

Annie E. Vinton Elementary
School Development Plan
2018-19 Report

The Vinton School Development Plan is prepared and published annually. It provides our community with a blueprint for continuous school improvement. Our school goals have been developed to align with the Mansfield Board of Education's Mission, Beliefs and District Framework.

Mansfield Board of Education
2016-2021

Mission:

It is the mission of the Mansfield Board of Education, in partnership with the Mansfield community, to ensure that all children acquire the knowledge, skills, and attributes essential for personal excellence in learning, life, and work within our global community.

We Believe:

- It is our obligation to teach academic and social skills while promoting the emotional, physical, and behavioral development of all children.
- Children thrive and experience success when we provide instruction and opportunities that value individual abilities and interests.
- Equal access to our district's programs and services will be afforded to all children.
- All children and staff deserve a safe, secure and supportive school environment.
- Schools excel when staff engage in continuous improvement of practice and lifelong learning.
- It is the responsibility of our schools to engage, support, and involve families.
- Our schools are strengthened when the school and community work together, each contributing to the success of the other.

District Framework:

1. The district is committed to promoting rigorous academic outcomes, social skills, and the habits of mind necessary for growth in life, learning, and work beyond school, including the ability to communicate effectively, work collaboratively, and think critically and creatively.
2. The district is committed to providing student-centered instructional practices that are responsive to student learning styles, promote resilience, and allow for personalization and individual growth in academics and the related arts.
3. The district uses purposeful assessments to inform instruction and monitor individual student progress aligned with learning goals.
4. The district supports embedded professional learning that advances the goals of the district and engages staff in continuous improvement.
5. The district celebrates the unique and diverse community of Mansfield by building partnerships between families, schools, and the larger community.
6. The district works in a fiscally responsible manner to align its organizational systems and resources to achieve established goals.

Statement 1:

The school is committed to promoting rigorous academic outcomes, social skills, and the habits of mind necessary for growth in life, learning, and work beyond school, including the ability to communicate effectively, work collaboratively, and think critically and creatively.

Priorities:

1. Develop shared understandings of social and emotional learning among all faculty and staff.
2. Continue to develop school-based programs to develop social and emotional learning skills in all students.
3. Foster a school climate of kindness and respect.
4. Integrate social and emotional teaching responsively throughout the school day.

Actions and Initiatives:

1. Develop our guiding document on Social and Emotional Learning started by our school Social and Emotional Learning Committee in 2017-18.
2. Provide professional learning to faculty and staff on social and emotional learning.
3. Develop our Early Intervention Team (E.I.T.) process for identifying and instructing students in need of support in the area of social and emotional learning.
4. Create a guiding document for teachers that outlines the social and emotional learning outcomes at each grade level.

Measurable Goals:

- Develop our guiding document on Social and Emotional Learning started by our school Social and Emotional Learning Committee in 2017-18.
 - *The Vinton Social and Emotional Learning Committee continued its work developing a guiding document for teachers using the CASEL Framework outlining the definition of social and emotional learning including Responsible Decision Making, Relationship Skills, Social Awareness, and Self Awareness. We will continue to deepen this work in 2019-20.*
- Develop our Early Intervention Team (E.I.T.) process for identifying and instructing students in need of support in the area of social and emotional learning.
 - *Vinton School developed its Early Intervention Process for identifying and instructing students in need of support in the area of social and emotional learning. Classroom teachers identified students in need of social and emotional learning, and through the work of the Early Intervention Team process and collaboration with the School Psychologist, instructional plans were made to support students. We will continue to deepen this work in 2019-20.*
- 100% of Vinton students will report that they agree or strongly agree on all questions on our Student Survey. The Vinton survey results from the May 2019 administration appear below.

