

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 19, 2017



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

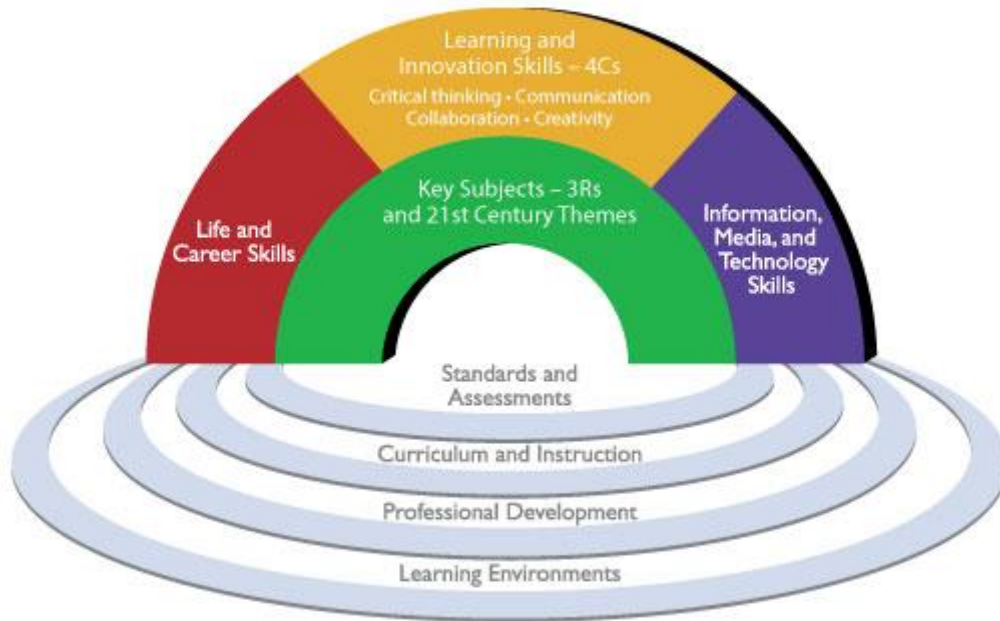
Students attending the Victor Central School District are highly engaged in an environment that aligns authentic learning to core academic standards while simultaneously developing character and citizenship. Building on their natural curiosity and learning styles, our students will emerge as creative, 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. 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. |
| 555 (2020) | 545 | |
| 3 | | 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) | | 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 |
| | 559 | decisions using scientific knowledge and evidence. |
| 3 544 (2014) | | 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 |
| 538 (2018) | 484 | scientific knowledge. |
| 2 | 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: Mike Vistocco

Due Date: June 30, 2018

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, 2018, develop a 2018-2019 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 2018-2019 school year.

Steps Taken:

A fiscally responsible budget was submitted to and approved by the Board of Education. This budget was then successfully voted on by the district residents.

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

By June 30, 2018, evaluate the Extra Class accounts to determine if using Wincaps, the District's financial management software, would be feasible.

Evidence of Accomplishment:

A determination will be made by June 30, 2018.

Steps Taken:

This strategy needs another year to evaluate.

Business Office Strategy #2

To work in collaboration with the Superintendent of Schools and the Director of Facilities to monitor the finances and construction of the capital project.

Evidence of Accomplishment:

Attend monthly construction meetings to insure the project is on budget and schedule.

Steps Taken:

This strategy will continue to be deployed until the end of the capital project scheduled by the end of December 2019.

Computer Services Goals

Responsibility: Dave Henderson

Due Date: June 30, 2018

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:

By June 30, 2018, complete all work in Phase II of the Smart Schools investment plan. This includes new servers, new core switch, and purchase of science lab probes.

Evidence of Accomplishment:

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

Steps Taken:

- Smartschools investment plan approved by the state on November 27th
- New core switches were purchased and installed on the Monday of Martin Luther King weekend
- Waiting for up to date quotes from HPE and Dell for new servers
- **New servers were deployed over the summer**

Computer Services Strategy #2:

By June 30, 2018, have much of the groundwork laid to bring up a new district website that uses the latest web technology and is compliant with the Americans with Disabilities Act.

Evidence of Accomplishment:

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

Steps Taken:

- Researched four different firms who offer school district websites
- Chose Finalsight as our website provider
- Finalized our preliminary site map which has been loaded into our new site
- Finalized our preliminary design
- Sherri Lasky and I were trained on how to add content to the site
- **New website was launched on July 31**

- Started a series of over a dozen meeting with building level administrators, district administrators, and others who all have content on our current site.

Facilities and Grounds Department Goals

Responsibility: Chris Marshall

Due Date: June 30, 2018

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:

By June 30, 2018, continue to train existing and new staff members in the cleaning department with a focus on the details and accountability.

Evidence of Accomplishment:

A plan will be submitted to the Superintendent of Schools and shared with the Administrative Team.

Steps Taken:

New space by space task lists have been developed and distributed to the cleaning staff. All cleaners have been trained on the details of the new procedures. Room by room spot checks have been instituted to verify cleanliness.

Facilities and Grounds Department Strategy #2:

By June 30, 2018, continue to implement the capital project plan in collaboration with the Superintendent of Schools and Business Official.

Evidence of Accomplishment:

A plan will be submitted to the Board of Education.

Steps Taken:

The capital project has been approved by the State Education Department. The project bids came in on budget. The construction is scheduled to start this summer.

All of the construction work scheduled to be completed over the summer is complete. The remaining work will continue throughout the year and will be coordinated with all of the Buildings Administrative staff.

Facilities and Grounds Department Strategy #3:

By June 30, 2018, continue to implement Smart Schools Bond Act project in collaboration with the Director of Computer Services.

Evidence of Accomplishment:

A plan will be submitted to the Superintendent of Schools and Board of Education.

Steps Taken:

Phase I is complete

Phase II is complete. Just waiting on reimbursement from the State.

Phase III will be submitted as soon as we are reimbursed from Phase II. **Still waiting on reimbursement.**

Food Service Department Goals

Responsibility: Alexandra TePoel RD, CDN

Due Date: June 30, 2018

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

Promote the development of programs and services, which encourage cooperative interaction between the community-at-large and District staff and students.

Food Service Target #1

Food Service Department will take steps to implement a user friendly and interactive menu software program, for information sharing with the community, district staff and our students. By the end of 2017-2018 school year, anyone with access to the Victor Central School District Website will be able to look up allergens and nutritional facts of our meals and receive monthly health and wellness newsletters.

Evidence (formative and summative):

The website

Steps Taken:

- The food service department has contracted with ISOFT School and Nutrition Fitness, to develop an interactive website.

Food Service Target #2

Food Service Department will introduce a Grab and Go breakfast kiosk in the Junior High School, with the intention of creating a 3% increase in breakfast participation by the end of the 2017-2018 school year.

