

Victor Central Schools

District Goals 2016-2021



The illiterate of the 21st Century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.

-Alvin Toffler

Approved by the Board of Education on October 11, 2018



VICTOR CENTRAL SCHOOL DISTRICT STRATEGIC PLAN

Vision

Victor Central Schools will be a high performing learning organization where all children and adults thrive.

Mission

To Teach, To Learn, To Support, To Improve, To Achieve!

Our vision recognizes that our community's greatest asset is its children. To serve our children well, we are committed to these five principles that must guide all our thoughts and actions.

District Goals

Goal #1: The Victor Central School District will improve academic achievement and performance for every student.

Goal #2: The Victor Central School District will continue to promote equity and excellence in educational programming for every student.

Goal #3: The Victor Central School District will promote the social, emotional and physical development of every student.

Goal #4: The Victor Central School District will provide services that support the instructional program, maximize resources and improve customer service.

K-12 Commencement Standards World-Ready Graduates

Effective Communicators

- Read, write, listen and speak purposefully and critically in a variety of situations.
- Communicate in multiple ways including through the arts.
- Understand and be able to perform in a variety of group settings and diverse populations.
- Work collaboratively as an effective member of a team.

Quality Producers

- Produce relevant, innovative, high quality products that reflect originality and excellence.
- Prioritize, plan, and manage for optimum results.

Complex Thinkers

- Identify problems and use effective strategies to reach solutions.
- Use critical and creative thinking strategies and skills in a variety of situations.
- Take risks when tackling challenging problems.

Life-long Learners

- Develop and apply effective study skills.
- Use state-of-art technology and communication networks to access, manage, integrate, evaluate, and create information in order in function in a global society.
- Modify and/or influence thinking, attitudes and/or behaviors to function in a multi-cultural society.
- Be driven by curiosity and a desire to know.

We believe the well-being and success of every student can be realized through the collective efforts of parents, students, school and our community.

VCS Values Student Academic Achievement

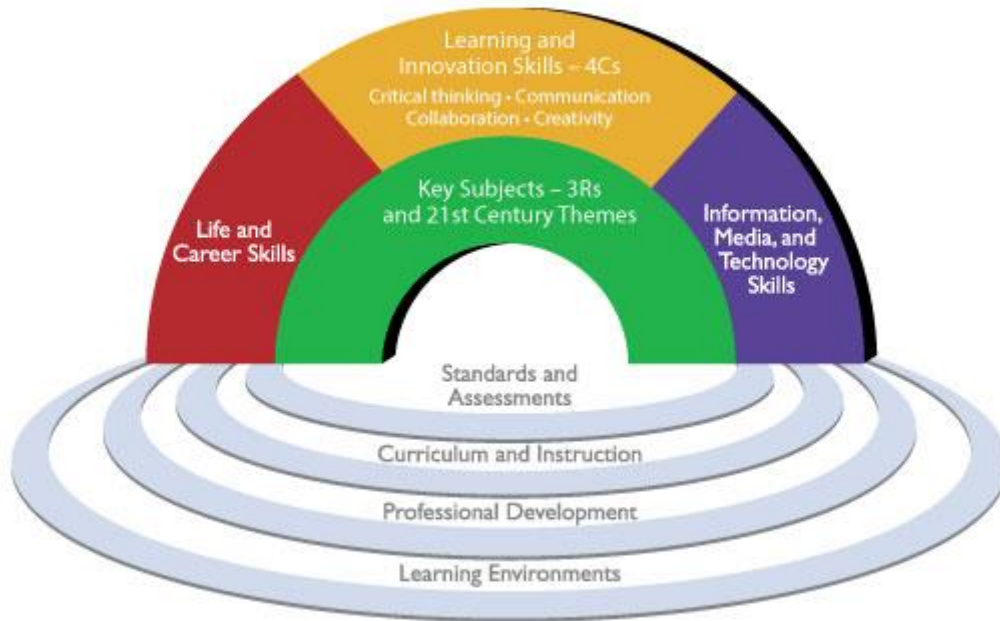
Students attending the Victor Central School District are highly engaged in an environment that aligns authentic learning to core academic standards while simultaneously developing character and citizenship. Building on their natural curiosity and learning styles, our students will emerge as creative, collaborative, critical thinkers who can communicate effectively and persevere in a continuously and rapidly changing world in order to meet their individual potential.

VCS Values Student Social, Emotional, and Physical Well-being

In our community, a student's social, emotional and physical well-being is as important as their academic success. We believe that students reflecting on their experiences will foster the growth necessary to become responsible decision makers. As a community of students, parents, and educators, we work to foster a safe and accepting environment where students experience a sense of belonging and self-worth, treating others with civility, respect, and kindness.

P21 Framework for 21st Century Learning

21st Century Student Outcomes and Support Systems



© 2009 Partnership for 21st Century Learning (P21)
www.P21.org/Framework

1. **Content Knowledge and 21st Century Themes:** Mastery of fundamental subjects and 21st century themes is essential for students in the 21st century. Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

In addition to these subjects, we believe schools must move beyond a focus on basic competency to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into curriculum:

- Global awareness
- Financial, economic, business and entrepreneurial literacy
- Civic literacy
- Health literacy
- Environmental literacy

2. Learning and Innovation Skills: Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Character Education*
- Citizenship*

* Character Education and Citizenship have been added to this list by VCS based on the work of Steven Barkley and PLS Learning. At VCS we will refer to these as the “Six Cs.”

