



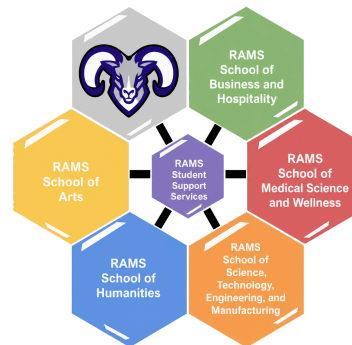
KATHLEEN E. GOODWIN SCHOOL

Foundations of the PK–12 Pathways Strategic Plan

Goodwin School: Where Pathways Begin

Pathways is often discussed in the context of high school programs, career exploration, and future opportunities. But the reality is far more foundational: Pathways begins at Goodwin School.

As outlined in the Old Saybrook Public Schools 2026–2031 Strategic Plan, Pathways is a PK–12 system designed to ensure that every student discovers their interests, develops essential skills, experiences meaningful learning, and builds a strong sense of belonging as a Ram. This journey does not start with course selection or career pathways; it starts with confidence, curiosity, and community.



Goodwin School plays a critical role in this system. The work highlighted in this booklet represents the foundational stage of Pathways, where students develop the academic, social, and emotional skills that make later exploration and specialization possible. Everything that follows at the middle school and high school is built upon the intentional systems, structures, and culture established here.

Goodwin’s Role in the PK–12 Pathways Journey

Within the district’s Pathways framework, each school serves a distinct purpose:

- Goodwin School (PK–4): **Foundations**
- Old Saybrook Middle School (5–8): **Exploration**
- Old Saybrook High School (9–12): **Direction & Opportunity**

At Goodwin, Pathways is not about careers or pathways of study. It is about preparing students to access those opportunities later by ensuring they leave elementary school with:

- Strong literacy and math foundations
- Emerging communication and problem-solving skills
- Confidence in themselves as learners
- A clear understanding of expectations and routines
- A deep sense of belonging and identity as a Ram

The initiatives highlighted in this booklet: schedule redesign, community building, MTSS Consult, SWIS implementation, and academic communication, are not isolated improvements.

They are strategic investments in the Pathways system, ensuring every student is ready for the exploration and opportunities that follow.

How Goodwin's Work Aligns to the Pathways Pillars

The district's Strategic Plan is built around four Pathways pillars. Each is already deeply embedded in Goodwin's daily practices

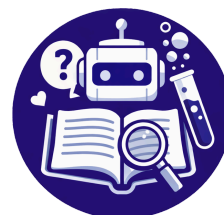
1. Belonging & Ram Identity

Goodwin's focus on shared expectations, Goodwin Gatherings, and consistent community-building routines ensures that every child feels known, supported, and connected. A strong sense of belonging is the foundation for engagement, risk-taking, and long-term retention within the district.



2. Interest Discovery & Curiosity

While formal interest exploration occurs later, Goodwin nurtures curiosity through early exposure to the arts, language, wellness, and creative learning. These experiences spark interests that students will later explore more deeply at the middle school level.



3. Academic Skills & Readiness

The redesigned schedule, WIN block, and MTSS Consult process significantly strengthen literacy, math, and executive functioning skills. These systems ensure that all students, not just some, are prepared to engage in increasingly rigorous, interest-based learning as they move forward.



4. Real-World Learning & Connection

Through strong family communication, transparent curriculum overviews, and meaningful school-community experiences, Goodwin helps students understand that learning matters and is connected to the world around them.



Why This Matters

This booklet documents a year of meaningful progress, but more importantly, it demonstrates how Goodwin School is delivering on the district's Pathways vision in concrete, measurable ways.

The practices highlighted here:

- Strengthen student confidence and readiness

- Improve consistency and predictability for families
- Reduce barriers to learning
- Ensure equity of access to strong Tier 1 instruction
- Build the foundation for future exploration and success

In short, Goodwin is not preparing students for school. Goodwin is preparing students for their Pathways journey.

A Foundation Worth Celebrating

As Old Saybrook Public Schools continue to strengthen Pathways across all grade levels, Goodwin School stands as a powerful example of what intentional, aligned, student-centered work can accomplish.