Evidence (formative and summative):

| Student Participation Rates | | | | |
|------------------------------------|---------------------|---------------------|-----------------|---------------|
| Schools | October 2017 | January 2018 | May 2018 | Target |
| Junior High | Bkfst: 2% | Bkfst: 3% | Bkfst: 3% | 6% |

Steps Taken:

- The American Dairy Council has awarded us a breakfast kiosk to use for implementing the Grab n Go Breakfast Program in the Junior High School.

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:

Description templates for positions in the following departments are under review:

- 8 Administrative
- 4 Central Office
- 3 Facilities
- 5 Food Service
- 6 Transportation
- 13 Administrative assistant

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:

The VCSD ACA tracking process is aligned with payroll processing throughout 17-18. Submissions are done on a quarterly basis to Paragon Compliance (formerly HB Solutions)

Office of Educational Support Services

Responsibility: Kristin Swann, Melanie McGuire, Roni Puglisi

Due Date: June 30, 2018

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, 2018, the Office of Educational Services will introduce the concept of personalized learning across the district.

Evidence (formative and summative data):

Piloted opportunities where educators and students customize instruction, as much as possible, to students' individual developmental needs, skills, and interests.

Steps Taken:

- 9/14: Meeting with Kristin Swann, Dawn Santiago-Marullo, Yvonne O'Shea, Dave Henderson, Jessica Sheridan, and Scott Bischooping to discuss personalized learning opportunities at Victor Central Schools.
- 9/21: Kristin Swann facilitated the first administrative cabinet meeting dedicated to personalized learning. Administrators grappled with the following essential questions: What makes personalization work in real classrooms? How might personalization impact student achievement at VCS?
- 10/12: Kristin Swann facilitated IPAC. All participants agreed to learning more about personalized learning and how we might better meet the individual needs of students who easily master academic standards.
- 10/12: Kristin Swann facilitated Curriculum Council. All participants agreed to learn more about personalized learning and how teachers might individualize instruction in their classrooms.
- 10/12 & 10/20: Kristin Swann, Jessica Sheridan, Carrie Goodell, and Yvonne O'Shea met to plan personalized learning professional development workshop for SH staff.
- 10/16: Kristin Swann facilitated the Professional Development Committee. Committee members were introduced to the concept of micro-credentialing.

Members agree to commit learning more about micro-credentialing (an adult personalized learning approach to professional development).

- 10/27: Superintendent Conference Day for SH staff focuses on personalized learning (PL) events. Learning experiences included stations that focused on each of The Four Core elements of PL. In addition, instructors from the University of Rochester and Greece Central School District were invited to share instructional practices with our Science and Math departments.
- 11/2: Kristin Swann facilitated the second administrative cabinet meeting dedicated to personalized learning. Administrators were introduced to a framework (The Core Four) that provides clarity around what personalized learning is and what it can look like in the classroom. Participants were given levelled resources to research.
- 11/9: Kristin Swann facilitated Curriculum Council. All participants read research on personalized learning and grappled with the following essential question: What makes personalization work in real classrooms? How might personalization impact student achievement at VCS?
- 12/6: Kristin Swann met with Yvonne O'Shea and Carrie Goodell to debrief on feedback from SH staff and plan next steps in the Personalized Learning plan.
- 1/10: Kristin Swann observed personalized learning experiences at Naples Central School District. Lessons learned were shared with VCS staff, particularly in the area of secondary ELA.
- 2/1: Kristin Swann facilitated the third administrative cabinet meeting dedicated to personalized learning. Administrators continued to learn about The Core Four. Jessica Sheridan and Scott Bischooping joined us for this work.
- 5/1: Kristin Swann, Brian Siesto, Carrie Goodell and Dawn Santiago-Marullo had a planning meeting to discuss how we could encourage more personalized learning opportunities at the senior high next year.

Educational Services Department Strategy #2

By June 30, 2018, the Office of Educational Services will refine grading and progress reporting practices for grades K-12.

Evidence of Accomplishment:

Refined rubrics to use with the elementary progress report as well as refined grading protocols for credit bearing courses at the secondary level.

Steps Taken:

5/31: Kristin Swann and Yvonne O'Shea facilitated first SH grading committee meeting. Norms, working agreements and meeting protocols were established. The purpose of the grading committee is to research grading best practices and to recommend practices that do not have unintended consequences for students. In doing so, we will decide if and/or how Regents examination scores will be used in final course calculations.

9/28: Kristin Swann and Yvonne O'Shea facilitated the second SH grading committee meeting. Committee members engaged in professional learning by reading two Educational Leadership articles. The first article focused on grading reform research while the second article highlighted how grading reform practices transformed one high performing school district in Minnesota. The following essential questions guided our discussion:

- What do we want our grades to convey and who are they for?
- What are we trying to accomplish with our grades? Is there room for retakes?

10/26: Kristin Swann and Yvonne O'Shea facilitated the third SH grading committee meeting. Committee members engaged in a learning activity that aided in their understanding of assessment and grading practices.

11/30: Kristin Swann and Yvonne O'Shea facilitated the fourth SH grading committee meeting. Committee members worked to identify belief and value statements. These statements will be the foundation of our future decision making as we make recommendations around secondary grading practices.

12/14: BOE Presentation on grading committee work.

1/25 - 3/24: Kristin Swann and Yvonne O'Shea facilitated subcommittee work in order to formulate ideas around the 6 counterproductive grading practices. In addition, committee members were invited to attend professional development on grading practices with national speaker Dr. Thomas Gusky. Subcommittee recommendations will formulate the starting point of our continued work.

Educational Services Department Strategy #3

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

Evidence of Accomplishment:

A review document will be submitted to the Superintendent by June 30, 2018.

Steps Taken:

8/30: Melanie McGuire emailed Mike Modleski seeking VTA representation for the special education program review.

9/18: Mike Modleski provided a list of general education teachers, special education teachers and related service providers who will participate in the review. A minimum of three VTA members are participating from each of the five schools, in addition to administrative representation from the Early Childhood School, Primary School, Intermediate School, and High School.

10/23: First program review meeting held. We identified each member's goal in joining the review committee, and reviewed the district's program review document and the New York State Blueprint for Improved Success for Students with Disabilities. We also reviewed the history of special education reviews, noting that program reviews have occurred during the '04-'05 (SED review), '08-'09 (SED Parent Involvement Survey), '09-'10 (District review), '13-'14 (SED School in Need of Improvement review), '14-'15 (SED Parent Involvement Survey), and '15-16 (SED) school years. The committee discussed the addition of parent members, and sought input from the district's shared decision making plan in regard to this.

11/6: The shared decision making document was reviewed in regards to parent members, and it was agreed that parent members would be sought via the VOICE chairperson. Members heard a presentation by Jill Pollack in regards to the NYS and federal regulations regarding Least Restrictive Environment, and also reviewed Victor CSD's 2017-2018 continuum of special education services, including all services available to students both on and off-campus.