3. Information, Media and Technology Skills: Today we live in a technology and media-suffused environment with: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to create, evaluate, and effectively utilize information, media, and technology.

- Information Literacy
- Media Literacy
- Technology Literacy

4. Life and Career Skills: Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills including:

- Flexibility and Adaptability
- Initiative and Self Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Source: <http://www.p21.org/our-work/p21-framework>

PISA Assessment Frameworks

The PISA (Programme for International Student Assessment (PISA) frameworks focus on students' capacity to analyze, reason and communicate effectively as they pose, solve and interpret problems in a variety of situations. Competence involves far more than the capacity to reproduce accumulated knowledge. The PISA assessment frameworks define competence as the ability to successfully meet complex demands in varied contexts through the mobilization of psychosocial resources, including knowledge and skills, motivation, attitudes, emotions and other social and behavioral components. **Within this definition the first PISA assessments have focused on literacy skills, defined as the capacity to access, manage, integrate and evaluate information; to think imaginatively; to hypothesize and discover; and to communicate their ideas effectively.** The reasoning behind shifting the emphasis from assessing whether students can reproduce what they have learned toward whether they can extrapolate from what they have learned and apply their competencies in novel situations derives from the nature of knowledge and skills required of modern life; tasks that can be solved through simple memorization or with pre-set algorithms are those that are also easiest to digitize, automate and contract offshore, and thus will be less relevant in a modern knowledge-based society. Source: *How Your School Compares Internationally, OECD Test for Schools (Based on PISA), OECD 2014*

The six levels of reading proficiency in PISA

Level	Lower score limit on PISA Scale	What students can do at this level of proficiency
6	698	Students at proficiency Level 6 are highly skilled readers. They can conduct fine-grained analyses of texts, which require detailed comprehension of both explicit information and unstated implications, and they can reflect on and evaluate what they read at a more general level. Students at this level have successfully completed most of the tasks presented to them in the reading assessment, demonstrating that they are capable of dealing with many different types of reading material. Hence, they are diversified readers who can assimilate information from unfamiliar content areas presented in atypical formats, as well as being able to engage with more familiar content with typical structures and text features. Another characteristic of the most highly developed readers is that they can overcome preconceptions in the face of new information, even when that information is contrary to expectations. Students at this level are capable of recognizing what is provided in a text, both conspicuous and more subtle information, while being able to apply a critical perspective to it, drawing on sophisticated understanding beyond the text.
5	626	Students at proficiency Level 5 can handle texts that are unfamiliar in either form or content. They can find information in such texts, demonstrate detailed understanding, and infer which information is relevant to the task. They are also able to critically evaluate such texts and build hypotheses about them, drawing on specialized knowledge and accommodating concepts that might be contrary to expectations. An inspection of the kinds of tasks students at Level 5 are capable of suggests that those who get to this level and Level 6 can be regarded as potential "world-class" knowledge workers of tomorrow.
4	555 (2020)	Students at proficiency Level 4 are capable of difficult reading tasks such as locating embedded information, construing meaning from linguistic nuances and critically evaluating a text. Tasks at this level that involve retrieving information require the reader to locate and organize several pieces of embedded information. Some tasks at this level require interpreting the meaning of nuances in a section of text by taking into account the text as a whole. Other interpretative tasks require understanding and applying categories in an unfamiliar context. Reflective tasks at this level require readers to use formal or public knowledge to hypothesize about or critically evaluate a text. Readers must demonstrate an accurate understanding of long or complex texts whose content or form might be unfamiliar.
	553	

3		Students at proficiency Level 3 are capable of reading tasks of moderate complexity, such as locating multiple pieces of information, making links between different parts of a text, and relating it to familiar everyday knowledge. Tasks at this level require the reader to locate, and in some cases recognize the relationship between, several pieces of information that must meet multiple conditions. Interpretative tasks at this level require the reader to integrate several parts of a text in order to identify a main idea, understand a relationship, or construe the meaning of a word or phrase. They need to take into account many features in comparing, contrasting or categorizing. The required information might not be prominent or there may be too much competing information, or there might be other obstacles in the text, such as ideas that are contrary to expectation or that are negatively worded. Reflective tasks at this level might require connections, comparisons, and explanations, or they might require the reader to evaluate a feature of the text. Some reflective tasks require readers to demonstrate a fine understanding of the text in relation to everyday knowledge. Other tasks do not require detailed text comprehension but require the reader to draw upon less common knowledge.
538 (2014)		
532 (2018)	480	
2	407	Students at proficiency Level 2 are capable of tasks that require the reader to locate one or more pieces of information, which might need to be inferred and might need to meet several conditions. Other tasks at this level require recognizing the main idea in a text, understanding relationships, or construing meaning within a limited part of the text when the information is not prominent and the reader must make low-level inferences. Tasks at this level may involve comparisons or contrasts based on a single feature in the text. Typical reflective tasks require readers to make a comparison or several connections between the text and outside knowledge by drawing on personal experience and attitudes. PISA considers Level 2 a baseline level of proficiency at which students begin to demonstrate the reading skills and competencies that will allow them to participate effectively and productively in life as they continue their studies and as they enter into the labor force and become members of society.
1	335	Students at proficiency Level 1 are capable of locating pieces of explicitly stated information that are rather prominent in the text, recognizing a main idea in a text about a familiar topic, and recognizing the connection between information in such a text and their everyday experience. Typically the required information in texts at this level is prominent and there is little, if any, competing information. The reader is explicitly directed to consider relevant factors in the task and in the text.

