

**Annie E. Vinton Elementary School
School Development Plan 2016-17
Updated June 2017**

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. This document begins with an overview of this essential district foundation and then describes how our local school goals are connected to them.

For the 2016-17 school year, the Annie E. Vinton School community will focus our work around District Framework #2 "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." This goal focuses on student learning and cuts across all disciplines to deepen the learning in reading, writing, mathematics, science, social studies, art, music, physical education, and social and emotional learning.

**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.

District Framework #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.

School Goal

Vinton Elementary will develop our understandings of 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:

- Create a culture of continuous learning for all adults built upon risk-taking and developing innovative instructional practices.
- Identify effective student-centered instructional practices in reading, writing and mathematics..
- Identify effective student-centered assessment strategies to measure student growth.

Measurable Outcomes:

- Kindergarten students will demonstrate growth in spelling as measured by the Developmental Spelling Assessment administered two times each year.
 - Developmental Spelling Assessment at the end of the year showed an increase in students ability to isolate beginning, middle, and ending sounds as well as blends and digraphs. DSA scores from beginning to the end of the year improved for all students.
 - 21/35 students knew the 50 kindergarten sight words by the end of the year. 11/35 students knew 40 or more of the sight words.
 - Teachers observed students accessing words in their rich classroom environments (word walls, posters, focus boards, samples of children’s work).
 - Teachers observed high student engagement during the writing process and plan on exploring the link between the reading and writing process more in depth next year.
 - Teacher professional learning on this specific spelling goal evolved into examining broader questions in reading and writing. The team read and discussed materials regarding Reading Workshop, participated in job embedded professional learning in some of the elements of Reading Workshop, and began implementing a number of new, student-centered instructional strategies.

- First grade students will demonstrate growth in mathematical thinking as measured by grade level assessments.
 - First grade teachers worked as a team with the math consultant to redesign six Bridges units into a more student-centered, inquiry-based approach. They prioritized lesson content so students would have more time to engage in mathematical thinking. Teachers taught a number of strategies to increase mathematical thinking including: Turn and Talk, Talk Moves and Gallery Walks. Teacher observations and assessments reflected improvements in mathematical thinking, and the team plans on continuing this work in the 2017-18 school year.

- Second grade students will demonstrate “Practitioner” or “Expert” level of Elaboration on the Teachers College Writing Rubric.
 - Grade 2 teachers’ work on elaboration and revision evolved throughout the year, beginning with the design of a number of rubrics, none of which the group ultimately felt addressed their goals. Teachers eventually focused their attention on the observation of student writing samples, identifying the qualities of elaboration and revision, and designing instruction to augment student elaboration and revision.
 - Teachers developed a professional learning plan to help guide their work. This work began with reading selected chapters from Barry Lane’s *After the End* focusing on questioning techniques. Teachers then implemented new questioning techniques in the classroom. Teachers also met with UConn professor Doug Kaufman on several occasions to focus on elaboration and revision strategies, including peer conferencing.
 - As a result of this work, teachers noted students’ elaboration and revision strategies improving throughout the year. Initially, students only utilized these strategies in response to direct adult questioning. Over time, with modeling and practice, students began asking themselves and others questions to support expansion of their ideas. Students began to take greater ownership of their work and elaborated more prior to a peer conference due to the expectation that their writing partner would be asking them to clarify or expand upon their current piece of writing.
 - Teachers learned that having both adult- and student-led conferences that focused on questioning techniques positively impacted student elaboration. At the onset, teachers were under the impression that they would gather a variety of revision strategies and teach students many different ways to revise their writing. As they progressed through their action research, teachers came to the realization that questioning was a single, uncomplicated revision strategy that consistently led to more elaborated student writing. Teachers also learned to differentiate questioning for students based upon their individual areas of need in writing.

- Third grade students will demonstrate “Practitioner” or “Expert” level of Communication as measured by the Math Exemplars rubric. A Math Exemplar is a challenging, multi-step, real-world math problem that requires students to reason, problem-solve, collaborate, think critically and collaborate.
 - Based on observations of weekly Exemplar tasks and other problem solving opportunities, students increased their ability to engage in discourse and communicate their mathematical thinking. Teachers observed students providing examples of multiple

strategies to solve a problem, referring to a strategy and explaining how that strategy was effective, explaining the plan that helped them arrive at their solution and their sequence of steps, using representations to show their reasoning and proof, and making connections to past problems or math situations. Students improved their ability to participate in gallery walks in which students analyzed peer's work and left kind, specific, and helpful feedback. Students engaged in class discussions where they shared their work with one another, explained their process to their classmates and asked questions to help gain a deeper understanding of the work.