11/17: Melanie McGuire emailed the VOICE chairperson to request parent members for the program review.

12/11/17: Members heard a presentation given by Mary Banaszak, Moira Platzer and Travis Hooper, school counselors, on the various ways students with disabilities can earn diplomas and credentials. Members reviewed input previously provided during a post-it note activity that identified areas for focus, including the continuum of services, social-emotional needs, preparing students for post-graduation, communication/culture, and systems/supports/infrastructure. Members reviewed the District's inclusion philosophy and our Least Restrictive Environment (LRE) data that is submitted to NYSED. Members signed up for subgroup work and began identifying data to be collected.

1/22/18: The committee read and discussed current articles on Special Education from the *Educational Leadership: Differences Not Disabilities* issue. Members identified strength and growth areas regarding inclusion and Universal Design for Learning. Members continued subcommittee work.

2/12/18: School principals Yvonne O'Shea and Dorothy DiAngelo provided information regarding changes/additions to special education services for the 2018-2019 school year. Staff and teacher aide surveys were finalized for distribution, and it was agreed to finalize parent and student surveys next month. Infrastructure subcommittee reviewed special education teacher survey input.

3/12/18: The parent survey was finalized, additional changes were recommended for consideration for the student survey. The Teaching and Learning subcommittee presented data on the district's Extended School Year program. Subcommittee presentation dates were finalized for April, May and June meetings. A completed program review document was reviewed as an exemplar for our committee.

4/18/18: The student survey was finalized. The School Leadership subcommittee reported out information. Survey data from the staff, teacher aide and parent surveys was reviewed. Kristin Swann provided guidance on identifying desired states. Discussion occurred regarding extending the program review into the first few months of the 2018-2019 school year in order to take the time needed to complete a thorough review.

5/7/18: Student survey data was reviewed. Time was provided for subcommittee work. Discussion occurred regarding identifying desired states at our June meeting; members determined that they preferred to hold that conversation in September.

6/4/18: Subcommittees provided updates on their work so far, identifying emerging trends, roadblocks, items for consideration, and further data that might be needed.

Educational Services Department Strategy #4

By June 30, 2018, the Office of Educational Services will develop and implement a PreK-12th grade Comprehensive Guidance Plan.

Evidence of Accomplishment:

The guidance counselors will begin to implement the Comprehensive Guidance Plan by June 30, 2018.

Steps Taken:

The District has contracted with the Student Support Services Center of Genesee Valley Educational Partnership for a third year. We are working with a consultant, Joan Vitkus, as we develop our working document. We have been working with Joan for the past two years.

The Comprehensive Guidance Plan Leadership Team was re-organized for the third year phase of the Plan development. The team, is now made up of School Guidance Counselors (Mary Banaszak, Moira Platzer, Nick Sculli, Gina Sanzotta, Emily Schosek, Staci Thibodeau), as well as Carrie Goodell and Roni Puglisi.

On November 1, 2017, the Comprehensive Guidance Plan Leadership Team met with Joan Vitkus. We had conversations about our plan and the connection to State Education documents such as the Every Student Succeeds Act (ESSA) and the School Safety and Educational Climate (SSEC). The team worked on the compilation of the document to include lessons that will be taught at specific grade levels. A presentation to the Board of Education was discussed and future meeting dates were established.

On December 14, 2017, Mary Banaszak, Moira Platzer, Nick Sculli and Roni Puglisi presented an update of the Comprehensive Guidance Plan to the Board of Education.

On February 18, 2018, the Comprehensive Guidance Plan Leadership Team continued to work on developing their building-level activity calendars and student learning objectives. The Leadership Team consists of School Guidance Counselors: Mary Banaszak, Moira Platzer, Nick Sculli, Gina Sanzotta, Kara Kupinski and Emily Schosek; School Psychologist: Staci Thibodeau; and VSC Administrators: Carrie Goodell and Roni Puglisi.

On March 20, 2018, The Comprehensive Guidance Plan Leadership Team continued to work on their building-level activity calendars, the development of student learning objectives, engaged in a conversation about an Advisory Council and discussed the contents of a presentation for Curriculum Council. The Team continues to engage the support of Joan Vitkus from the Student Support Services Center of Genesee Valley Educational Partnership.

On May 10, 2018, Mary Banaszak, Gina Sanzotta, Emily Schosek and Roni Puglisi presented an update of the Comprehensive Guidance Plan to Curriculum Council and discussed the possibility of using this shared decision-making group as an Advisory Council.

On May 31, 2018, The Comprehensive Guidance Plan Leadership Team continued to work on their building-level activity calendars, the development of student learning objectives and aligning their work from one building to another.

On June 5 and June 6, 2018, Mary Banaszak and Staci Thibodeau presented an update of the Comprehensive Guidance Plan to the K-6 and 7-12 Building Level Administrative Teams, respectively.

The Comprehensive Guidance Plan will be implemented during the 2018-19 school year. Revisions will continue to occur to address the needs of the students.

Educational Services Department Strategy #5

By January 1, 2018, the Office of Educational Services will work with Victor staff and The Partnership for Ontario County to develop and implement a Family Support Center on Victor's campus.

Evidence of Accomplishment:

A Family Support Center will serve families one night a week on Victor's campus.

Steps Taken:

On September 9, 2017, Dawn Santiago-Marullo, Mike Vistocco and Roni Puglisi met with Dave Bills, Superintendent of Honeoye Schools, and BOCES staff to discuss a

Community School Resource CoSer. It was determined that BOCES would write a CoSer, create positions and hire staff to work with the Family Support Center on Victor's campus. A timeline was developed to include information going to the BOCES Board, recruiting and hiring of staff and a potential start of the Family Support Center in January 2018.

The support that will be provided to families will include solution-focused therapy targeted for a six to eight week period of time.

Roni Puglisi maintains contact with Tracey Lewis, Director from The Partnership for Ontario County, who will also be a BOCES employee and will be collaborating with Victor. The next planning meeting with Tracey is scheduled for December 18, 2017.

On December 18, 2017, Tracey Lewis, Mary Banaszak, John Ryan and Roni Puglisi met to organize the Family Support Center referral process for VCS, determine the plan to communicate the process to the K-12 PPS staff and discuss space and material logistics.

On January 16, 2018, Jim Haugh, Tracey Lewis and Roni Puglisi interviewed to fill the counseling position.

On January 24, 2018, Tracey Lewis and Roni Puglisi provided an overview of the Family Support Center, the goals of the Center and the referral process to all K-12 PPS staff in Victor.

Family Support Center Counselors were provided with necessary supplies and materials. On March 29, 2018, they met to prepare and review the My Outcomes system which is used to monitor and track progress of counseling goals.

The Family Support Center started in Victor on April 12, 2018 and three families began their work with the Support Center.

This goal was completed. For the 2018-19 school year, a second night will be added to the Family Support Center on Victor's campus with the goal of serving more families.