Copyright: OECD 2014

The six levels of mathematics proficiency in PISA

Level	Lower score limit on PISA Scale	What students can do at this level of proficiency
6	669	Students at proficiency Level 6 can conceptualize, generalize and utilize information based on their investigations and modeling of complex problems. They can link different information sources and representations and flexibly translate between them. Students at this level are capable of advanced mathematical thinking and reasoning. They can apply this insight and understanding along with a mastery of symbolic and formal mathematical operations and relationships to develop new approaches and strategies for attacking novel situations. Students at this level can formulate and precisely communicate their actions and reflections regarding their findings, interpretations, arguments, and the appropriateness of these to the original situations.
5	607	Students at proficiency Level 5 can develop and work with models for complex situations, identifying constraints and specifying assumptions. They can select, compare, and evaluate appropriate problem-solving strategies for dealing with complex problems related to these models. Students at this level can work strategically using broad, well-developed thinking and reasoning skills, appropriately linked representations, symbolic and formal characterizations and insight pertaining to these situations. They can reflect on their actions and communicate their interpretations and reasoning.
4	557 (2018)	Students at proficiency Level 4 can work effectively with explicit models for complex, concrete situations that might involve constraints or call for making assumptions. They can select and integrate different representations, including symbolic ones, linking them directly to aspects of real-world situations.
	555 (2020)	Students at this level can use well-developed skills and reason flexibly, with some insight, in these contexts. They can construct and communicate explanations and arguments based on their interpretations, arguments and actions.
3	545	Students at proficiency Level 3 can execute clearly described procedures, including those that require sequential decisions. They can select and apply simple problem-solving strategies. Students at this level can interpret and use representations based on different information sources and reason directly from them. They can develop short communications reporting their interpretations, results and reasoning.
535 (2014)	482	
2	420	Students at proficiency Level 2 can interpret and recognize situations in contexts that require no more than direct inference. They can extract relevant information from a single source and make use of a single representational mode. Students at this level can employ basic algorithms, formulae, procedures, or conventions. They are capable of direct reasoning and literal interpretations of the results. PISA considers Level 2 a baseline level of mathematics proficiency at which students begin to demonstrate the kind of skills that enable them to use mathematics in ways that are considered fundamental for their future development.
1	358	Students at proficiency Level 1 can answer questions involving familiar contexts where all relevant information is present and the questions are clearly defined. They are able to identify information and to carry out routine procedures according to direct instructions in explicit situations. They can perform actions that are obvious and follow immediately from the given stimuli.

Copyright: OECD 2014

The six levels of science proficiency in PISA

Level	Lower score limit on PISA Scale	What students can do at this level of proficiency
6	708	At proficiency Level 6, students can consistently identify, explain and apply scientific knowledge and knowledge about science in a variety of complex life situations. They can link different information sources and explanations and use evidence from those sources to justify decisions. They clearly and consistently demonstrate advanced scientific thinking and reasoning, and they demonstrate willingness to use their scientific understanding in support of solutions to unfamiliar scientific and technological situations. Students at this level can use scientific knowledge and develop arguments in support of recommendations and decisions that center on personal, social or global situations.
5	633	At proficiency Level 5, students can identify the scientific components of many complex life situations; apply both scientific concepts and knowledge about science to these situations; and can compare, select and evaluate appropriate scientific evidence for responding to life situations. Students at this level can use well-developed inquiry abilities, link knowledge appropriately and bring critical insights to situations. They can construct explanations based on evidence and arguments based on their critical analysis.
4 565 (2020)	559	At proficiency Level 4, students can work effectively with situations and issues that might involve explicit phenomena requiring them to make inferences about the role of science or technology. They can select and integrate explanations from different disciplines of science or technology and link them directly to aspects of life situations. Students at this level can reflect on their actions and can communicate decisions using scientific knowledge and evidence.
3 544 (2014)	484	At proficiency Level 3, students can identify clearly described scientific issues in a range of contexts. They can select facts and knowledge to explain phenomena and apply simple models or inquiry strategies. Students at this level can interpret and use scientific concepts from different disciplines and apply them directly. They can develop short statements using facts and make decisions based on scientific knowledge.
2 538 (2018)	409	At proficiency Level 2, students have adequate scientific knowledge to provide possible explanations in familiar contexts or draw conclusions based on simple investigations. They are capable of direct reasoning and making literal interpretations of the results of scientific inquiry or technological problem solving. PISA considers Level 2 a baseline level of proficiency at which students begin to demonstrate the science competencies that will enable them to participate actively in life situations related to science and technology.
1	335	At proficiency Level 1, students have such a limited scientific knowledge that it can only be applied to a few familiar situations. They can present scientific explanations that are obvious and follow explicitly from given evidence.

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Business Office Goals

Responsibility: Joe Dougherty

Due Date: June 30, 2019

District Goal #4

The Victor Central School District will provide services that support the instructional program, maximize resources and improve customer service.

District Target #1

The District will maximize financial resources.

Business Office Strategy #1

By March 1, 2019, develop a 2019-2020 District Budget that falls within the targeted range of expenditures, in collaboration with the School Board, Superintendent and Administrative Team.

Evidence of Accomplishment:

A budget will be submitted to the Board of Education for the 2019-2020 school year.

Steps Taken:

District Target #2

All Department services will be enhanced through a process of continuous improvement.

Business Office Target

The Business Office's functions will remain effective and efficient.

Business Office Strategy #1

Thoroughly review the purchasing process for areas to streamline the process.