- Fourth grade students will demonstrate growth in their use of interpretive and analytic reading strategies as measured by the Teachers College Learning Progressions rubrics.
 - All student scores improved on the post-tests of the Performance Assessments in the Teachers College Units of Study in Reading. Student scores averaged 8/16 on the pre-test and 12/16 on the post-test. Students showed significant improvements in writing responses to text and citing specific examples to support their points.
 - Teachers attributed student improvements to the implementation of the Reader's Workshop model (choosing Just Right books, increasing the volume of reading due to the high interest in reading materials, increasing reading stamina, creating lifelong readers through the sharing of books read and loved, daily mini-lessons, interactive read-alouds, reflection and goal setting, and writing responses to text in their reading notebooks).

- Whole School: Throughout the year, many discussions took place about fostering student-centered instructional practices. The ideas resonated with teachers and they took risks, tried new things and implemented a number of student-centered practices. The principal observed students:
 - engaged in relevant, challenging, and real-world work,
 - creating their own classroom norms,
 - discussing, agreeing, disagreeing, and making decisions together,
 - generating meaningful talk about their work,
 - reading Just Right books independently for longer and longer periods of time,
 - working independently and in groups for longer and longer periods of time,
 - solving problems with one another in safe and respectful ways,
 - critiquing each other's work, and using that critique to revise their thinking,
 - participating in whole group, small group and individual settings,
 - conferring with teachers and peers about the meaningful work that they were doing,
 - self-assessing their work, reflecting on their learning and setting goals to improve,
 - engaging with teachers and peers to create rubrics that clearly establish performance criteria,
 - using a variety of manipulatives and tools to solve real-world problems,
 - moving flexibly around classrooms to interact and engage in real-world work,
 - use technology in engaging ways to explore ideas and tackle science and engineering challenges,

Actions and Professional Learning Plan:

- Teachers and administrators will collaborate during professional learning experiences, side-by-side teaching opportunities and grade level team meetings to develop, implement and revise student-centered instructional practices.
 - Key to professional learning is establishing a culture of safety, risk-taking and innovation for all faculty and staff. In August 2016 faculty and staff created the following norms through a collaborative, inclusive process. These norms have been a reference point for us all in fostering a healthy school culture. Faculty and staff have voiced their appreciation of these norms and the presence of a culture fueling innovation in all classrooms.

Vinton Norms:

- The Golden Rule
 - Step up, Step Back
 - Hard on the content, soft on the people
 - Be kind, specific, and helpful
 - Respect and trust small groups
 - Take risks and be supportive of risk-taking
 - Open lines of communication
 - Be present, listen actively, hear all voices
- Side-by-side teaching, or job-embedded professional learning. Professional learning this year emphasized colleagues working together in the same classrooms. Based on developing a “community of practice” in which learners best learn by doing together, side-by-side teaching started small and grew throughout the year. For example, Kaye Jakan, our district literacy consultant, on a number of occasions, conducted lessons in third or fourth grade classrooms with an entire grade level or with an individual teacher. Rather than simply talk about how to do something, Kaye demonstrated the practices she wanted teachers to use with their own students. She did so in classrooms with students and teachers, and later discussed the lesson with teachers, sharing how she thought her lesson went, the lesson’s strengths and weaknesses, what she might change, and where she thought she would go next as a teacher given the responses of the students. Mike DiCicco, our district math consultant, and Deb Drew, our school literacy coach, also used this model to not only teach and spread best practices into every classroom, but to model our norms and greatly assist the creation of a culture of risk-taking and innovation.

District Framework #3

The district uses purposeful assessments to inform instruction and monitor individual student progress aligned with learning goals.

Vinton School Goal

Vinton Elementary will develop, implement and revise an assessment plan in reading to inform instruction and monitor student progress.

Priorities:

- Establish a student-centered assessment plan to collect evidence of student performance in reading. Develop, implement and revise these assessments throughout the school year.

Measurable Outcomes:

- Kindergarten through Grade 4 teachers and administrators will complete an assessment plan for reading by the end of the 2016-17 school year.