Educational Services Department Strategy #6

By June 30, 2018, the Office of Educational Services will work with Victor staff and BOCES to implement computer-based testing for New York State Math assessments in grades 3 through 8.

Evidence of Accomplishment:

Computer-based testing in Grades 3-8 completed.

Steps Taken:

On September 28, 2017, Roni Puglisi and Michele Maloney attended a training at BOCES titled, *Computer-Based Testing 2017-2018, New Year, New Plans*. This session was being conducted remotely in our region and districts from around the State participated in this training that was organized by the Office of State Assessment.

In October and November, the building principals met with teachers at various grade levels and sought input and feedback about the implementation of computer-based assessments for the 2017-2018 school year.

Through their monthly attendance at the Regional Instructional Council meetings, Kristin Swann and Roni Puglisi have been learning about the readiness components of implementing computer-based testing. Through these conversations, they have learned about some of the issues with the “math tools” for computer-based testing.

On November 30, 2017, Jen Check, Leah Kedley, Kevin Swartz, Michele Maloney, Brian Gee, Roni Puglisi and Kristin Swann met and reviewed the input from staff. They came to a consensus about the implementation of 3-8 computer-based testing that would occur this school year.

Although the initial thought was to implement computer-based testing for New York State Math assessments in grades 3 through 8, the general consensus is to implement computer-based testing for New York State ELA assessments in Grades 3-8 and computer-based testing for New York State Math assessments in Grade 3 only.

Dave Henderson has been working with BOCES to complete the computer-based testing readiness checklist.

On February 12, 2018, Dave Henderson, Leah Kedley, Michele Maloney and Roni Puglisi watched a Computer-Based Testing Webinar developed by the State Education Department to learn about the preparation and implementation of the assessments.

Administrators from the Primary School, Intermediate School, Junior High School and Central Office met regularly to collaborate as we prepared for the implementation of the computer-based ELA and paper-based Math assessments. Conversations included the work that needed to be done behind the scenes with schedules, computer preparation and student and teacher readiness. Conversations also addressed the shift to computer-based scoring for the ELA and vendor-based scoring for Math. These meetings occurred on December 12, 2017, January 8, 2018, February 12, 2018, March 7, 21 and 28, 2018.

Computer-based testing for New York State ELA assessments in grades 3 through 8 was completed. Feedback was provided to NYSED through an “Administrative Results” survey that was developed by the State Education Department.

Computer-based testing for ELA in grades 3-8 was completed. Computer-based testing for Math in grade 3 was completed. During the 2018-19 school year, the Office of

Educational Services will work with Victor staff and BOCES to implement additional computer-based testing for New York State assessments.

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, 2018, the Office of Educational Services will create and/or provide professional development opportunities that foster respectful, relationship-centered learning environments throughout our PreK-12 system.

Evidence (formative and summative data):

Documented professional development opportunities.

Steps Taken:

- 7/12 and 7/13: Kristin Swann facilitated a two-day summer retreat for all administrators and teacher leaders. For two days, administrative and teacher leaders from across this district, pondered the following essential question: What do school leaders need to consider when creating a respectful culture for teachers, students and community members? In addition, we identified values around our social, emotional and physical well-being work. We reviewed our desired state, considered school climate characteristics and conducted an informal gap analysis in order to develop action steps for District Goal #3.
- 8/28: Meeting with Superintendent and five building administrators to review social, emotional and physical well-being goals.
- 9/27: Kristin Swann facilitated a meeting with building principals regarding this ongoing work. Meeting objectives were to finalize and come to consensus on our Social, Emotional, and Physical Well-being value statement. This statement was then vetted through each building shared decision making council.
- 10/17: Kristin Swann, along with nine other administrative/teacher leaders, participated in the first Trauma, Illness, and Grief (TIG) training. The intention of the training is to prepare one district crisis team and five building teams to effectively manage crises that occur on our campus and throughout our community. This adult learning focused on the concepts of trauma and its effect on students' neurological and physical development.
- 10/25: Kristin Swann facilitated a meeting with each building principal regarding this ongoing work. Meeting objectives were to consider suggestions from shared

decision-making councils regarding our social, emotional, and physical well-being value statement. In addition, a presentation was created to communicate our progress of this work.

- 11/7: Kristin Swann, along with nine other administrative/teacher leaders, participated in the second TIG training. This adult learning focused on the mental health of our students, considerations around suicide crises and mental health resources in our community.
- 11/9: Kristin Swann, in collaboration with each building principal, facilitated a presentation on our K-12 social, emotional, and physical well-being work.
- 12/14, 1/11, 1/12: Kristin Swann, along with nine other administrative/teacher leaders, completed TIG training. This adult learning focused on the mental health of our students, crisis response training and community resources.
- 3/14: Workshop: Measuring impact of professional development with Tom Gusky
- 4/18: Workshop: Communicating with stakeholders.

Physical Education, Health and Athletics Department Goals

Responsibility: Ron Whitcomb

Due Date: June 30, 2018

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

On or before October 1, 2017 meet with all individual health and physical education teachers to review their goals. Monitor all goals throughout the school year.

Evidence of accomplishment:

A report will be submitted to the Superintendent by June 30, 2018

Steps Taken:

- I met with all health and physical education teachers from May 1st through June 9th to establish their goals for the 2017-18 school year. The meetings occurred during the time I conducted their APPR meetings.

Physical Education, Health and Department Strategy #2

Review the current Athletic Contract and Code of Conduct.

Evidence of accomplishment:

A report will be submitted to the Superintendent by June 30, 2018.

Steps Taken:

- Formed a committee to review the current contract and make changes.
- Meeting dates; October 1, November 6th, December 4th, January 8th. The next meeting is scheduled for March 5th.
- Utilize the following contracts to use as a guide: Fairport, Canandaigua, Pittsford, and Honeoye Falls Lima.

Physical Education, Health and Athletic Department Strategy #3

Develop a plan with key high school student leaders to address appropriate sportsmanship at athletic contests.

Evidence of accomplishment:

A report will be submitted to the Superintendent by June 30, 2018.

Steps Taken:

- We had 12 student-athletes attend the Section V Sportsmanship Conference at the Burgundy Basin Inn.
- Three meetings with this group have occurred; in attendance with myself were Brian Siesto and Amy Shannon. The charge to the committee was establishing, what is appropriate and not appropriate behavior at athletic contests.

School and Community Relations Office Goals

Responsibility: Sherri Lasky and Liz Welch

Due Date: June 30, 2018

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, 2018, the Office of School and Community Relations will reevaluate, reorganize and, if necessary, create emergency response documents referenced in real-life emergency situations.

Evidence of Accomplishment:

A report will be submitted to the Superintendent by June 30, 2018.

Steps Taken:

- Participated in numerous drills that resulted in the reevaluation/fine tuning of communication documents, when and how they are disseminated and to whom they most benefit.