Evidence of Accomplishment:

A list of steps taken will be reported through this document.

Steps Taken:

Business Office Strategy #2

Work with the various departments and schools to assess their short and long term needs and resources.

Evidence of Accomplishment:

A list of steps taken will be reported through this document

Steps Taken:

The Computer Services Goals

Responsibility: Dave Henderson

Due Date: June 30, 2019

District Goal #4

The Victor Central School District will provide services that support the instructional program, maximize resources and improve customer service.

District Target #2

All Department services will be enhanced through a process of continuous improvement.

Computer Services Department Target

The Computer Services Department will enhance the ability of staff and students to access District technology resources effectively and efficiently.

Computer Services Strategy #1:

Continue to make improvements to the newly launched website

Evidence of Accomplishment:

A list of steps taken will be reported through this document.

Steps Taken:

Computer Services Strategy #2:

Plan, configure, and install a new IP based phone system District-wide

Evidence of Accomplishment:

A list of steps taken will be reported through this document.

Steps Taken:

Facilities and Grounds Department Goals

Responsibility: Chris Marshall

Due Date: June 30, 2019

District Goal #4

The Victor Central School District will provide services that support the instructional program, maximize resources and improve customer service.

District Target #1

All Department services will be enhanced through a process of continuous improvement.

Facilities and Grounds Department Target

The Facilities and Grounds Department will continue to ensure that our buildings and campus are safe and welcoming.

Facilities and Grounds Department Strategy #1:

Continue to manage the capital project.

Evidence of Accomplishment:

Monthly Board updates

Steps Taken:

Facilities and Grounds Department Strategy #2:

Continue to manage Phase III of the Smart Schools Bond Act

Evidence of Accomplishment:

A list of steps taken will be reported through this document.

Steps Taken:

Food Service Department Goals

Responsibility: Alexandra TePoel RD, CDN

Due Date: June 30, 2019

District Goal #4

The Victor Central School District will provide services that support the instructional program, maximize resources and improve customer service.

District Target #1

All Department services will be enhanced through a process of continuous improvement.

Food Service Department Target

Promote the development of programs and services, which encourage the health and wellness of our students and staff.

Food Service Strategy #1

Food Services will take steps to implement a plan, which allows students, who are on campus to attend clubs or participate in athletics after the academic day, to have access to nutritious snack or meal box. The plan will include provisions for athletes who are traveling to away games.

Evidence (formative and summative):

A process for ordering and for promoting student access and participation will be developed and submitted to the booster clubs, club leaders and the athletic department.

Steps Taken:

Food Service Strategy #2

Food Service Department will work with the transportation department and the Junior High Principal to promote the breakfast program with the intention of creating a 2% increase in breakfast participation by the end of the 2018-2019 school year.

Evidence (formative and summative):

Student Participation Rates				
Schools	September 2018	January 2019	May 2019	Target
Junior High	Bkfst: 3% (based upon May 2018 rate)	Bkfst:	Bkfst:	6%

Steps Taken:

Human Resource Office Goals

Responsibility: Jim Haugh

Due Date: June 30, 2019

District Goal #4

The Victor Central School District will provide services that support the instructional program, maximize resources and improve customer service.

District Target #2

All Department services will be enhanced through a process of continuous improvement.

Human Resource Office Target

The Human Resource Office functions will remain effective and efficient.

Human Resource Office Strategy #1

By June 30, 2019 the VCSD will have a review cycle established to revise instructional, non-instructional and administrative job descriptions

Evidence of Accomplishment:

Job descriptions will be shared with the Superintendent by June 30, 2019.

Steps Taken:

Human Resource Office Strategy #2

By June 30, 2019 the VCSD will have developed Affordable Health Care Act implementation and monthly compliance processes that is aligned with how we onboard employees.

Evidence of Accomplishment:

A plan will be submitted to the Board of Education.

Steps Taken:

Office of Educational Support Services

Responsibility: Kristin Swann, Melanie McGuire, Roni Puglisi

Due Date: June 30, 2019

District Goal #2

The Victor Central School District will continue to promote equity and excellence in educational programming for every student.

District Target #1

The District will continue to provide students with a course of study that is relevant and rigorous.

Educational Services Department Strategy #1

By June 30, 2019, the Office of Educational Services will introduce ESSA accountability requirements to administration, staff and the Board of Education.

Evidence (formative and summative data):

The Associate Superintendent will provide training on ESSA as well as facilitate ongoing data analysis work across the K-12 organization. This data work will help parents, administrators, and teachers customize instruction, as much as possible, to students' individual developmental needs, skills, and interests.

Steps Taken:

Educational Services Department Strategy #2

By June 30, 2019, the Office of Educational Services will conduct a Special Education Program Review.

Evidence of Accomplishment:

A review document will be submitted to the Superintendent by June 30, 2019.

Steps Taken:

Educational Services Department Strategy #3

By June 30, 2019, the Office of Educational Services will research the feasibility of creating a Career and Technical Education (CTE) endorsed business program at the Senior High School in order to increase the number of students meeting graduation readiness markers.

Evidence of Accomplishment:

Upon researching and determining that a CTE endorsed business program is feasible, a long-range plan for implementation will be submitted to the Superintendent.

Steps Taken:

Educational Services Department Strategy #4

By June 30, 2019, the Office of Educational Services will work with Victor staff and BOCES to implement computer-based testing for New York State ELA and/or Math assessments in grades 3 through 8.