The following pages highlight the systems, structures, and practices that make this possible and demonstrate why strong foundations are essential to building bright futures.



Pathways Connection: Strengthening Academic Readiness

Strong Pathways require strong foundations.

Goodwin's redesigned schedule and expanded instructional time in literacy and math ensure that students develop the core academic skills needed to access future learning opportunities.

The addition of the WIN block allows for targeted support and enrichment within Tier 1 instruction, ensuring that all students, not just some, are prepared for the increased rigor and interest-based exploration that occurs in later grades.

Pathways Pillar Alignment:
Academic Skills & Readiness



A. Instructional Time & Schedule Redesign

This year, Goodwin School undertook a comprehensive redesign of its daily schedule with a singular goal: **maximize instructional time while still honoring the developmental needs of young learners.** After reviewing district priorities, curriculum demands, and feedback from families and staff, the leadership team built a new structure that creates more learning opportunities, protects uninterrupted academic time, and supports whole-child well-being. This redesigned schedule represents one of the most impactful instructional shifts the school has made in recent years.

At the heart of the new model is a significant increase in dedicated instructional blocks for literacy and math, nearly a **25% expansion in available learning time.** This increase was achieved through strategic restructuring, including reducing lunch waves from five to three and introducing a consistent 40-minute rotating block that supports targeted MTSS/SRBI interventions, small-group literacy and math support,

DAILY SCHEDULE	
8:45-8:55	Morning Work/Arrival
8:55-9:10	Morning Meeting
9:10-10:10	Reading Lesson (ELA) OR S2 Once/week/grade
10:10-10:30	Read Aloud (ELA), Snack, & Energizer
10:30-10:50	Word Work (ELA)
10:50-11:30	WIN (What I Need)
11:30-12:20	Recess & Lunch
12:20-12:25	Reading Instruction
12:25-1:25	Math Lesson
1:25-1:35	Number Corner (Math)
1:35-1:55	Writing (ELA)
1:50-2:05	Energizer or Recess (As Needed)
1:55-2:35	Content Area (Science or Social Studies)
2:35-3:15	Specials
3:15	Dismissal

Sample Schedule - What a day could look like

and multilingual learner services. The Goodwin team also incorporated Spanish into the specials rotation, giving every student full access to world language learning for the first time, further aligning the elementary experience with the district's long-term Pathways model.

The redesigned schedule also introduces a dedicated **WIN (“What I Need”) block**, allowing teachers to deliver Tier 1 small-group instruction, differentiated supports, and enrichment without pulling students from core subjects. This preserves instructional integrity while addressing individual student needs. These structures not only increase consistency across classrooms but also allow teachers to collaborate more effectively, analyze data, and plan responsive lessons that meet students where they are.

Importantly, Goodwin built these improvements without compromising student wellness. The new schedule ensures students continue to receive lunch, recess, snack, and, when needed, teacher-directed movement breaks. Teachers are empowered to monitor student energy and engagement and adjust the day to maintain a positive classroom climate. This balance reflects Goodwin's belief that **academic rigor and student well-being must coexist**, and that both are essential for strong outcomes.



Early feedback from staff and families highlights a smoother school day, more predictable routines, and stronger pacing in both math and literacy. Teachers report that students are more engaged during core instruction, transitions are calmer, and intervention time feels more purposeful. As Goodwin continues refining this model, the school is building a foundation of time, structure, and intentionality that will benefit students for years to come.

Pathways Connection: Building Belonging & Ram Identity

Pathways begins with belonging.

At Goodwin School, consistent expectations, explicit instruction of routines, and intentional community-building practices ensure that every student feels safe, supported, and valued.

By strengthening student belonging through Goodwin Gatherings, shared behavioral expectations, and the SWIS system, Goodwin establishes the emotional and social foundation students need to take academic risks, explore interests, and remain connected to Old Saybrook Public Schools throughout their educational journey.

Pathways Pillar Alignment:
Belonging & Ram Identity



B. Goodwin Community Building

Goodwin School has made community building a central focus of its identity this year, strengthening shared values, improving consistency, and creating a culture where all students feel known, supported, and celebrated. This work goes far beyond behavior expectations. It represents a **holistic effort to cultivate belonging**, reinforce Goodwin's shared values, and elevate the school climate in ways that benefit students academically, socially, and emotionally.