Transportation Department Goals

Responsibility: Darren Everhart

Due Date: June 30, 2018

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 2017-18 school year, the Transportation Department will stay current on the best practices related to the transportation of students, and develop a plan to increase customer satisfaction.

Evidence of Accomplishment:

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

Steps Taken: Staying current in the school bus world is a huge challenge, as the laws and regulations are continuously changing. However, there are many ways that we stay current. First, we subscribe to a service that sends us updates to the NYS Vehicle and Traffic Law. Additionally, we subscribe to numerous periodicals that provide articles on the latest trends and challenges facing the industry, including student discipline, driver retention, safety and security, and serving the students/parents.

We also stay in close contact with the various government entities that regulate our industry. Those entities include NYS Department of Transportation (DOT), NYSED, and NYS Department of Motor Vehicles (DMV). We do this through attendance at conferences and training seminars.

We are constantly training our employees on the concept of “customer service”, and I believe our practices reflect that. For example: pulling your bus over to let cars go by, very few restrictions on daycare changes, bus cameras, and a well regulated lost and found.

Transportation Department Strategy #2:

Throughout the 2017-18 school year, the Transportation Department will monitor the efficacy 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: Last August, we launched the new parent portal. I am happy to report that it was nearly flawless. With the exception of a handful of parents whose e-mail addresses were no longer in service, we provided bus time/location information to over 4400 parents without printing a single sheet of paper. Since then, we have used the portal as we make small changes to routes. The portal was well received by nearly every single parent, and our opening day was one of the smoothest I can remember.

Transportation Department Strategy #3:

Throughout the 2017-18, the Transportation Department will provide training and guidance on best practices when transporting students with special-needs.

Evidence of Accomplishment:

A list of steps taken will be reported through this document

Steps Taken: NYS mandates that all school bus drivers and monitors receive at least two hours of instruction in special-needs best practices annually. Victor goes above and beyond that minimum standard. For example, at the end of August we provide our drivers and monitors with an all day training (6 hours) which included extensive discussion centered around transporting students with special-needs. In February, we conduct three hours of training in many subjects including dealing with special-needs students. Additionally, throughout the school year, we reach out to our teacher population for help/training about specific special-needs children we are working with.

Early Childhood School Goals

Responsibility: Dorothy DiAngelo

Due Date: June 30, 2018

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 2017-2018 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, 2018, the cohort scores for students taking the Preschool Language Screening Assessments in the Spring of 2018 will be at least a 4. 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 | September 2017 | June 2018 | Target |
| Preschool | 4 | 4.4 | 4.5 |

| Anecdotal Data | |
|------------------|--|
| Grade in 2017-18 | -A child was reading simple sentences containing sight words during <i>Reading Workshop</i> . -A child carried a topic across pages during writing workshop -Children have various levels of text in their independent book baggies during <i>Reading Workshop</i> based on interest and their reading level |
| Kindergarten | |

| | | | | | |
|-----------------------------|--------------------------------|--|---------------|--|--|
| | | - Children’s reading stamina has increased as per observational data over time across multiple classrooms -Writing samples reflect increased amount and depth of content -Number talks are taking place on a regular basis in Kindergarten and First Grade as noted during formal and informal observations. It was noted that multiple students share their mathematical thinking with one another during these experiences | | | |
| | Reading Assessment Data | | | | |
| Grade in 2017-18 | September 2017 | June 2018 | Target | | |
| 1st Grade | 77% | 70% | 80% | | |

Steps Taken:

- The new *Animals* science unit authored through BOCES is being piloted in First Grade.
- The new *Push and Pull* unit authored through BOCES is being piloted in Kindergarten.
- First grade teachers attended two days of professional development provided by the University of Rochester, *Developing Mathematical Ideas*.
- Twelve teachers attended the *Number Talks* training provided by Stephanie Martin and Holly Knox. Teachers who attended the training are implementing Number Talks in their classroom.
- ECS aides are partaking in a book talk with Melissa Goho, *The Paraprofessional's Handbook for Effective Support in Inclusive Classrooms*. The book includes strategies for supporting students during academics.
- Six teachers (3 Kindergarten and 3 First Grade) attended the writing institute with Leah Mermelstein at Monroe 2 BOCES over the summer.
- Six teachers (3 Kindergarten and 3 First Grade) are piloting the new *Units of Study* by Lucy Calkins.

- SAGE provided the following trainings for aides at the ECS:
Introduction to Autism Spectrum Disorder
Functional Communication Training
Understanding Communication Deficits of Autism Spectrum Disorder
Supporting Transitions in the Daily Routine
Evidence Update on Autism Spectrum Disorder Interventions
- PreK teachers participated in a professional development session with Lynnette Pannucci around best practices at the PreK level.
- PreK teachers reviewed the NYS PreK Core Body of Knowledge on Superintendent's Conference Day on March 16th.
- Kindergarten and First Grade teachers attended a training with Stephanie Martin on March 16th focused on the progression of mathematics from K-2.
- Five classroom teachers are participating in math coaching cycles with Holly Knox.
- The ECS Building Council Math Subcommittee created an additional resource for parents to support children's mathematical thinking at home: Benchmarks of 5 and 10.

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 2017-2018 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, 2018, 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 2017-18 | November 2017 | June 2018 | Target |
| Preschool | 52% | 82% | 80% |
| Kindergarten | 80% | 93% | 85% |
| 1 st Grade | 86% | 93% | 91% |

Steps Taken:

- ECS Building Council Social/Emotional Subcommittee authored another edition of *Making Kids Great Greater* to provide parents with strategies for supporting the social/emotional realm at home. Parents were provided with an overview of the three expectations taught as part of a *Responsive Classroom* approach: take care of yourself, take care of each other and take care of your school.
- Emily Schosek, school counselor, is providing whole class lessons at the Kindergarten level around the topic of friendship and following (making your own choices). At the First Grade level, the lesson topic is respect.
- ECS aides are partaking in a book talk with Melissa Goho, *The Paraprofessional's Handbook for Effective Support in Inclusive Classrooms*. The book includes strategies for providing social supports for students.
- SAGE provided the following trainings for teacher aides at the ECS:
 - Anxiety in Autism Spectrum Disorder
 - Peer Mediation
 - Using visuals to support waiting
- ECS Building Council Social/Emotional Subcommittee authored additional *Making Great Kids Greater: The Power of Organized Play and Helping Your Child Develop Self-Determination*
- Small group counseling lessons offered over the course of the year included the following topics: school readiness, emotional regulations, friendship, self-control, respect and responsibility, coping skills and problem solving skills
- First grade whole class counseling lessons during June have been focused on helping children prepare for the transition to Victor Primary School.

Primary School Goals

Responsibility: Jennifer Check

Due Date: June 30, 2018

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.*

***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 2017-2018 school year, students will increase their ability to interpret and reflect on text while incorporating vocabulary and referencing text features.