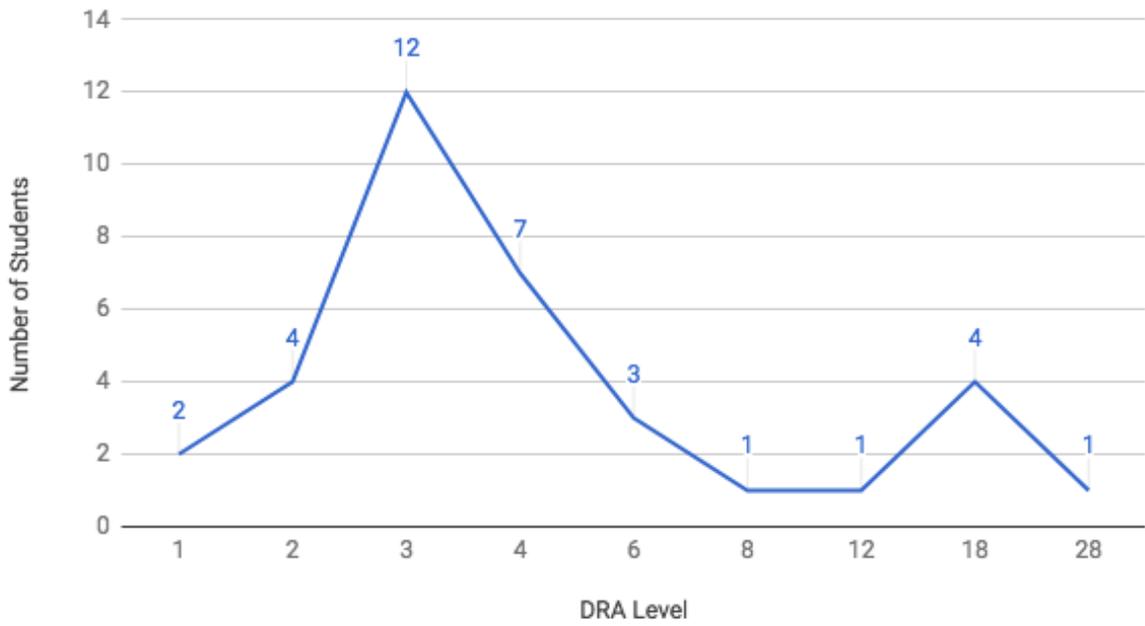
Action and Professional Learning Plan:

- Establish an assessment plan at each grade level to collect evidence of student performance in reading.
- Establish an initial assessment plan for each grade level by October 14, 2016.
- Design professional learning in grades 3&4 to develop shared understandings of the Teachers College Learning Progressions.
- Share what we learn about reading assessment with the district level English Language Arts Committee to inform decision making district-wide.
- Continually review student assessments with grade level teams, the Literacy Coach and the school Leadership Team to monitor student growth and design instruction to fuel the learning of all students.

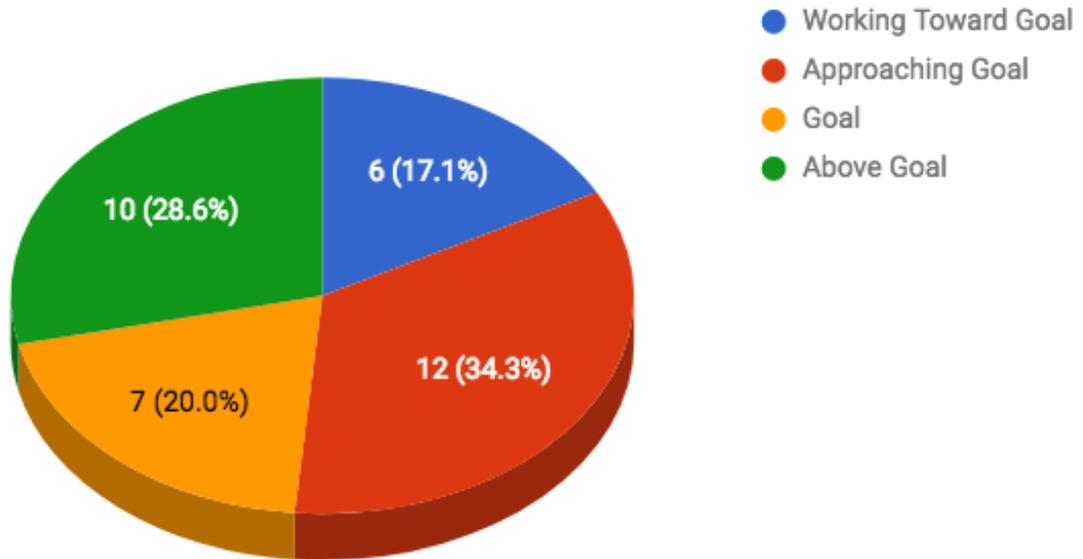
End-of-year 2017 report:

Vinton created an initial reading assessment plan in September 2016 to augment the district's plan. Our goal was to know the reading status of each and every child in order to work toward our goal of all students reaching grade level standards. Professional learning took place throughout the year to support teachers in grades 3&4 implement the Readers' Workshop model. We also worked closely with the district's English Language Arts Committee to develop a district-wide assessment plan to implement in the 2017-18 school year. Our end-of-year reading data appears on the next few pages for each grade.