- *The 2019 student survey reports a strong and safe school climate from the perspective of our grade 1-4 students. Students agreed or strongly agreed with the survey questions an average of 89% of the time. Students are proud to be a student at the school, feel safe, and believe the school rules are clear. They report having strong peer and adult relationships and support. The survey also indicates some areas to work on in 2019-20, including solving problems with one another, being respectful of people's differences, and increasing the rigor and relevance of our tasks.*

Vinton Student Survey Spring 2019	Agree %	Strongly Agree %	Disagree %	Strongly Disagree %
1. I am proud to be a student at this school.	44	49	5	2
2. I feel safe at this school.	43	51	5	1
3. The school rules are clear.	46	50	4	0
4. I feel others treat me with respect.	55	22	18	5
5. Adults at my school care about me.	28	67	3	0
6. I feel like I belong at this school.	41	47	9	3
7. Students help one another at this school.	55	33	10	2
8. I feel comfortable talking to at least one adult in this school.	34	60	4	2
9. Teachers support students when they have a problem.	42	54	3	1
10. Students solve problems with each other.	53	25	19	3
11. I am an active member of my school.	46	48	5	1
12. I work with others to improve my school community.	50	42	7	1
13. I talk with my parents about school.	38	48	11	3
14. I have at least one friend at school.	19	74	4	3
15. I like coming to class.	41	41	11	7
16. The work I do is interesting.	49	32	15	4
17. I see the connections between the work I do in school and the real world.	47	38	12	3
18. The work I do in class is challenging.	43	31	18	8

19. My teacher encourages me to do my best.	24	72	3	1
20. It is important for me to do well in school.	29	70	1	0
21. Students are respectful of each other's differences.	41	39	16	5
22. I make choices about my own learning.	47	43	7	3

Statement 2:

The school is committed to providing student-centered instructional practices that are responsive to student learning styles, promote resilience, and allow for personalization and individual growth in academics and the related arts.

Priorities:

1. Develop our student centered literacy program in grades K-4.
2. Develop our Early Intervention Team (E.I.T.) process for identifying and instructing students in need of support in the area of reading.

Actions and Initiatives:

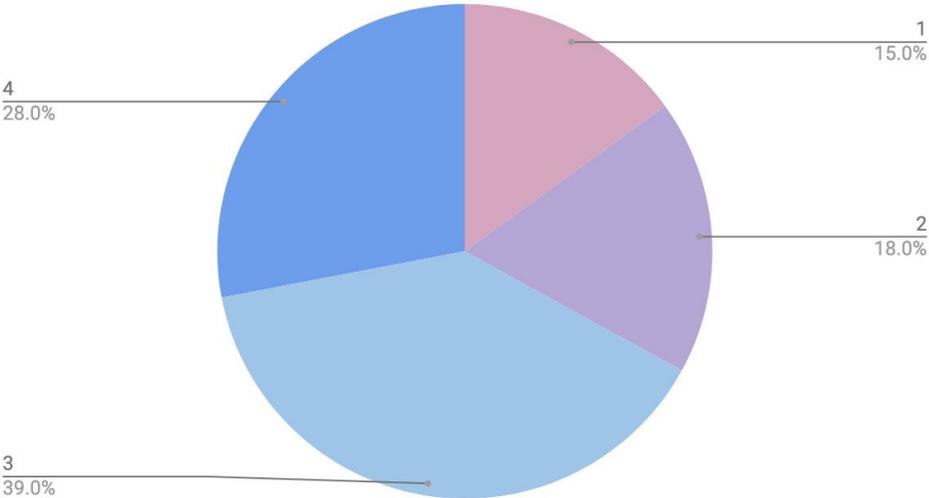
1. Develop our student centered literacy program in pre K through 4.
 - Deepen our understandings of grade level performance expectations in English language arts through systematic professional learning.
 - Emphasize job-embedded professional learning with our literacy coach, district literacy coordinator, special education teachers, and classroom teachers to develop shared understandings of teaching, learning and our students.
 - Conduct ongoing reviews of student performance in reading for all students.
2. Ensure students receive appropriate level of support to meet learning expectations.
 - Develop our school schedule that allocates human resources as effectively as possible based on student need.
 - Develop our use of Academic Support Plans to coordinate effectively the instruction of students not yet reaching grade level goals.
 - Develop our collaborative model to enrich and coordinate instruction among our classroom teachers, special education teachers, enrichment teacher, literacy teacher, district literacy consultant, district math consultant, speech and language teacher, and educational psychologist.

