

Annie E. Vinton Elementary  
School Development Plan  
2018-19

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.

## 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.
3. Foster a school climate of kindness and respect.
4. Integrate social and emotional teaching responsively throughout the school day.

### Measurable Goals:

- Develop our guiding document on Social and Emotional Learning started by our school Social and Emotional Learning Committee in 2017-18.
- 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.
- 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 2018 administration appear at the end of this document.

### 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.

### 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.

## 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.

## 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.

Vinton Smarter Balanced Assessment Scores  
2015/16 through 2017/18

|         | 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% |

| 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                              |