Evidence of Accomplishment:

Computer-based testing in grades 3 through 8 completed.

Steps Taken:

Educational Services Department Strategy #5

By June 30, 2019, the Office of Educational Services will conduct a review of the Languages Other Than English (LOTE) program.

Evidence of Accomplishment:

A review document will be submitted to the Superintendent by June 30, 2019.

Steps Taken:

District Goal #3

The Victor Central School District will promote the social, emotional and physical development of every student.

District Student Objective #1

Students will engage in opportunities that foster the development of self-awareness, personal responsibility, teamwork, acceptance and leadership.

Educational Services Department Strategy #1

By June 30, 2019, the Office of Educational Services will research training all staff in the Mental Health First Aid program.

Evidence (formative and summative data):

Upon researching and determining that the Mental Health First Aid program is appropriate for all K-12 staff, a professional development proposal will be submitted to the Superintendent of Schools.

Steps Taken:

Educational Services Department Strategy #2

By January 1, 2019, the Office of Educational Services will work with Victor staff, The Partnership for Ontario County and BOCES to provide a Family Support Center on Victor's campus two nights a week.

Evidence of Accomplishment:

A Family Support Center will serve families two nights a week on Victor's campus.

Steps Taken:

Educational Services Department Strategy #3

To promote the inclusion of all students in extracurricular activities, Victor CSD will implement the Together Including Every Student (TIES) program.

Evidence of Accomplishment:

A report of participation will be submitted to the Superintendent by June 30, 2019.

Steps Taken:

Physical Education, Health and Athletics Department Goals

Responsibility: Duane Weimer

Due Date: June 30, 2019

District Goal #3

The Victor Central School District will promote the social, emotional and physical development of every student.

District Target #1

Students will engage in opportunities that foster the development of self-awareness, personal responsibility, teamwork, acceptance and leadership.

Physical Education, Health and Department Strategy #1

Continue to work with the Student Leaders in the 'Sportsmanship Committee' to promote a positive student climate at our Interscholastic-Athletic Events.

Evidence of accomplishment:

Improved student sportsmanship at all home and away events measured through event staff and officials' surveys.

Steps Taken:

Physical Education, Health and Department Strategy #2

Focus on updating and/or developing a K-12 Mental Health Curriculum as per NYS Mandates.

Evidence of accomplishment:

New and/or modified curriculum will be in place.

Steps Taken:

Physical Education, Health and Athletic Department

Strategy #3

On or before February 1st, 2019 meet with all individual health and physical education teachers to review our department best practices and goals for the year. Our focus will be on our 'keys to success' – SAFE, WORTHWILE & FUN

Evidence of accomplishment:

Agenda and minutes from meetings completed and distributed to teacher leaders and staff

Steps Taken:

School and Community Relations Office Goals

Responsibility: Sherri Lasky and Liz Welch

Due Date: June 30, 2019

District Goal #4

The Victor Central School District will provide services that support the instructional program, maximize resources and improve customer service.

District Target #1

All Department services will be enhanced through a process of continuous improvement.

School and Community Relations Office Strategy #1:

By June 30, 2019, the Office of School and Community Relations will continue to reorganize and create emergency response documents referenced in real-life emergency situations.

Evidence of Accomplishment:

Additional resources will be available in our electronic files.

Steps Taken:

Transportation Department Goals

Responsibility: Darren Everhart

Due Date: June 30, 2019

District Goal #4

The Victor Central School District will provide services that support the instructional program, maximize resources and improve customer service.

District Target #1

All Department services will be enhanced through a process of continuous improvement.

Transportation Department Target

The Transportation Department will continue to provide a high level of customer service.

Transportation Department Strategy #1:

Throughout the 2018-19 school year, the Transportation Department will stay current on the best practices related to the transportation of students.

Evidence of Accomplishment:

A list of steps taken will be reported through this document.

Steps Taken:

Transportation Department Strategy #2:

Throughout the 2018-19 school year, the Transportation Department will monitor the efficiency and performance of the parent portal feature of our computer routing program.

Evidence of Accomplishment:

A list of steps taken will be reported through this document.

Steps Taken:

Transportation Department Strategy #3:

Throughout the 2018-19 school year, the Transportation Department will investigate the feasibility of providing parents with an app that will tell them where their child's bus is in real time.

Evidence of Accomplishment:

A list of steps taken will be reported through this document.

Steps Taken:

Early Childhood School Goals

Responsibility: Dorothy DiAngelo

Due Date: June 30, 2019

District Goal #1

The Victor Central School District will improve academic achievement and performance for every student.

District Student Learning Objective #1

By the end of the 2019-2020 school year, students will demonstrate the ability to critically evaluate, interpret, and apply information from non-fiction texts in a relevant and creative manner.

District Student Learning Targets

The cohort scores for students taking the OECD Test for Schools (based on PISA) in the Spring of 2020 will be at least a 638 in reading, 635 in mathematics and 644 in science.

