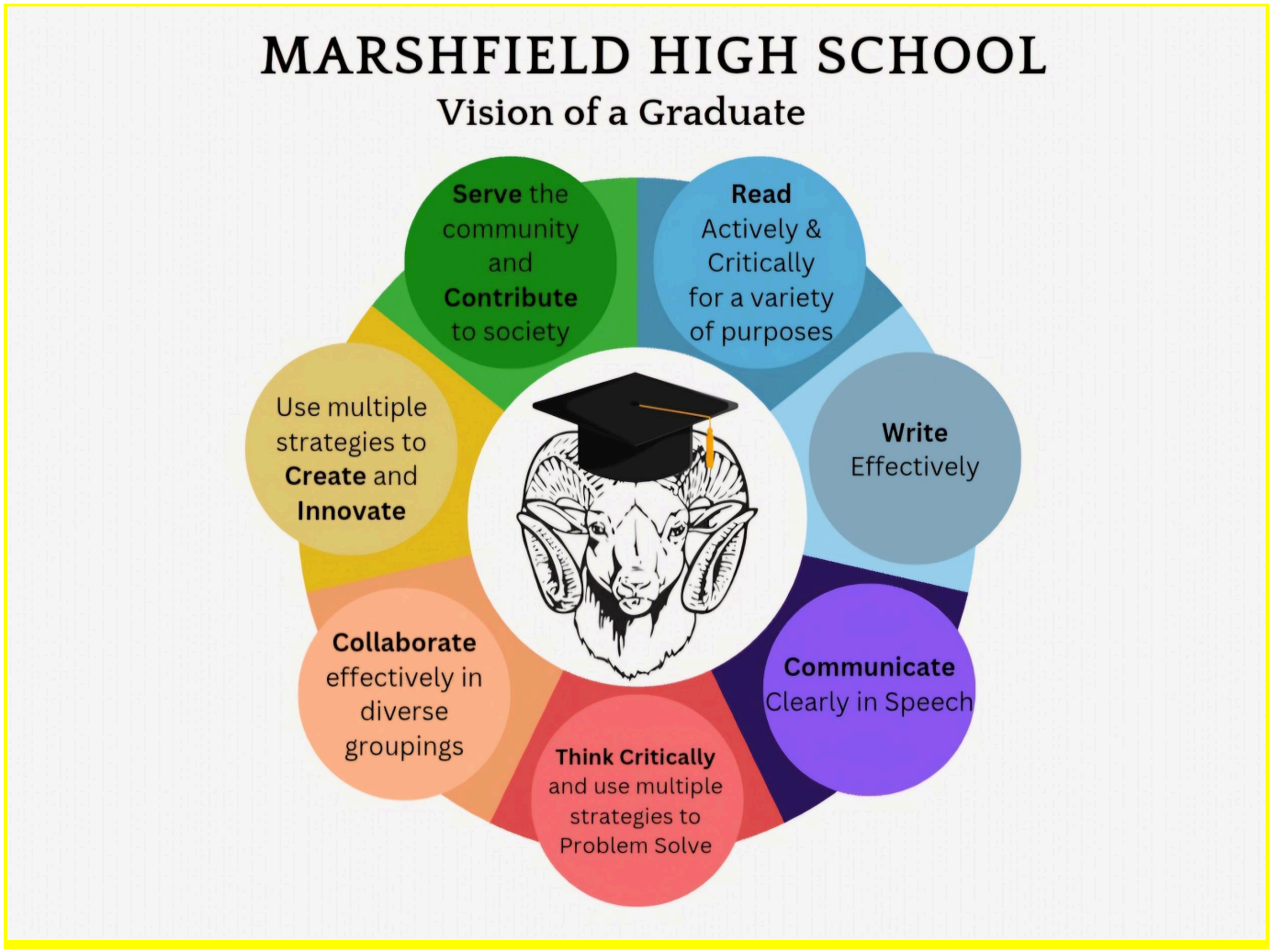
Our **Core Values**:

- Respect self and others
- Nurture positive relationships
- Embrace diversity
- Pursue excellence
- Foster collaboration
- Inspire innovation and creativity
- Promote responsibility
- Provide an equitable, supportive environment
- Cultivate social emotional wellness

Our **Vision Statement**:

Inspired to learn, confident to explore, prepared to thrive.