Measurable Goals:

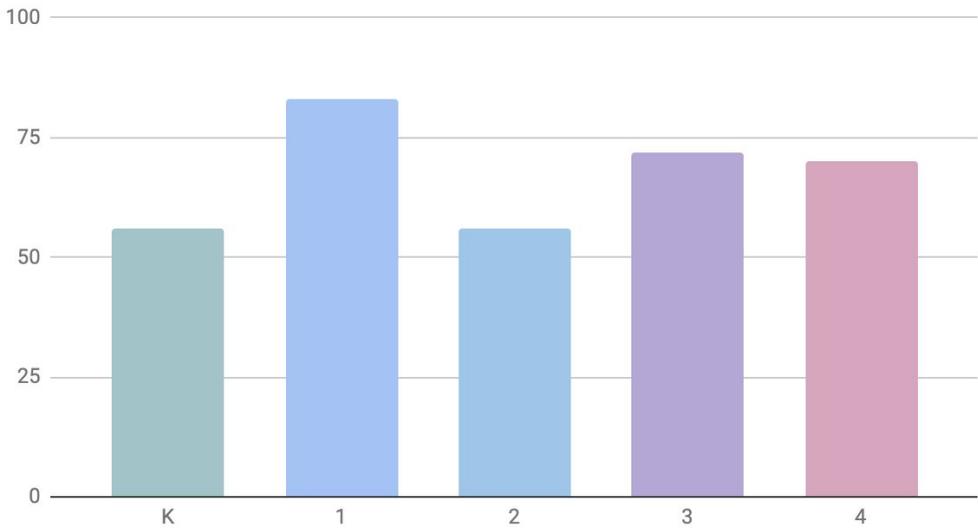
- 80% of students will meet expectations in reading as measured by local assessments.
- 85% of staff will respond positively to staff survey questions regarding the professional supports provided throughout the year.
- 85% of staff will respond positively to survey questions about the quality of the professional growth experiences provided throughout the year.

- 80% of students will meet expectations in reading as measured by local assessments.
 - *The following report describes the assessment information of all K-4 students at Vinton School in June 2019 as by the local reading benchmark reading assessment (Fountas & Pinnell). Students reported here have moved onto a higher grade for the 2019-20 school year.*
 - *Level 1 represents students reading well below grade level standards,*
 - *Level 2 represents students approaching grade level standards,*
 - *Level 3 represents students reading at grade level standards, and*
 - *Level 4 represents students reading above grade level standards.*

Vinton Whole School Reading Levels



Vinton Reading % at Goal of Above



Action Steps in Reading for 2019-20:

- *Deepen reading workshop practices K-4, including small group instruction.*
 - *Develop deeper understandings of the learner outcomes in reading.*
 - *Conduct professional learning with special education teachers in reading, and create collaboration time with classroom teachers and literacy coach to create instructional plans.*
 - *Deepen the Early Intervention Team model to identify and develop instructional plans for students not yet reading at grade level.*
 - *Develop understandings of the teaching of foundational skills in K-2.*
 - *Implement a schedule with the literacy coach that allows her with each grade to teach 1 day each week, provide reading support 3 days a week, and attend all grade level community of practice meetings.*
 - *Establish strong, consistent throughlines for professional learning using community of practice meetings, lab sites and sub days.*
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- 85% of staff will respond positively to staff survey questions regarding the professional supports and the quality of professional growth experiences provided to them throughout the year.
 - *75% of 8 respondents agreed or strongly agreed with the statement “The professional learning experiences I had this year supported my work to ensure student growth” on the Vinton Teacher Survey administered in the spring of 2019.*
 - *89% of 9 respondents agreed or strongly agreed with the statement: “I received support to achieve district, school, and personal goals” on the Vinton Teacher Survey in the spring of 2019.*
 - *Vinton teachers reported informally and on the faculty survey that professional learning was powerful when the grade level team identified a consistent focus and worked on it throughout the year. One teacher on the survey commented about professional learning that she found powerful: “Lab sites that focused on a grade level identified goal. The work done throughout the year was built on a weekly basis. At the beginning of the year we identified the need to improve our small group instruction. Each COP and Lab site was designed around planning, designing, and improving our small groups. Each time we met, we had something to take back with us that we could then implement and utilize in our classrooms. As at team, we were able to collaborate, share ideas, and grow together as we learned more about small group instruction.*
 - *A goal this year is to increase the number of respondents to this survey.*

