

Annie E. Vinton Elementary School
Development Plan 2017-18

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 life-long 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.

Annie E. Vinton Elementary School Development Plan

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.

Measurable Goals:

- Create and distribute guiding document on Social and Emotional Learning developed by the Social and Emotional Learning Committee.
- Create and administer a student survey twice a year to monitor students' social and emotional skills.
- Create a process for identifying students in need of support in the area of social and emotional learning.

Actions and Initiatives

1. Develop a guiding document with the school's Social and Emotional Learning Committee that defines social and emotional learning, key student social and emotional learning competencies and resources to teach these competencies.
2. Provide professional learning to faculty and staff on social and emotional learning to develop shared understandings of core competencies and school wide agreements on teaching them
3. Create a process for identifying and instructing students in need of support in the area of social and emotional learning.

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. Implement a student centered literacy program in pre K-4.
2. Ensure students receive appropriate level of support to meet learning expectations.

Measurable Goals

- 80% of students will meet expectations in reading as measured by local assessments.
- 100% of teachers will indicate in an end of year survey that they have a clear understanding of the language arts curriculum goals.
- 100% of teachers will respond positively in an end of year survey to questions about the quality of professional learning throughout the year in supporting the implementation of student-centered literacy program.

Actions and Initiatives

1. Implement a student centered literacy program in pre K through 4.
 - Build a common understanding of grade level performance expectations in language arts and implement a revised assessment plan.
 - Continue to support teachers in the implementation of a workshop approach to develop reading and writing skills in pre K-4.
 - Conduct ongoing reviews of student performance in reading for all students.
2. Ensure students receive appropriate level of support to meet learning expectations.
 - Develop a school wide schedule that allocates all human resources as effectively as possible based on student need.
 - Develop an Academic Support Plan process that coordinates the instructional goals of students not yet reaching grade level goals.
 - Schedule meetings every two weeks between classroom teachers with special education students and appropriate members of their team (special education teachers, speech and language teachers paraeducators, school psychologists, etc.)

Vinton Smarter Balanced Assessment Scores
2014-15, 2015-16 & 2016-17

Smarter Balanced Test	Grade and Subject	Percentage of students at 3 or Above	Achievement Levels			
			1	2	3	4
2014-15	Grade 3 ELA	67%	10%	23%	15%	52%
	Grade 3 Math	65%	6%	28%	24%	42%
	Grade 4 ELA	94%	2%	4%	25%	69%
	Grade 4 Math	90%	0%	10%	22%	67%
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%

Vinton Professional Learning 2017-18

Groups	Topic	Timeline
Whole School	Norm Development	August and September, follow-up throughout the year
Pre K-4 Classroom Teacher	Planning Units of Study in Reading and Writing Based On Learner Outcomes	Weekly meetings, and ½ day meetings each month, August-January
Pre K-4 Classroom Teachers	Fountas & Pinnel Reading Benchmark Assessment	December
Pre K-4 Classroom Teachers	Reading Workshop	Job embedded professional learning, ongoing, August-June
Grades 3 & 4 Classroom Teachers	Student-centered, inquiry-based math	Job embedded professional learning, ongoing, August-June
All teachers	Social and Emotional Learning	September, October, follow-up throughout the year
Paraeducators	A range of topics based on professional learning needs	1x each month, August-June
Paraeducators	De-escalation Strategies	October
Leadership Team	Roles and responsibilities of teacher leaders	1x each month, August-June