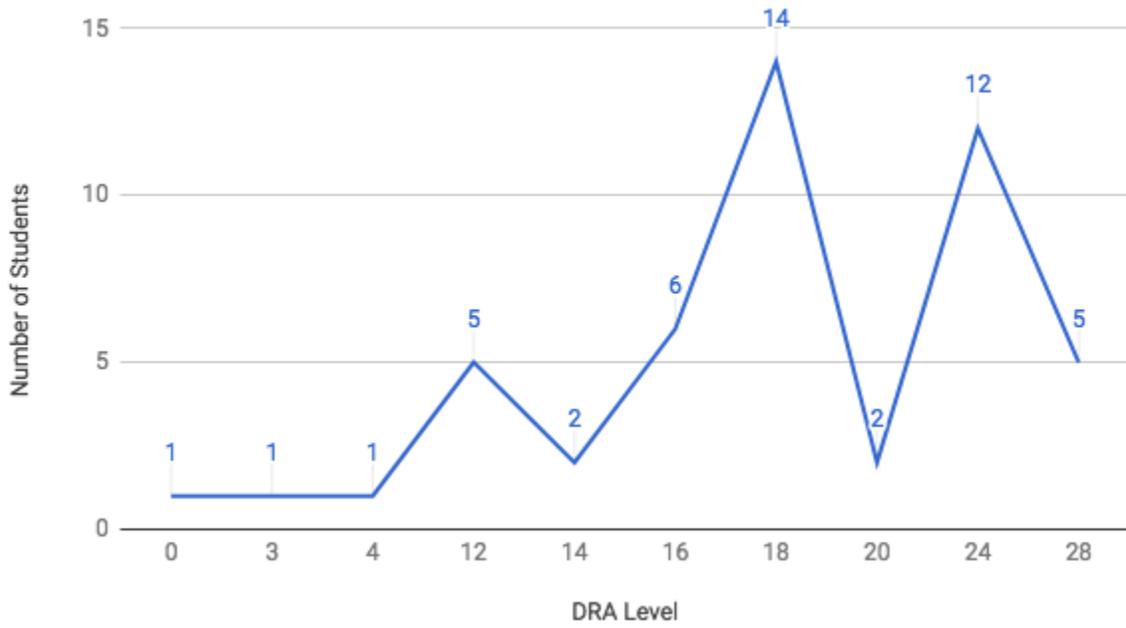
Vinton Kindergarten Reading Benchmark June 2017



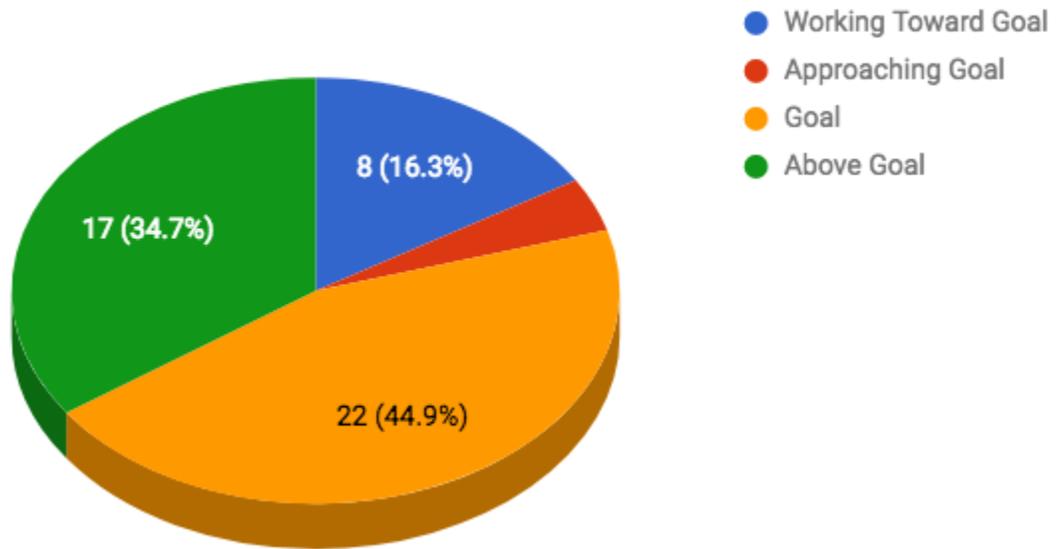
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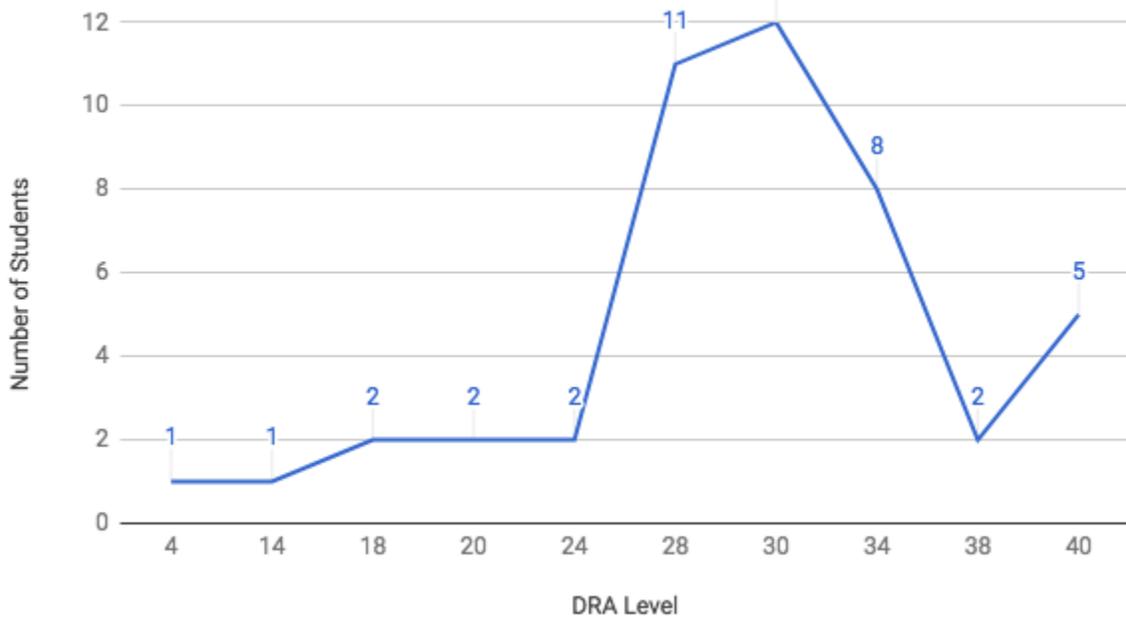
Vinton Grade 1 Reading Benchmark June 2017