Evidence (formative/summative/anecdotal data):

- Fountas and Pinnell Assessment
- VCS K-6 Progress Report

Building Student Learning Target #1

By June 30, 2018, at least 80% of the student cohorts will be reading at or above the benchmark level.

| Fountas and Pinnell Assessment Data | | | |
|--|---------------------------|------------------|---------------|
| Grade in 2017-18 | Sep 2017- Mar 2018 | June 2018 | Target |
| 2nd Grade | 72% | 81% | 80% |
| 3rd Grade | 77% | 77% | 80% |

Building Student Learning Target #2

By June 30, 2017, 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 2016-17 | December 2017 | June 2018 | Target |
| 2nd Grade | 71% | 73% | 80% |
| 3rd Grade | 74% | 78% | 80% |

Steps Taken:

- 18 teachers have volunteered to participate in a writing pilot to implement Lucy Calkin's new writing units of study.
- 10 teachers attended a 3-day writing institute with Leah Mermelstein through Monroe 2 BOCES this summer.
- Third grade teachers engage in weekly PLC meetings with ELA coaches focused on the new reading units.
- Second grade teachers engage in weekly PLC meetings focused on writing and technology integration.
- Six third grade teachers are engaged in focused ELA coaching cycles with the ELA Coaches.
- Teachers are in their third year teaching the revised math curriculum through Math Investigations and continue to integrate Number Talks into their instructional practices.

- Second grade teachers have engaged in mathematics professional development on two Superintendent's Conference Days focused on the Developing Mathematical Ideas framework. This work has been facilitated through a partnership with the University of Rochester.
- Ten K-3 VPS teachers are engaged in focused mathematics coaching cycles during the winter session with the VPS Math Coach.
- During the Superintendent's Conference Day in March, second grade teachers engaged in conversations with teachers at the ECS to better understand how mathematic practices look over time and in multiple grade levels. Using this information strengthens their own understanding of the practices and in turn, strengthens their instruction.
- Six VPS teachers engaged in coaching cycles focused on mathematics with Holly Knox during the spring session.
- Holly Knox met regularly with second and third grade Professional Learning Community groups to provide professional development based on best practices.
- All second grade teachers piloted a new science unit on System Processes That Shape the Earth. This unit was written through a W-FL BOCES Consortium. Training for this unit was provided by Adrienne Dahlstrom and Julia Reeder. Robin Halladay has piloted a new science unit developed through the consortium work focused on Interdependent Relationships in Ecosystems.
- Social studies concepts were supported through special opportunities linking VPS with our greater community.
 - Second grade children took field trips to the airport to support their understanding of community helpers.
 - Second grade children also took walking field trips to the Town Hall where they learned more about the history of Victor from town historian, Babette Huber.
 - Members of the local community came to VPS to teach economic lessons during our Junior Achievement in a Day event.
 - A studio day event was held for all children in second and third grade where children attend three different sessions of choice to learn about different topics related to their curriculum.
 - Children in second grade attended sessions focused on community helpers.
 - Children in third grade attended sessions focused on cultures around the world.
- During the Superintendent's Conference Day in March, third grade teachers worked with the ELA coaches and teachers from fourth and fifth grade on strengthening their understanding of main idea and informational text.
- Third grade teachers continue to engage in weekly PLC meetings with the ELA coaches to unpack the curriculum and teaching points in the revised reading units this year. During these meetings, feedback is regularly gathered about the student's response to the curriculum and adjustments are made.
- New text sets were ordered for third grade to support the new reading units and the emphasis on informational text.

- Regular meetings continue to take place with all teachers involved in the writing pilot to support their understanding of the units. Within the second grade writing units, there was one unit focused on procedural and informational writing, which also integrated science content into the instruction.
- Leah Mermelstein will be leading a summer institute focused on writing. Twelve teachers from VPS are currently signed up to attend this training. This number continues to rise.
- Leah Mermelstein will continue her work with all second grade teachers during monthly sessions next year. She will also work with all VPS teachers during two Superintendent's Conference Days next year.

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 2017-2018 school year, students will be respectful and kind to others without anyone watching or prompting.

Evidence (formative/summative/anecdotal data):

- Analysis of Social Development Descriptors on Student Progress Reports
- Anecdotal Feedback

Building Student Target #1

By June 30, 2018, at least 80% of the cohort group will score a 3 (meets standard) or a 4 (exceeds standard) on the following progress descriptors:

| | December 2017 | June 2018 | Target |
|--|----------------------|------------------|---------------|
| <i>Demonstrates positive attitude</i> | | | |
| Grade 2 | 87% | 89% | 90% |
| Grade 3 | 89% | 91% | 92% |
| <i>Interacts respectfully with adults</i> | | | |
| Grade 2 | 89% | 91% | 92% |
| Grade 3 | 92% | 94% | 95% |
| <i>Interacts respectfully with peers</i> | | | |
| Grade 2 | 84% | 87% | 87% |
| Grade 3 | 86% | 86% | 89% |
| <i>Uses appropriate strategies to solve conflict with peers</i> | | | |
| Grade 2 | 83% | 84% | 86% |
| Grade 3 | 85% | 85% | 88% |
| <i>Uses self control</i> | | | |
| Grade 2 | 74% | 79% | 80% |
| Grade 3 | 74% | 79% | 80% |

Anecdotal Data

| | |
|---------------------|--|
| January 2018 | <ul style="list-style-type: none">• One child helped another child zipper his coat in the hallway before going outside to play.• One child wrote a musical and created characters for and based on the interest and ideas of others in his class. This musical was performed for other children in the school. The children who were in the musical and the children who attended praise the child's efforts and talents. |
|---------------------|--|

| | |
|------------------|---|
| | <ul style="list-style-type: none"> • One third grade child proudly shared his gift of music with the school when he volunteered to play the maracas in the holiday concert. • One child was sincerely welcomed by a new class as he began spending time in a less restrictive environment. • Children in six classrooms, spanning four grade levels, worked collaboratively to get to know each other and engage in a project together. • One child partners with a younger child in another classroom to read to him regularly. • One child is being mainstreamed for full days from the 8:1+1 program. Four children are being mainstreamed for a portion of the day from the 8:1+1 program. One child is being mainstreamed for a portion of the day from the 12:1+3 program. • One child was having a difficult day and made some decisions he was not proud of. Another child approached him and talked with him about the strategies he uses when he has made some of the same decisions. The child was receptive to this conversation and used one of the strategies suggested to calm down before choosing to make the situation right. • Heartfelt care and concern was shown toward a child who was facing a significant health crisis. • During a classroom learning activity, two children are working together. Another child approaches them and one of the children already in the group said to the approaching child, "You can be with us." • During a time for discussion about new learning in a K/1 multiage math lesson, one child notices another does not have anyone to talk with. She invites her over to talk with her group. • In a third grade classroom during a reading lesson, children move from the floor to their chairs. One boy notices the mat on his chair is missing and states this audibly. Another boy comes over with the mat and hands it to him. • During independent writing time in a second grade classroom, a boy comes to sit in a chair labeled, "Charging Station." He sits in the chair for a few moments. When he is done, he returns to his desk and begins writing. • During an ELA AIS small group lesson, one child tells the others in her group she is leaving early for vacation. Another child comes over to her and hugs her. • In a second grade music class, one boy rubs another child's back and smiles at him. • During a third grade writing lesson, one girl reads over another child's written piece and offers suggestions for what could be added. The author of the piece begins writing. |
| June 2018 | <ul style="list-style-type: none"> • One child took the initiative to begin conversations about starting a Kindness Club. • Children made signs around the school encouraging others by sharing ways to show kindness. • Children picked up utensils/napkins during lunch for other children. • One child asked for assistance from other children to help keep a restroom clean. • One child held the door for other children. • One child assured another child a bee would not sting him because he knew the other child had a fear of bees. • One child began talking with another child who was becoming agitated during PE class and used positive statements to calm the child in distress. • A child offered to sit with another child who was feeling sad. • Children made kind statements to support another child whose father passed away. |