The school's community-building strategy begins with a foundation of common expectations: **Be Safe, Be Kind, Be Responsible**. These expectations were developed collaboratively during summer professional learning, with teachers and staff defining what each value looks like in every area of the building: from hallways to classrooms to recess to the bus line. These expectations give the school a unified language that students understand and adults consistently reinforce, creating a predictable environment where students can thrive.

During the first weeks of school, every class participated in structured lessons that explicitly taught expectations through modeling, practice, and conversations about how positive behavior helps everyone learn. Staff walked students through every space in and around the school, clarifying expectations for each setting. This proactive approach reduces confusion and prevents escalation, helping students feel secure and confident in navigating the school day.



Goodwin Kindness Song

Monthly **Goodwin Gatherings**, school-wide assemblies that celebrate achievements, reteach expectations, and highlight classroom community, have become a cornerstone of the school's identity. These gatherings serve as a reminder that Goodwin's culture is built intentionally. They highlight students who model the core values, celebrate successes, and send a consistent message: *At Goodwin, we take care of ourselves and each other.*

Teachers report stronger peer relationships, smoother transitions, and an overall calmer school climate. Students show greater understanding of what is expected of them, and adults across the building feel more aligned in how they support student growth. This work is more than a behavior system; it is an investment in a **positive, inclusive school community** that allows every child to succeed.

Looking ahead, Goodwin plans to deepen this work by integrating more student leadership opportunities, expanding family engagement events tied to the school's core values, and continuing to refine routines as the community grows. The vision is clear: a school where **every child feels like they truly belong**.

Goodwin School Expectations:

Be Safe, Be Kind, Be Responsible

CLASSROOM I am safe: I use tools properly and keep my body calm I am kind: I use kind words, actions. I care for our space and materials.  I am responsible: I listen to teachers and classmates. I try my best.	ENTERING /EXITING I am safe: I walk calmly with my hands and feet to myself. I am kind: I use good manners and hold the door for others. I am responsible: I stay in line, listen carefully, follow directions. 	RECESS I am safe: I keep my hands to myself/use equipment correctly.  I am kind: I include others and show good sportsmanship. I am responsible: I listen to directions and line up quickly.	
HALLWAY I am safe: I walk with a calm body and keep my hands and feet to myself.  I am kind: I care for school property and the work of others. I am responsible: I face forward and walk quietly.	BUS I am safe: I sit in my seat and keep my hands to myself. I am kind: I use kind words and polite language.  I am responsible: I follow the bus rules and listen to the bus driver.	CAFETERIA I am safe: I sit with a calm body and keep my hands and feet to myself.  I am kind: I show good manners and use an indoor voice. I am responsible: I wait my turn and raise my hand if I need help.	
			LINING UP I am safe: I keep my hands and feet to myself and have a calm body. I am kind: I wait quietly and give others space in line. I am responsible: I face forward and listen carefully. 

C. SWIS Behavioral Tracking & Data-Driven Decision Making

Goodwin's adoption of **SWIS (School-Wide Information System)** has transformed how the school understands student behavior, responds to emerging needs, and strengthens the learning environment. SWIS is more than a data tool. It is a system that empowers staff to make informed, proactive decisions grounded in trends rather than assumptions.

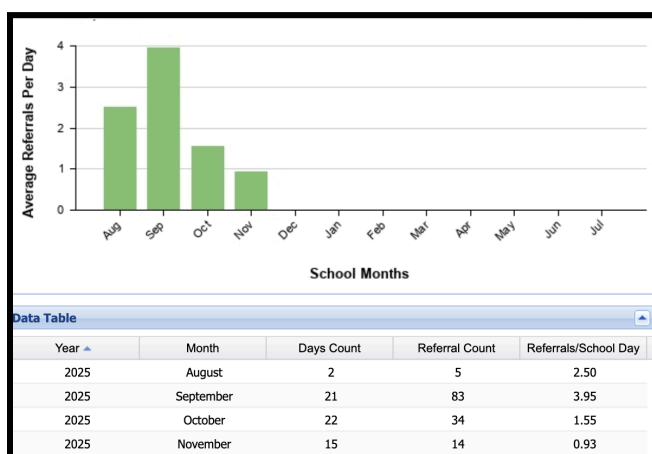
Using SWIS, Goodwin staff collect office discipline referrals in a consistent, efficient manner, and the system automatically organizes the information into clear reports. These reports help the team answer essential questions:

- When and where are behaviors occurring?
- Which expectations are not being met?
- Which students may need additional support?
- What trends are emerging over time?