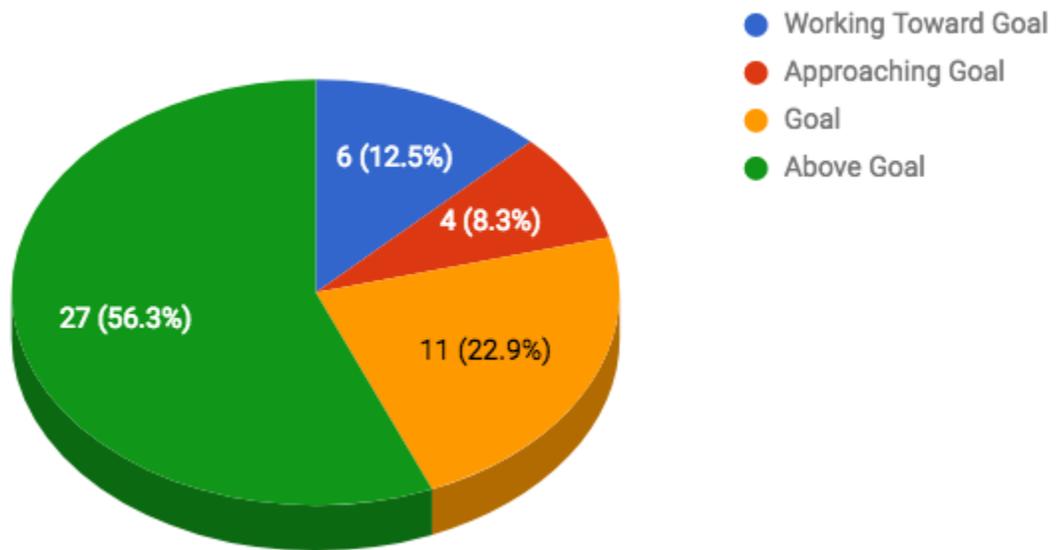
Vinton Grade 1 Reading Benchmark June 2017



