

Annie E. Vinton Elementary
School Development Plan
2019-20

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

District 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.

Annie E. Vinton Elementary School Development Plan 2019-20

Statement 1: Vinton 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.

Goal: Vinton School students will develop the social skills and habits of mind necessary for growth in life, learning, and work beyond school.

Actions and Initiatives:

- Implement high quality professional learning throughout the year on social and emotional learning for all faculty and staff.
- Integrate social and emotional learning throughout the school day.
- Develop our guiding document on Social and Emotional Learning, led by our Social and Emotional Learning Committee.
- 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.

Measurable Goals:

- Develop a guiding document on social and emotional learning that includes specific teaching resources, led by the Social and Emotional Learning Committee.
- 100% of classroom teachers will develop plans for and teach social and emotional learning in their classrooms as part of our whole school goal in 2019-20.
- Identify and instruct all students in need of additional support in the area of social and emotional learning.
- The results of the Spring 2019 Vinton Student Survey will be analyzed to identify strengths and areas for improvement. The goal is for all Vinton students to report that they agree or strongly agree on all questions on our student survey. The Vinton survey results from the Spring 2019 administration appear at the end of this document.
- Include monthly articles emphasizing social and emotional learning in our school newsletter.

Statement 2: Vinton 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.

Goal: Vinton School will develop student-centered instructional practices in reading that are responsive to student learning styles, promote resilience, and allow for personalization and individual growth in academics and the related arts.

Actions and Initiatives:

1. Develop our student centered literacy program in reading in pre K through 4.
 - Deepen teacher understandings of grade level learning outcomes in reading 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.

- Develop the rigor and relevance of tasks in reading.
2. Ensure students receive appropriate level of support to meet learning outcomes.
- Develop a 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.
 - Coordinate effectively the instruction of students not yet reaching grade level goals.

Measurable Goals:

- 80% of students will meet expectations in reading as measured by local assessments.
- 85% of staff will respond positively to survey questions about the quality of the professional growth experiences provided throughout the year.
- Units of study in reading for all grades will continue to be developed that lead to established district learning outcomes and emphasize authentic assessment.

Statement 3: Vinton school district celebrates the unique and diverse community of Mansfield by building partnerships among families, schools, and the larger community.

Goal: Vinton School will build partnerships among families, schools and the larger community.

Actions and Initiatives:

- Design and implement school events that build community among school, families and community (e.g. Flapjack Breakfast, Diversity Dinner, Art and Music Nights for Grades 1-4, Ice Cream Social)
- Deepen communications from school to home by classroom teachers,
- Deepen communications from school to home by the principal,
- Revise Open House Night for 2020 to include information about the 2020-21 school year.
- Continue to tap into the expertise of community members when doing projects in school (e.g. building owl habitats).
- Continue to recruit families to attend

Measurable Goals:

- 100% of respondent students on the Spring 2020 Family Survey will report that they agree or disagree with the questions:
 - “Communication from school to home is effective”
 - “I feel that I am part of the school community.”
 - “I feel welcome at school.”
- Vinton Open House will be revised to include information about the 2020-21 school year.

Vinton Smarter Balanced Assessment Scores
2016/17 through 2018/19

	Grade and Subject	Percentage of students at 3 or Above	Achievement Levels			
			1	2	3	4
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 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

Vinton Family Survey Spring 2019 (27 respondents)	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
1. My child is proud to be a student at this school.	70	30	0	0
2. My child feels safe at school.	70	30	0	0

3. The school rules are clear.	52	44	4	0
4. My child is treated with respect at school.	59	37	4	0
5. Adults at my child's school care about students.	74	26	0	0
6. I feel that I am part of the school community.	37	41	19	4
7. I feel welcome at school.	48	41	7	4
8. My child feels that she or he is part of the school community.	59	34	7	0
9. I feel comfortable communicating with the staff at my child's school.	67	29	4	0
10. My child is an active member of my school.	48	48	4	0
11. When I have a question or concern, I know who to contact.	55	41	4	0
12. My child has at least one friend at school.	74	26	0	0
13. My child likes coming to school.	37	48	11	4
14. School is interesting to my child.	37	48	15	0
15. My child's learning makes connections to the real world.	44	45	11	0
16. My child is challenged at school.	33	56	11	0
17. Teachers encourage my child to do her or his best.	41	59	0	0
18. Student diversity is respected at my child's school.	44	56	0	0
19. Communication from the school to home is effective.	41	33	26	0

Vinton Professional Learning 2019-20

Groups	Topic	Timeline
Whole School	The 21st century skills outlined in the Mansfield Portrait of the Graduate.	Throughout the year
Whole School	New Teacher Evaluation Plan developed by Mansfield Professional Development and Evaluation Committee (PDEC).	September and October emphasis, and throughout the year

Whole School	Social and Emotional Learning	Throughout the year
Whole School	Developing rigorous and relevant tasks	Throughout the year
K-2 Classroom and Special Education Teachers	Student-centered literacy practices in reading, writing, speaking and listening.	Throughout the year
3-4 Classroom and Special Education Teachers	Student-centered literacy practices in reading, writing, speaking and listening.	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