Vision of a Graduate:



Pillar #1: Equity, Belonging, and Wellness.

Goal: Strengthen a culture of belonging in our school community.

MPSD Strategic Objective	GWS Key Actions	GWS Outcomes
1.1 Create structures to support the safety and well-being of students and staff	1. Establish a building-based Belonging Committee, in collaboration with the District Belonging Committee. 2. Research SEL curriculum and survey resources to measure student sense of belonging. 3. Increase opportunities for student and staff voice.	1. GWS Belonging Committee is established and meetings are regularly scheduled. 2. A final recommendation to select and purchase an SEL curriculum and survey is made. 3. New opportunities for student and staff voice are offered to the GWS Community.

Pillar #2: Teaching, Learning, and Leading

Goal: Consistently implement all components of EL curriculum in all K-5 classrooms

MPSD Strategic Objective	GWS Key Actions	GWS Outcomes
2.1 Align district curriculum both vertically and horizontally with lens on equity	1. Ensure common scheduling to allow for tier 1, Foundational skills block, small reading group time, ALL block, and WINN. 2. Use GLCs consistently to analyze data, inform instruction, and problem solve. 3. Develop a coaching cycle so that all teachers are supported by coaches to ensure a successful year 2 implementation. 4. Attend and apply all professional development offerings focused on EL curriculum.	1. A master schedule is created and implemented that includes dedicated time for each instructional block across all grade levels. 2. Grade-level teams meet regularly with a clear agenda focused on data analysis and instructional planning. 3. Coaches and teachers collaborate through the coaching cycle to implement best practices aligned with the EL curriculum. 4. Teachers have implemented learned strategies in their classrooms and shared best practices with colleagues.

Pillar #3: Community Engagement and Communications

Goal: Engage with all members of the GWS Community to increase awareness of diversity, equity, inclusion, and belonging throughout the school.

MPSD Strategic Objective	Key Actions	Outcomes
3.1 Increase awareness of Diversity, Equity, Inclusion and Belonging throughout the school community	1. Develop and implement a committee dedicated to increasing awareness around diversity, equity, inclusion and belonging within the Governor Winslow School community. 2. Scheduled meetings to plan and develop activities to foster committee goals. 3. Implement activities focused on diversity, equity, and inclusion across grades K-5 with the support from GWS PeaceLeaders. 4. Extend awareness and cultural representation to GWS families through school based projects. 5. Collect feedback from families and community members specific to their sense of belonging and inclusion through channels such as School Council, PTO, and community surveys.	1. The GWS Belonging Committee with representation from teachers and administrators is in place and meeting regularly.. 2. Meetings held throughout the school year to collaborate and plan with committee members. 3. The planned activities are implemented and shared with families through the MPSD social media platforms. 4. Grade levels complete specific projects outlined by Belonging Committee and display them to the GWS community. 5. Feedback from the community is analyzed for patterns and used to generate action steps as needed.

Pillar #4: Management and Operations

Goal: Ensure accessible learning environments are provided for all students

MPSD Strategic Objective	GWS Key Actions	GWS Outcomes
4.1 Ensure accessible learning environments are provided for all students and staff PK-12	1. Create a schedule for K-5 classrooms that prioritizes equitable access to instruction across all grade levels. 2. Teachers will implement UDL strategies to diversify instruction and meet the needs of all learners. 3. Classroom placement of students is completed through the collaboration of general education teachers, reading specialists, special education teachers, and related service providers. 4. Examine physical access to all learning environments and experiences to ensure access for all students.	1. Schedule will provide optimal learning experiences for all students & for staff development 2. Students will learn without restrictions or barriers and in a universally designed environment 3. Class sizes provide equitable access for all and placement allows all students to access the supports and services they need without impacting core instruction. 4. School entrances, all learning environments, and all learning experiences can be accessed by all children at GWS.