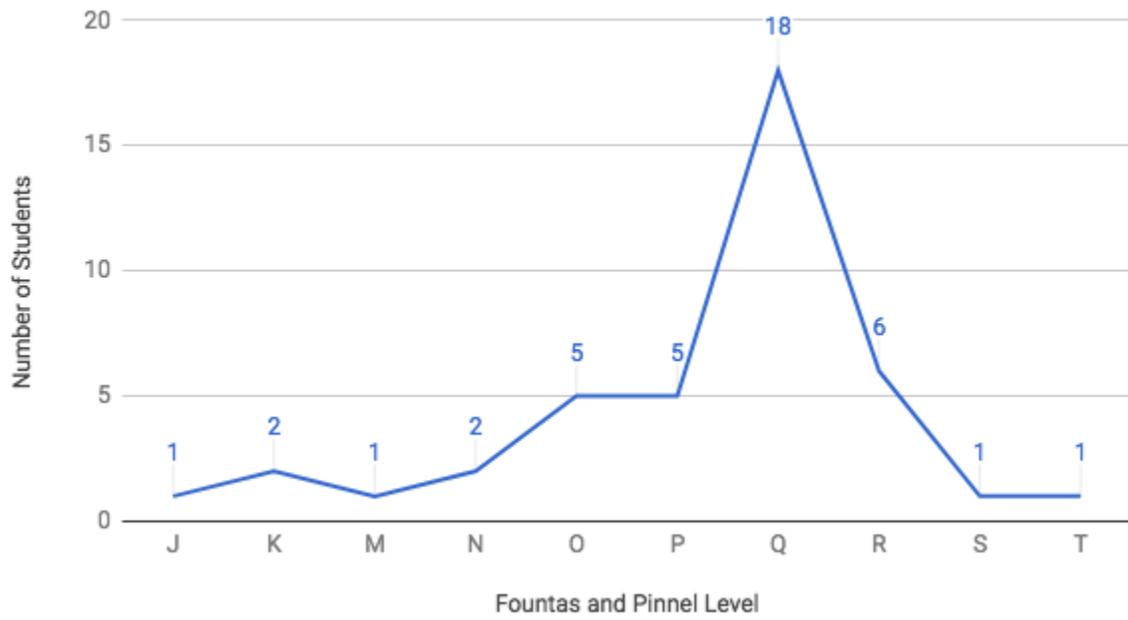
Vinton Grade 2 Reading Benchmark June 2017



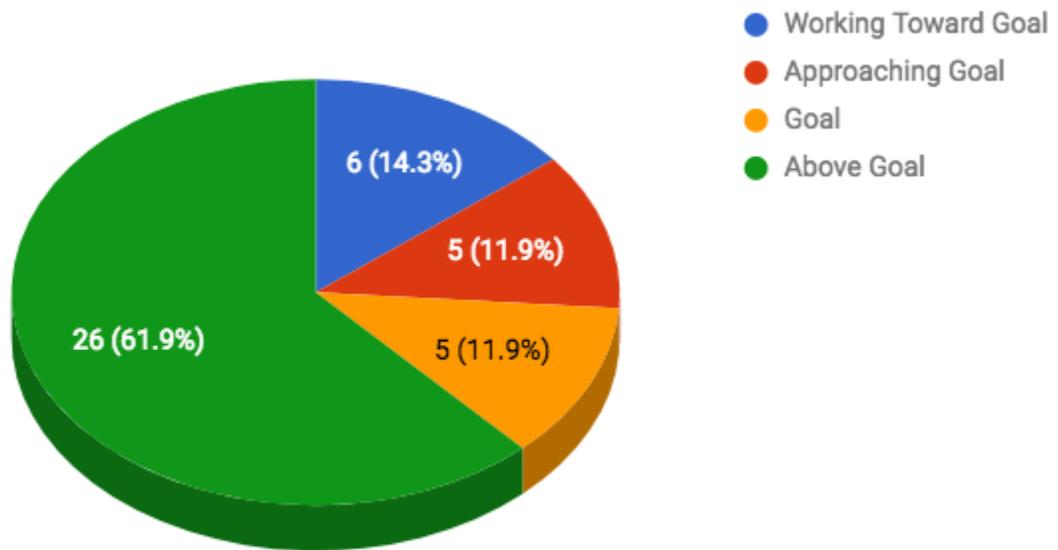
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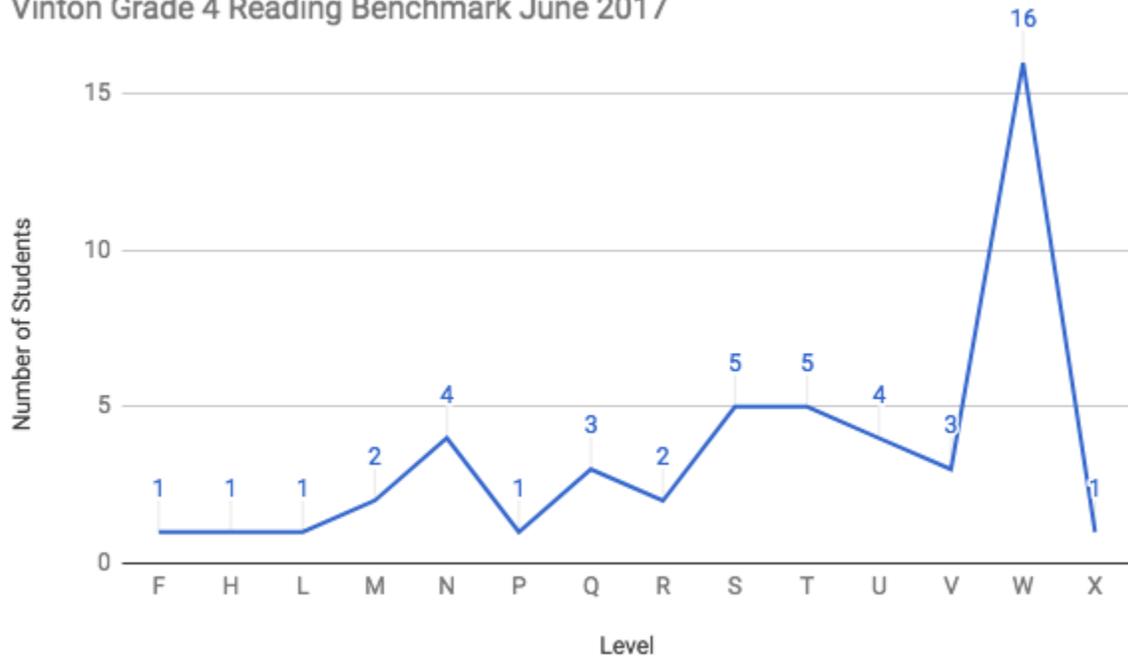
Vinton Grade 3 Reading Benchmark June 2017