<i>OECD Test for Schools (Based on PISA) –Reading</i>						
	2014	2016	2017	2018	2019	2020
<i>Cohort Score</i>	538	**	532	532		
<i>Target</i>	538	538*	540*	545*	550*	555*

<i>OECD Test for Schools (Based on PISA) - Mathematics</i>						
	2014	2016	2017	2018	2019	2020
<i>Cohort Score</i>	535	**	543	557		
<i>Target</i>	535	535*	540*	545*	550*	555*

<i>OECD Test for Schools (Based on PISA) – Science</i>						
	2014	2016	2017	2018	2019	2020
<i>Cohort Score</i>	544	**	550	538		
<i>Target</i>	544	544	550	555*	560*	565*

**Targets are subject to change based on additional data from future administrations of the OECD test. With only three data points, we're still learning about what this data tells us about our students' performance. We didn't achieved the target in reading and science this year. However, all three of our scores are statistically significantly higher than the mean performance by U.S. students on the PISA 2015. The 2015 U.S. PISA performance in reading was 497, in mathematics it was 470 and in science it was 496.*

***2016 scores are not available due to testing problems during the administration of the on-line pilot of these assessments.*

Building Student Learning Objective #1

During the 2018-2019 school year, students will increase their ability to read and respond to increasingly complex text and expand their knowledge of vocabulary.

Evidence (formative/summative/anecdotal data):

- Preschool Language Screening Assessment
- Anecdotal data from formal and informal observations across content areas
- Reading Assessment Data

Building Student Learning Target #1

By June 30, 2019, the cohort scores for students taking the Preschool Language Screening Assessments in the Spring of 2019 will be at least a 4.2. During teacher/student conferring conversations in Kindergarten, building administrators will collect anecdotal (qualitative) data on students' responses to higher order thinking questions in reading, writing and math.

Evidence (formative/summative/anecdotal data):

The percentage of students reading at or above grade level on the First Grade Reading Assessment will be at least 80%.

Preschool Language Screening Assessment Data			
Grade in 2017-18	October 2018	June 2019	Target
Preschool			4.2

Anecdotal Data	
Grade in 2017-18	
Kindergarten	

Reading Assessment Data			
Grade in 2017-18	September 2018	June 2019	Target
1 st Grade			

Steps Taken:

District Goal #2

The Victor Central School District will promote the social, emotional and physical development of every student.

District Student Objective #1

Students will engage in opportunities that foster the development of self-awareness, personal responsibility, teamwork, acceptance and leadership.

Building Student Objective #1

During the 2018-2019 school year, students will demonstrate the capacity to develop positive interpersonal relationships with adults and peers in the school environment.

Evidence (formative/summative/anecdotal data):

Progress report data.

Building Student Learning Targets #1

By June 30, 2019, the percentage of students in the cohort who are able to develop positive interpersonal relationships with adults and peers will be 80%.

Evidence (formative/summative/anecdotal data):

Progress Report Data			
Grade in 2018-19	November 2018	June 2019	Target
Preschool			
Kindergarten			
1 st Grade			

Steps Taken:

Primary School Goals

Responsibility: Jennifer Check

Due Date: June 30, 2019

District Goal #1

The Victor Central School District will improve academic achievement and performance for every student.

District Student Learning Objective #1

By the end of the 2019-2020 school year, students will demonstrate the ability to critically evaluate, interpret, and apply information from non-fiction texts in a relevant and creative manner.

District Student Learning Targets

The cohort scores for students taking the OECD Test for Schools (based on PISA) in the Spring of 2020 will be at least a 638 in reading, 635 in mathematics and 644 in science.

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<i>Cohort Score</i>	535	**	543	557		
<i>Target</i>	535	535*	540*	545*	550*	555*

<i>OECD Test for Schools (Based on PISA) - Science</i>						
	2014	2016	2017	2018	2019	2020
<i>Cohort Score</i>	544	**	550	538		
<i>Target</i>	544	544*	550*	555*	560*	565*

**Targets are subject to change based on additional data from future administrations of the OECD test. With only three data points, we're still learning about what this data tells us about our students' performance. We didn't achieved the target in reading and science this year. However, all three of our scores are statistically significantly higher than the mean performance by U.S. students on the PISA 2015. The 2015 U.S. PISA performance in reading was 497, in mathematics it was 470 and in science it was 496.*

***2016 scores are not available due to testing problems during the administration of the on-line pilot of these assessments*

Building Student Learning Objective #1

During the 2018-2019 school year, students will increase their ability to interpret, reflect on, and respond to text.

Evidence (formative/summative/anecdotal data):

Fountas and Pinnell Assessment
VCS K-6 Progress Report

Building Student Learning Target #1

By June 30, 2019, at least 80% of the student cohorts will be reading at or above the benchmark level.

Fountas and Pinnell Assessment Data			
Grade in 2018-2019	March 2019	June 2019	Target
2 nd Grade			
3 rd Grade			

Building Student Learning Target #2

By June 30, 2019, at least 80% of the cohort group will score a 3 (meets standard) or a 4 (exceeds standard) on the following progress report descriptor: Uses multiple strategies while reading grade level text accurately and fluently to support comprehension.

Progress Report Data			
Grade in 2018-2019	December 2018	June 2019	Target
2 nd Grade			
3 rd Grade			

Building Student Learning Target #3

By June 30, 2019, at least 80% of the cohort group will score a 3 (meets standard) or a 4 (exceeds standard) on the following progress report descriptor: Clearly communicates mathematical thinking.

Progress Report Data			
Grade in 2018-2019	December 2018	June 2019	Target
2 nd Grade			
3 rd Grade			

Steps Taken:**District Goal #3**

The Victor Central School District will promote the social, emotional and physical development of every student.

District Student Objective #1

Students will engage in opportunities that foster the development of self-awareness, personal responsibility, teamwork, acceptance and leadership.

Building Student Objective #1

During the 2018-2019 school year, students will be respectful and kind to others without anyone watching or prompting.