What has been most powerful, however, is the **immediate impact**. In the first three months of implementation, Goodwin saw a dramatic reduction in behavioral incidents:

- September referrals: **83**
- October referrals: **33**
- November referrals: **13**

This is an extraordinary **84.3% decrease**, evidence that clear expectations, community-building, and consistent data use are making a measurable difference.



Faculty and paraeducators review SWIS data at the start of faculty meetings, allowing the entire staff to stay informed and aligned. These conversations help the team determine when expectations need to be retaught, when a space needs procedural adjustments, and when students might benefit from additional supports. This shared ownership creates a unified, predictable environment that benefits all learners.

The Goodwin Support Team meets every Friday. This group includes both Goodwin administrators, the school nurse, a social worker, school psychologist, and school guidance counselors. At their meetings, the group reviews data, makes decisions, refines systems, and ensures consistency across the building.

Moving forward, Goodwin will continue using SWIS to deepen its understanding of student needs, strengthen its Tier 1 systems, and ensure that every child has access to a safe, engaging learning experience.

Pathways Connection: Ensuring Equity of Access

Pathways must be accessible to every learner.

Goodwin's MTSS Consult model exemplifies how early, proactive collaboration ensures that academic and behavioral supports are delivered efficiently and equitably.

By identifying student needs early and aligning instruction across teams, Goodwin removes barriers that might otherwise limit future participation in Pathways exploration and coursework.

Pathways Pillar Alignment:

Academic Skills & Readiness
Belonging & Ram Identity



D. MTSS Consult Process

Goodwin's **MTSS Consult Process** is one of the school's most powerful systems for supporting students academically, socially, and emotionally. Built on a belief in collective responsibility, the Consult model ensures that no student falls through the cracks and that decisions about learner needs are grounded in data, collaboration, and research-based interventions.



The Consult Process brings together a wide range of professionals, administrators, specialists, counselors, interventionists, PPS representatives, and classroom teachers, to analyze student data, define needs, and plan individualized supports. The team meets daily for 40 minutes, creating a level of consistency and responsiveness that few schools achieve. The new implementation of our Consult Process has earned attention from several Connecticut colleges and universities, which have recognized Goodwin's model as one of the strongest MTSS frameworks in the state.

The goal is simple but profound: **increase student learning by ensuring every child receives the right intervention at the right time.** The model helps teachers identify student needs early, create targeted intervention plans, and monitor progress over time. It also reinforces a culture of shared ownership. Teachers do not carry student challenges alone; instead, the entire Consult team collaborates to design solutions.

This year, the Consult Process has strengthened Tier 1 instruction by helping teachers analyze classroom data, reflect on instructional practices, and refine whole-group and small-group instruction. It has also expanded the range of Tier 2 and Tier 3 interventions available to students, promoting independence and growth across academic and behavioral areas. Importantly, the process is flexible enough to support students with and without IEPs or 504 plans, ensuring that **any child with a targeted need can receive support.**

Teachers report feeling more supported, better prepared to meet diverse needs, and more confident in the consistency of interventions across classrooms. Students, in turn, experience more individualized learning, clearer expectations, and more frequent progress monitoring.

As Goodwin continues to refine the Consult Process, the school plans to deepen its use of data cycles, enhance cross-grade collaboration, and expand professional learning that supports intervention design. The long-term vision is a school where every student experiences sustained growth through a system that is compassionate, proactive, and deeply collaborative.



Pathways Connection: Strengthening Family Partnership

Families are essential partners in the Pathways journey.

Clear, consistent communication ensures families understand how learning progresses and how they can support their child's growth.

By strengthening home-school connections at the elementary level, Goodwin builds trust and shared ownership—key ingredients for sustained engagement throughout the PK–12 Pathways system.