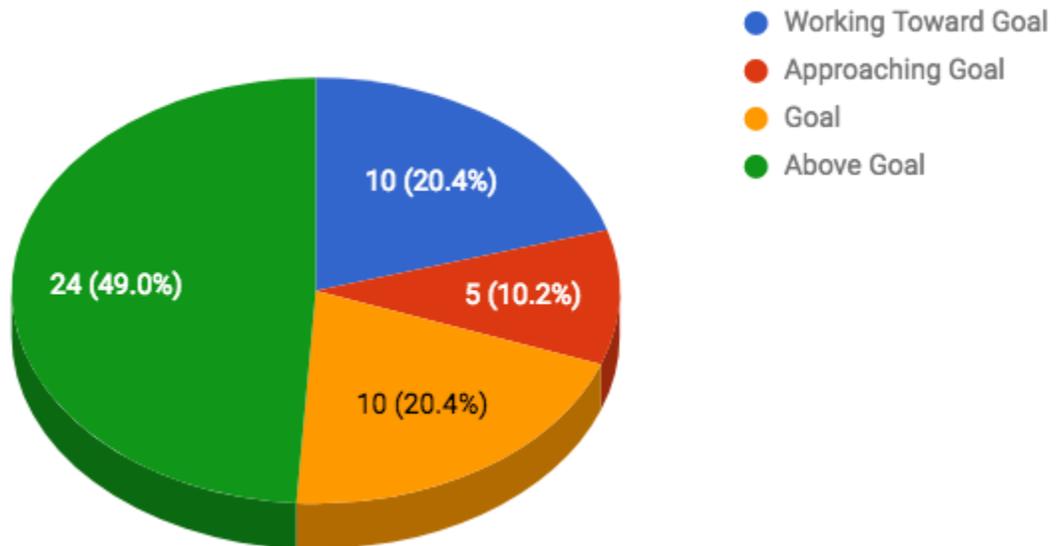
Vinton Grade 3 Reading Benchmark



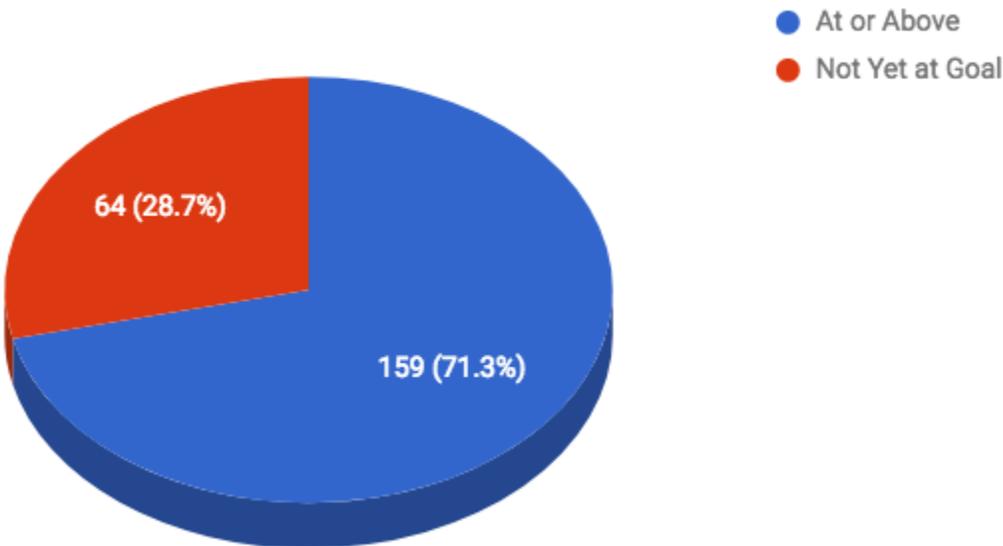
Vinton Grade 4 Reading Benchmark June 2017