Evidence (formative/summative/anecdotal data):

- Social Development Descriptors on Student Progress Reports
- Anecdotal Feedback

Building Student Target #1

By June 30, 2019, at least 80% of the cohort group will score a 3 (meets standard) or a 4 (exceeds standard) on the following progress descriptors:

	December 2018	June 2019	Target
<i>Demonstrates positive attitude</i>			
2nd Grade			
3rd Grade			
<i>Interacts respectfully with adults</i>			
2nd Grade			
3rd Grade			
<i>Interacts respectfully with peers</i>			
2nd Grade			
3rd Grade			
<i>Uses appropriate strategies to solve conflict with peers</i>			
2nd Grade			
3rd Grade			
<i>Uses self-control</i>			
2nd Grade			
3rd Grade			

Anecdotal Data	
December 2018	
June 2019	

Steps Taken:

Intermediate School Goals

Responsibility: Kevin Swartz

Due Date: June 30, 2019

District Goal #1

The Victor Central School District will improve academic achievement and performance for every student.

District Student Learning Objective #1

By the end of the 2019-2020 school year, students will demonstrate the ability to critically evaluate, interpret, and apply information from non-fiction texts in a relevant and creative manner.

District Student Learning Targets

The cohort scores for students taking the OECD Test for Schools (based on PISA) in the Spring of 2020 will be at least a 638 in reading, 635 in mathematics and 644 in science.

<i>OECD Test for Schools (Based on PISA) -Reading</i>						
	2014	2016	2017	2018	2019	2020
<i>Cohort Score</i>	538	**	532	532		
<i>Target</i>	538	538*	540*	545*	550*	555*

<i>OECD Test for Schools (Based on PISA) - Mathematics</i>						
	2014	2016	2017	2018	2019	2020
<i>Cohort Score</i>	535	**	543	557		
<i>Target</i>	535	535*	540*	545*	550*	555*

<i>OECD Test for Schools (Based on PISA) - Science</i>						
	2014	2016	2017	2018	2019	2020
<i>Cohort Score</i>	544	**	550	538		
<i>Target</i>	544	544	550	555	560	565

**Targets are subject to change based on additional data from future administrations of the OECD test. With only three data points, we're still learning about what this data tells us about our students' performance. We didn't achieved the target in reading and science this year. However, all three of our scores are statistically significantly higher than the mean performance by U.S. students on the PISA 2015. The 2015 U.S. PISA performance in reading was 497, in mathematics it was 470 and in science it was 496.*

***2016 scores are not available due to testing problems during the administration of the on-line pilot of these assessments*

Building Student Learning Objective #1

VIS will continue to promote and develop rich literary activities for students and families along with classroom experiences that promote flexible thinking in relation to NYS standards. Critical thinking, communication, collaboration, and creativity will serve as pathways to assist students in progressing toward this goal.

Evidence (formative/summative/anecdotal data):

- Creation and distribution of an ELA Newsletter/Supporting Resources Document for parents to improve communication and family partnerships around literacy.
- Exemplars from multiple curricular areas that connect to the four C's (*critical thinking, communication, collaboration, and creativity*). These may include teacher planned activities, student work, visuals, or other exemplars.

Steps Taken:**District Goal #3**

The Victor Central School District will promote the social, emotional and physical development of every student.

District Student Objective #1

Students will engage in opportunities that foster the development of self-awareness, personal responsibility, teamwork, acceptance and leadership.

Building Student Objective #1

VIS students, through instruction and personalized goal setting, will develop a strong sense of self-efficacy which will further allow students to put growth mindset beliefs into practice.

Evidence (formative/summative/anecdotal data):

- Student goal setting documents (examples) which include academic and social goal setting, measurement of progress, and student identified evidence to support growth in particular areas.
- An increase in number of staff and students who engage in “student led” parent conferences.

Steps Taken:

Junior High School Goals

Responsibility: Brian Gee

Due Date: June 30, 2019

District Goal #1

The Victor Central School District will improve academic achievement and performance for every student.

District Student Learning Objective #1

By the end of the 2019-2020 school year, students will demonstrate the ability to critically evaluate, interpret, and apply information from non-fiction texts in a relevant and creative manner.

District Student Learning Targets

The cohort scores for students taking the OECD Test for Schools (based on PISA) in the Spring of 2020 will be at least a 638 in reading, 635 in mathematics and 644 in science.

<i>OECD Test for Schools (Based on PISA) -Reading</i>						
	2014	2016	2017	2018	2019	2020
<i>Cohort Score</i>	538	**	532	532		
<i>Target</i>	538	538*	540*	545*	550*	555*

<i>OECD Test for Schools (Based on PISA) - Mathematics</i>						
	2014	2016	2017	2018	2019	2020
<i>Cohort Score</i>	535	**	543	557		
<i>Target</i>	535	535*	540*	545*	550*	555*

<i>OECD Test for Schools (Based on PISA) - Science</i>						
	2014	2016	2017	2018	2019	2020
<i>Cohort Score</i>	544	**	550	538		
<i>Target</i>	544	544*	550*	555*	560*	565*

**Targets are subject to change based on additional data from future administrations of the OECD test. With only three data points, we're still learning about what this data tells us about our students' performance. We didn't achieved the target in reading and science this year. However, all three of our scores are statistically significantly higher than the mean performance by U.S. students on the PISA 2015. The 2015 U.S. PISA performance in reading was 497, in mathematics it was 470 and in science it was 496.*

***2016 scores are not available due to testing problems during the administration of the on-line pilot of these assessments*

Building Student Learning Objective #1

Focal Points

- Strengthening our ability to assess for student learning.
- Add instruction tools designed specifically for Middle Level classrooms.