Vinton Smarter Balanced Assessment Scores
2015/16 through 2018/19

	Grade and Subject	Percentage of students at 3 or Above	Achievement Levels			
			1	2	3	4
2015-16	Grade 3 ELA	80%	8%	12%	22%	57%
	Grade 3 Math	71%	10%	18%	20%	51%
	Grade 4 ELA	81%	12%	8%	29%	52%
	Grade 4 Math	85%	2%	13%	27%	58%
2016-17	Grade 3 ELA	71%	7%	21%	21%	50%
	Grade 3 Math	71%	7%	21%	29%	43%
	Grade 4 ELA	78%	13%	9%	13%	65%
	Grade 4 Math	76%	2%	22%	17%	59%
2017-18	Grade 3 ELA	78%	11%	11%	29%	49%
	Grade 3 Math	76%	9%	15%	38%	38%
	Grade 4 ELA	89%	2%	9%	19%	70%
	Grade 4 Math	98%	0%	2%	24%	74%
2018-19	Grade 3 ELA	67%	4%	29%	17%	50%
	Grade 3 Math	81%	8%	12%	42%	38%
	Grade 4 ELA	75%	15%	10%	19%	56%
	Grade 4 Math	77%	8%	15%	17%	60%

Vinton Student Survey May 2018	Agree %	Strongly Agree %	Disagree %	Strongly Disagree %
1. I am proud to be a student at this school.	40	52	7	1
2. I feel safe at this school.	42	54	5	0
3. The school rules are clear.	44	53	2	1
4. I feel others treat me with respect.	58	23	14	4
5. Adults at my school care about me.	26	71	3	0
6. I feel like I belong at this school.	41	48	9	2
7. Students help one another at this school.	51	37	10	2
8. I feel comfortable talking to at least one adult in this school.	30	64	4	2
9. Teachers support students when they have a problem.	38	57	5	0
10. Students solve problems with each other.	53	29	14	4
11. I am an active member of my school.	53	29	14	4
12. I work with others to improve my school community.	47	43	8	1
13. I talk with my parents about school.	39	47	11	4
14. I have at least one friend at school.	17	72	8	3
15. I like coming to class.	39	44	11	7
16. The work I do is interesting.	49	32	15	4
17. I see the connections between the work I do in school and the real world.	48	41	8	3
18. The work I do in class is challenging.	45	28	17	9
19. My teacher encourages me to do my best.	22	74	3	1
20. It is important for me to do well in school.	28	71	1	1
21. Students are respectful of each other's differences.	36	47	13	5
22. I make choices about my own learning.	44	47	6	3

Vinton Professional Learning 2018-19

Groups	Topic	Timeline
Whole School	Creativity and the 21st century skills outlined in the Mansfield Portrait of the Graduate.	August prior to school, follow-up throughout the year
Pre K-4 Classroom and Special Education Teachers	Reading and Writing Workshop, Student-centered math practices	Weekly meetings, lab sites and use of sub days throughout the year
Whole School	Social and Emotional Learning	Throughout the year
Leadership Team	Roles and responsibilities of teacher leaders, leading district committee work	1x each month, August-June
Teachers	Educational Technology that Supports Student-Centered Learning	Throughout the year, Faculty Meetings