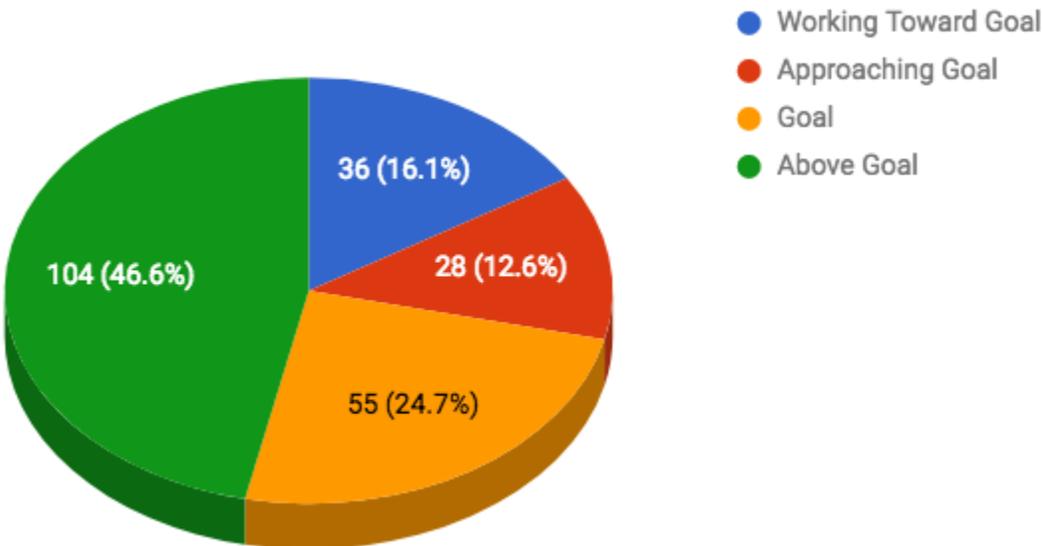
Vinton Grade 4 Reading Benchmark



Vinton K-4 Reading Benchmark June 2017



Vinton K-4 Reading Benchmark June 2017



District Framework #5

The district celebrates the unique and diverse community of Mansfield by building partnerships between families, schools, and the larger community.

Vinton School Goal

Vinton Elementary will build partnerships between school and home by improving communication between school and home.

Priorities:

- Establish effective communication between the school office and home.
- Involve multiple stakeholder groups in improving communication between the school and home.

Measurable Outcomes:

- All Vinton families will receive a weekly newsletter beginning in August.
- Vinton families will report positive communication from school to home in a survey in the spring of 2017.

Actions and Professional Learning Plan:

- Publish a weekly school newsletter via email.
- Analyze the opening and reading of school newsletters.
- Design and implement student, teacher and parent surveys to gather information on school programming, including communication.
- Review student, teacher and parent survey data with the Vinton School Leadership team and design actions steps to improve school to home communication.
- Review student, teacher and parent survey data with the Vinton P.T.A. leadership and design actions steps to improve school to home communication.

End-of-year summary: All Vinton families received a school newsletter via email from the school office. The newsletter highlighted student learning and school events and included photos and video. A community survey is in the process of being developed and will include feedback regarding school communication. The feedback from our Parent Teacher Association regarding the school newsletter was consistently positive.

Longitudinal Assessment

Students in Mansfield have been taking the Smarter Balanced Assessments for two years (see chart on next page). A number of revisions have been made to the test since its first administration, and the tests have a large statistical margin of error, making comparison across years problematic. One of the Vinton School goals for 2016-17 school year is to develop, implement and revise assessments to more immediately monitor student progress and inform instruction. Our goal is to create assessments that match our Board and School goals and provide us with timely information regarding student performance that can be used to design instruction to improve achievement. In the future, and over time, these assessments will provide us with the longitudinal data necessary to make informed decisions about programming.

Vinton students (grades 3&4) have achieved well on the Smarter Balanced assessments. Our fourth grade graduates are achieving well in English Arts (94% at Level 3 or above in 2014-15 and 81% in 2015-16) and in Mathematics (90% at Level 3 or above in 2014-15 and 85% in 2015-16). Vinton is using this assessment data, along with a number of other data points, to identify and support students not yet reading or mathematizing at their grade level.

Vinton Smarter Balanced Assessment Scores
2014-15 & 2015-16

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%