Pathways Pillar Alignment:

Belonging & Ram Identity

Real-World Learning & Connection



E. Academic Communication (ARC & Bridges)

Goodwin School has implemented a thoughtful, structured approach to academic communication designed to bring families closer to the learning happening in classrooms. Rooted in the ARC (ELA) and Bridges (math) curricula, this initiative ensures that families have clear, consistent, and accessible information about what their children are learning unit by unit, skill by skill.

To strengthen transparency and deepen family understanding, Goodwin created a school-wide system that outlines each unit's focus, standards, and learning goals. These tools explain the foundational skills students are practicing, the strategies they are applying, and the content they are engaging with. Families receive **Unit Overviews** at the start of each ARC and Bridges unit, offering a preview of the reading, writing, foundational skills, and math content their child will encounter.

This approach helps families feel connected to classroom instruction and reinforces Goodwin's broader commitment to building strong home-school partnerships. When parents understand curriculum expectations, they are better equipped to support their children at home, celebrate growth, and engage in meaningful conversations about learning. This transparency also aligns with district expectations around communication, consistency, and equitable access to information.

Teachers report that students are more confident explaining what they are learning, and families appreciate being kept “in the loop” about instructional decisions. The predictable format of the communication system has also reduced confusion and created a rhythm families can rely on throughout the year.

Over time, this initiative will continue evolving as Goodwin incorporates feedback from families and staff. Upcoming goals include integrating more visual supports for younger readers, expanding multilingual communication options, and refining how Goodwin highlights student work connected to each unit. The next phase of this process (Spring 2026) will be to send home

representations of student work with clearly defined rubrics, so that parents can have a better understanding of how their student has performed in a particular content area.

The long-term vision is a communication model that is transparent, empowering, and fully aligned with the district's mission of building bright futures.

Goodwin ARC/ELA Unit Overview for Families

Grade: 2 **Unit:** 2 **Unit Title:** Bugs in their Ecosystems

Dates: November - January (approximately 9 weeks)

Unit Summary: In this unit, students will focus on: building on the routines and engagement established in Unit 1 while adding a new layer: thematic inquiry into a science topic. As the class explores Bugs in Their Ecosystems, students will become an inquiry research community as they read, write, question, debate, and create knowledge together.

In this Unit, students will:

- As a class, read and discuss an informational core text.
- Read at least 30 minutes a day from self-selected texts, including texts on the topic and general wide reading.
- Improve their constructed response/on-demand writing skills.
- Publish a well-researched informational text for a meaningful audience.
- Practice applying a set of focus grade-level standards to reading, writing, speaking, and listening.

Reading Focus:

- Determine the main topic of a text and summarize the key supporting details and ideas.
- Analyze informational text features and explain how they support understanding.

Writing Focus:

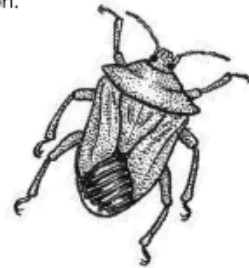
- Write informative texts by examining resources and organizing information clearly and accurately to express understanding
- Conduct research projects based on focused questions, demonstrating understanding of the subject under investigation.

Foundational Skills Focus:

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

Work that will be sent home to show student progress:

- Student writing samples
- Phonics practice pages



Sample Unit Overview

Looking Ahead: From Foundations to Exploration

The work highlighted in this booklet represents far more than a successful school year at Goodwin. It represents the **first stage of Old Saybrook's PK–12 Pathways Strategic Plan**.

By building strong academic foundations, fostering belonging, nurturing curiosity, and strengthening partnerships with families, Goodwin prepares students not only for the next grade, but for the next phase of their Pathways journey.

As students transition to Old Saybrook Middle School, they carry with them:

- Confidence as learners
- Strong foundational skills
- A sense of belonging as Rams
- Curiosity about their interests and abilities

At the middle school level, these foundations allow students to **explore new disciplines, discover their strengths, and begin shaping their own educational paths**.

Pathways does not begin with choice, it begins with preparation.

And at Goodwin School, that preparation is intentional, aligned, and worth celebrating.