| | |
|--|---|
| | <ul style="list-style-type: none"> • A friend helped another child who struggles with cutting tasks by offering to cut something out for them. • A child gave another child some craft supplies to help him complete a project. |
| | |

Steps Taken:

- September whole-school community morning meeting focused on the components of being Positively Primary – We are RESPECTFUL, We are RESPONSIBLE, We are CARING, We are POSITIVE.
- December whole-school community morning meeting focused on GIVING to others (The message included an explanation that giving does not have to involve money ~ we can give to others with our time and talents as well).
- A focus on Responsive Classroom included in each monthly building newsletter sent to families.
- Kara Kupinski, school counselor, has taught lessons in classes focused on being a good friend and what children can do with strong feelings.
- Positively Primary messages written and shared by children each afternoon on the announcements.
- VPS children and families donated supplies to help those affected by the hurricane in Puerto Rico, collected over 620 bags filled with the ingredients for Green Bean Casserole, participated in the holiday food drive, and collected warm winter clothing all to donate to the Victor Farmington Food Cupboard.
- Children from VPS who are part of Brownie Troop 40324 made a video promoting the Green Bean Casserole project, made signs to hang around the school, as well as helped bag, count, and deliver all 620+ bags to the Food Cupboard.
- The March whole-school community morning meeting focused on how children can be leaders to help lay the foundation for the children taking over the leadership of these meetings in the future. Different groups of children greeted others as they entered the gymnasium, explained what leadership is and modeled ways children can be leaders, led the school in a sharing activity where children considered ways they can be leaders every day, taught the school a song, and wrote the morning message.
- The whole-school community morning meeting planned for June will also be fully led by children. This meeting will be focused on citizenship and our flag. Thanks to an idea and generous donation, the Victor American Legion will be presenting each classroom with a new classroom flag. Children will celebrate by parading with their new flags on our bus loop. All members of the American Legion, as well as veterans who work in the district, will then be invited to a reception in the library to honor their service to our country.
- Some teachers have expressed an interest in deepening their own understanding of Responsive Classroom practices. They will be reading additional literature this summer and looking for ways to integrate this into their work as well as share their knowledge with others.

- Responsive Classroom Level 2 training is being offered this summer. Ten teachers from VPS are currently signed up to attend.
- Michele Linse (librarian) and Kara Kupinski (counselor) worked together using a Teacher Award to research quality children's literature that supports the development of social and emotional skills. Based on this research, they created a list of 100 recommended books, as well as an electronic resource highlighting each book. These books have been purchased and all resources, both the books and the online resource guide, are available for staff members to use in their work with children.

Intermediate School Goals

Responsibility: Kevin Swartz

Due Date: June 30, 2018

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 2017-18 school year, VIS students will demonstrate high levels of engagement through exposure to growth mindset thinking and rich academic texts and activities.

Evidence (formative/summative/anecdotal data):

Documented feedback from students and staff collected during APPR observations and classroom visits with focus on the following questions:

- Is the classroom teacher modeling growth mindset language and behaviors?
- Are students in the classroom demonstrating growth mindset behaviors?

| Baseline Data* | | | |
|---|--|---|---|
| <i>Grade Level APPR Observations</i> | <i>Number of times teaching staff models or communicates growth mindset principles.</i> | <i>Number of times students are observed demonstrating growth mindset behaviors.</i> | <i>% of Teachers scoring distinguished in APPR component 2b (Establishing a Culture for Learning) all grade levels</i> |
| 4th | 266 | 199 | 44/71 = 72% |
| 5th | 270 | 223 | |
| 6th | 211 | 259 | |

Steps Taken:

- Observing, tracking, discussing, and re-enforcing data and examples from chart above with teaching staff during APPR post observation meetings.
- Teachers incorporating growth mindset activities, in addition to language, into classroom settings.
- Building wide read-alouds occurring for all VIS students in grades 4-6 with support from all content area teachers including special area staff.
- Implementation of “word of the week” vocabulary and related activities across the building. Vocabulary words selected are impactful terms that students are most likely to see in high-level text and on assessments.
- Reading AIS teachers are now pushing into ELA WIN blocks. This affords opportunities for AIS teachers to support the ELA curriculum directly while also meeting individual needs of learners.
- PPS Book study: “Engaging Students with Poverty in Mind.” Learning was then shared with staff via faculty meeting presentations.
- Planned and held our first annual Family Literacy Night which attracted over 200 families to VIS for an evening of interactive reading, writing, and learning.
- Building Council sub-committee created book lists (by genre) for parents of students at all grade levels to assist families in accessing high interest books for their children.

Lists will be updated several times throughout the year to ensure families are aware of the latest releases or series available.

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

To assist our students in living up to our motto of respecting oneself, others, and our school, VIS staff will work collaboratively to ensure we obtain knowledge regarding the social/emotional well-being of all VIS students. This knowledge will then be used to provide students with social/emotional supports or opportunities as appropriate.

Evidence (formative/summative/anecdotal data):

During the 2016-17 school year, VIS counselors met monthly with all teaching teams to determine which skills students required in order to successfully adhere to our motto. VIS disciplinary referrals were also reviewed this past summer to determine which skill deficiencies led student's inability to adhere to our motto. Through this work, the following skill areas were identified as being most critical in determining a student's ability to respect themselves, others, and our school. They include:

- Emotional Management Skills
- Understanding and Demonstrating Empathy
- Conflict Resolution and Problem Solving Skills

The information and evidence above will serve as our guide for our social/emotional action steps in the year ahead. Our goal is that all students will leave VIS either possessing or showing marked growth in the areas above. During the spring and summer of 2018, VIS administration and PPS staff will review referral data as well as feedback from staff so as to determine the impact of our work in these areas.

Steps Taken:

-Creation and implementation of a social/emotional curriculum delivered by our counseling staff to all students at all grade levels at a minimum of three times per school year. Lesson topics include emotional management skills, understanding/demonstrating empathy, and conflict resolution skills. Additional lessons are available for classrooms based on individual needs throughout the year.