VJH Academic Goal

All students will engage in ongoing learning opportunities aligned to the district vision for student academic achievement leading to 100% of our students achieving proficiency or mastery on the anchor standards for their courses. We will measure progress by student's end-of-year summative assessments.

Priority Area:

If we focus on Standard 5, Assessment for Student Learning, then we will be better able to assess student skills and better design new learning opportunities throughout the year.

Evidence (formative/summative/anecdotal data):

		Anchor Standards Data		
		7 th and 8 th Grade Combined		
	June 2017	June 2018	June 2019	Target
ELA	90%	86%		100%
Social Studies	86%	84%		100%
Math	85%	86%		100%
Science	84%	87%		100%

Steps Taken:

District Goal #3

The Victor Central School District will promote the social, emotional and physical development of every student.

District Student Objective #1

Students will engage in opportunities that foster the development of self-awareness, personal responsibility, teamwork, acceptance and leadership.

Building Student Objective #1

Focal Points:

- Deepen our understanding of the growing diversity within the Victor-Farmington community.

Social Emotional Goals

We will identify opportunities to better prepare faculty and students for the growing diversity within the Victor-Farmington communities. We will identify opportunities to better prepare classroom teachers to plan and design learning opportunities for each of our VJH students.

Priority Area:

If we collaborate with community organizations, colleges and universities, and neighboring schools, then we will be able to design professional development opportunities for staff to deepen our support systems for each of our VJH students and families.

Evidence (formative/summative/anecdotal data):

1. Written evaluations/reflections of local programs and supports researched by VJH faculty and staff.
2. Action plans developed based-on new learning and professional development opportunities for VJH staff.
3. Faculty and staff reflections for any professional development opportunities that we might enact in the 2018-2019 school year.
4. Action plans developed based-on new learning and programs or opportunities for VJH students.
5. Student reflections/feedback for any programs or opportunities that we might enact in the 2018-2019 school year.

Steps Taken:

Senior High School Goals

Responsibility: Brian Siesto

Due Date: June 30, 2019

District Goal #1

The Victor Central School District will improve academic achievement and performance for every student.

District Student Learning Objective #1

By the end of the 2019-2020 school year, students will demonstrate the ability to critically evaluate, interpret, and apply information from non-fiction texts in a relevant and creative manner.

District Student Learning Targets

The cohort scores for students taking the OECD Test for Schools (based on PISA) during the 2018-2019 school year will be at least a 550 in reading, 550 in mathematics and 560 in science.

<i>OECD Test for Schools (Based on PISA) -Reading</i>						
	2014	2016	2017	2018	2019	2020
<i>Cohort Score</i>	538	**	532	532		
<i>Target</i>	538*	538*	540*	545*	550*	555*

<i>OECD Test for Schools (Based on PISA) - Mathematics</i>						
	2014	2016	2017	2018	2019	2020
<i>Cohort Score</i>	535	**	543	557		
<i>Target</i>	535*	535*	540*	545*	550*	555*

<i>OECD Test for Schools (Based on PISA) - Science</i>						
	2014	2016	2017	2018	2019	2020
<i>Cohort Score</i>	544	*	550	538		
<i>Target</i>	544	544	550*	555*	560*	565*

**Targets are subject to change based on additional data from future administrations of the OECD test. With only three data points, we're still learning about what this data tells us about our students' performance. We didn't achieved the target in reading and science this year. However, all three of our scores are statistically significantly higher than the mean performance by U.S. students on the PISA 2015. The 2015 U.S. PISA performance in reading was 497, in mathematics it was 470 and in science it was 496.*

***2016 scores are not available due to testing problems during the administration of the on-line pilot of these assessments*

Building Student Learning Objective #1

During the 2018-2019 school year, Victor Senior High School staff and students will continue to participate in engaging, relevant and personalized learning experiences.

Evidence (formative/summative/anecdotal data):

- 1) Quantitative and qualitative data will be collected throughout the year regarding personalized learning experiences, incorporating literacy instruction and increasing authentic and relevant learning experiences.
- 2) A list of the personalized learning-specific opportunities for VSHS staff provided throughout the year (professional development, site visits) will be documented in this document under steps taken.

Steps Taken:**Building Student Learning Objective #2**

During the 2018-2019 school year, Victor Senior High School will explore increased opportunities for students to seek additional academic support during the school day.

Evidence (formative/summative/anecdotal data):

- 1) Implementation of a "math lab" during the school day.
- 2) Implementation of a WIN block at the SH.

Steps Taken:**District Goal #3**

The Victor Central School District will promote the social, emotional and physical development of every student.

Building Student Objective #1

During the 2018-2019 school year, Victor Senior High School will work to enhance a building culture that is positive, respectful and socially inclusive for all stakeholders.

Evidence (formative/summative/anecdotal data)

- 1) Specific activities will be available throughout the school year (led by Positive School Climate and Sportsmanship Committees)
- 2) Specific activities related to character education will be available for all students and staff

Steps Taken:

Building Student Objective #2

During the 2018-2019 school year, Victor Senior High School will continue to foster the physical, social and emotional well-being of all stakeholders in our community.

Evidence (formative/summative/anecdotal data)

- 1) Professional development in social-emotional training will be available for staff members.
- 2) Activities will be available for all members of the school community regarding current health trends in education.

Steps Taken: