

Vinton School Development Plan

2021-2022

Ensure Deep Learning

Engage all students in developing knowledge and skills that lead to transfer through application or production.

Actions

- Develop **learning experiences** that reflect the diversity of our world while fostering children's cultural awareness and sense of belonging
- Promote **student agency** & ownership of their learning to increase transfer of skills and knowledge
- Professional learning that develops capacity of educators to **use data and evidence** to understand the learner and support instructional planning in math, reading & writing

Indicators & Progress Monitoring

- Performance on state and local assessments
Ongoing data analysis with benchmark and progress monitoring assessments
- Student and family surveys will reveal positive attitudes towards learning and experiences
Implement Survey for Students and Families Regarding Instruction and Student Learning
- Staff will participate in equity training(s) and examine their beliefs, practices and teaching tools
Provide time/follow up for Equity Action Projects
- Routinely examine the performance of students who are receiving tiered instruction to adopt their learning plans
Conduct Progress Monitoring meetings
Progress Monitor Reading Intervention and Tutors

Gather and use evidence from a variety of formal and informal sources to build understanding of the learner and inform the instructional plan.

Know Students

School Based Actions

- Develop and implement systems that allow teachers to **understand** their students and their instructional plans for those who are transitioning to the new school
- Utilize **data storage systems** to collect student performance data and evidence across multiple grades and content areas

Indicators & Progress Monitoring

- Cross-district student transition project implemented so students and teachers from different schools will begin to get to know one another
 - All staff engaged in on-going meetings for new building
 - Grade level teams meet to plan transition for students
- Frequent analysis of student data and review of student work protocols to support on-going monitoring of student performance for the purpose of informing instructional decisions
 - Grade level teams use common rubrics/protocol to analyze student work
- Create additional opportunities for families to meet with staff to understand their children's progress
 - Student engaged self-assessment, ie. "I can" rubrics completed by students

Support the Whole Child

Provide a comprehensive system to support and monitor social and emotional, academic, physical, and behavioral skill development.

Actions

- Develop and implement **transition** activities for students and families going to the new elementary school next year
- Integrate **social and emotional learning** throughout the day
- Engage all families through effective **communication** practices that include outreach **and support** from school-based CARES teams

Indicators & Progress Monitoring

- Student and family survey data will show evidence that our schools have a comprehensive system of supports that are working well

Utilize the Special Education Audit Survey to Analyze and Action Plan

- Ongoing and consistent family communication and outreach in a variety of mediums

Communicate with families and make learning visible

Use Language Line translation services to support communication with families

Data/Key School Longitudinal Indicators

Enrollment

2015 -2016	2016 -2017	2017 -2018	2018 -2019	2019-2020	2020-2021
268	254	231	220	226	196

Race/Ethnicity Data

	2015 -2016	2016 -2017	2017 -2018	2018 -2019	2019-2020	2020-2021
American Indian or Alaska Native	*	*	*	*	0	*
Asian	37	33	26	25	30	24
Black or African American	*	*	9	10	8	8
Hispanic/Latino	28	31	27	34	42	38
Two or More Races	17	15	*	*	11	*
White	176	165	161	141	135	117
Total	268	254	231	220	226	196

Free/Reduced Lunch Trends

2015 -2016	2016 -2017	2017 -2018	2018 -2019	2019-2020	2020-2021
*	*	*	21%	28%	27%

English Language Learner Trends

2015 -2016	2016 -2017	2017 -2018	2018 -2019	2020-2021
5.2%	3.5%	3.4%	9%	5.6%

Vinton Smarter Balanced Assessment Scores

Smarter Balanced Assessments were not administered in 2020 due to the pandemic. Assessments were administered in 2021 both in school and remotely. Given the disruption to learning experienced since March of 2020, and the variability of instructional models (in-person, hybrid, and remote learning), aggregate scores are not representative of overall performance at the grade or school level. Results from 2021 Smarter Balanced Assessment are best reviewed at the individual student level.

Vinton School is looking closely at individual student performance across multiple years (where such data exist). Smarter Balanced performance data are viewed in combination with school and district data to build an understanding of each child so that instruction can be designed to continuously advance learning for all students.

The most recent data summative from 2019 and before are shown below.

	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%