-Bi-monthly meetings between teaching teams and grade level counselors with time allotted to discuss all students on class rosters.

- Implementation of “7 Habits of Effective Teens” through our Student Council.
- Expansion of our Mentor Program for students. Forty-nine VIS staff members are mentoring a student as of June, 2018.
- A number of VIS staff members have participated in Restorative Practices training and have provided presentations to our entire faculty on the topic. Presentations have included video lessons of our students engaging in this process which in turn modeled for staff the impact of this approach.
- Administrative presentations to all students in both the fall as well as in February with emphasis on reviewing expectations and means by which to live up to our school motto.

Junior High School Goals

Responsibility: Brian Gee

Due Date: June 30, 2018

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

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. This will be measured by their end-of-year summative assessments.

Priority Area:

If we focus on the use of end-of-year summative assessment mapping data, State testing data, and progress monitoring to inform our instruction *then* we will see an increase in the learning opportunities aligned to the district vision for student academic achievement.

Evidence (formative/summative/anecdotal data):

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

NOTE: Percent based on local final exam assessments.

Steps Taken:

- Redesigned our PLC teams to more closely align AIS classroom teachers to grade level specific teams
- PLC Smart Goals were established that are focused on specific standards our 2017 year-end data pointed to as needs for our students.
- Smart Goals are set in various increments of 10, 20, or 40 weeks.
- Partnering with U of R for math and science professional development aligned to curriculum development and assessment practices.
- Standards leaders are working alongside department members to analyze student performance data and engage in coaching cycles to target specific instructional practices to address PLC goals and departmental focal points.
- Analyzed results over the summer to ID trends based on final exam data and end of course data.
 - a. Determined we saw improvements within all science courses.
 - b. Determined we saw improvement in ELA 8 courses, and SS 8 courses.

- c. Determined we saw flat or declining results for our ELL and Special Education populations in all settings.
- Provided PD and writing work for ELA 7 and science courses over the summer months.
- We also expanded our use of iReady as a diagnostic reading tool to gain more insight on all 7th grade students' reading levels to support instruction in all settings.

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

VJH will focus on engaging students in new opportunities to develop social, emotional and physical well-being and participate in cooperative and social activities. This will be measured through the effectiveness of our R3 Committee events and a Spring 2018 student survey.

Priority Area:

If we provide two activities celebrating our R3 expectations, where students connect with faculty/staff in less traditional ways **then** students will build positive relationships with trusted adults.

Evidence (formative/summative/anecdotal data):

Results from a comprehensive student, parent, and staff survey that will be administered in Spring of 2018. This survey was built in collaboration with our VJH Building Council.

Steps Taken:

1. Wrote and administered a student survey was administered to all students in January 2018.
2. Building Council has begun to analyze the results of the student survey.
3. Focus of the survey was to gain a better understanding of the connections students are making to the school community, one another, and to some extent the Victor-Farmington community. We also drafted questions designed to gain a better understanding of the interactions between students.
4. We have expanded opportunities for students to learn from and visit a wide-range of positive adult models through a guest speaker series, off campus visits, and hosting all school events.
5. Partnered with PTSA and teachers for two new opportunities for VJH students: Beach Theme Activity Night and JCC travelling performance about the Holocaust, *Sharing Survivors' Stories through the Arts*.

6. Continued to support the community with food drives, visits to local adult living facilities, and fund-raising efforts.
7. Expanded our Club Expo to connect with parents.
8. Planned an all school student driven year-end assembly to promote R3 and create opportunities for students and teachers to interact outside of the classroom.
9. Teacher musicians playing alongside student performance groups at yearly concerts.
10. Hosted the inaugural R3 3-on-3 basketball tournament.
11. Continued our work with Social Media Guardians and *Pause Before You Post*.

Senior High School Goals

Responsibility: Yvonne O'Shea

Due Date: June 30, 2018

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 2017-2018 school year will be at least a 598 in reading, 595 in mathematics and 604 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.*

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

Building Student Learning Objective #1

During the 2017-2018 school year, Victor Senior High School students will participate in engaging, relevant and personalized learning experiences.

Evidence (formative/summative/anecdotal data):

- Quantitative and qualitative data will be collected regarding

| Areas of Focus to Improve Learning | |
|--|---|
| Personalized Learning Experiences | Personalized learning is tailoring learning for each student's strengths, needs and interests – including enabling student voice and choice in what, how, when and where they learn – to provide flexibility and supports to ensure mastery at the highest standards possible (Education Elements). |
| Incorporating Additional Literacy Instruction | <p>“Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives.” –<u>The Educator</u></p> <p>Technology has made reading and writing the most important two skills needed to engage with computers, internet, smart phones, and tablets. In all aspects of their lives, young people need constant literacy training to increase their success.</p> |
| Increasing authentic and relevant experiences | <p>When students are engaged in real-world problems, scenarios and challenges, they find relevance in the work and become engaged in the learning.</p> <p>An authentic assignment is one that requires application of what students have learned to a new situation, and requires teachers to carefully discern what information and skills are relevant and how they should be used.</p> |

Steps Taken:

Professional Development during August 30th Conference Day:

- Teachers led mini-workshops for their colleagues on topics such as: Increasing Literacy in the Content Areas, On-Line Courses, Mastery Grading, Mindfulness and Teaching with Poverty in Mind. Each teacher selected and attended three workshops.

Professional Development on October 27th Conference Day:

- Jessica Sheridan from W-FL BOCES led a 3-hour Personalized Learning Workshop for all teachers at VSHS.
- Guest presenter from the University of Rochester worked with Science Department on how to transform traditional labs to more student-centered, inquiry based labs.
- Guest presenter from Greece Central School District worked with Math Department on Mastery Grading and Personalized Learning.

PERSONALIZED LEARNING in English, Science and Math classes:

- Tim Caughlin (Pre-AP9), Mallory Horsfall (11R), Matt Mayne (11R), LeeAnne Birkemeier (AP10) and Colleen Collier (AP10) have all practiced personalized learning within their classrooms. Tim implemented this strategy as a means of introducing students to *A Christmas Carol* and the time period of the novella. Mallory and Matt both utilized this to introduce students to the topic of Transcendentalism. LeeAnne and Colleen used personalized learning to better assist student comprehension of Plato's *Allegory of the Cave*.
- Personalized Learning strategies were used in the following science classes: Todd Thompson-Chemistry, Laura Dunbar, Matt Halloran, Tara Harradine- in the Human body Unit for Regents Biology; Amy Rotoli-Physics review
- Algebra 1 teachers (Mandell, Knickerbocker, Palmer, Stock) collaborated to use a "flipped" classroom style of learning for three out of their nine units of study. Students watch videos for homework to get a general understanding of the main concept and do some initial practice. They bring their questions to class and then spend class time asking questions and practicing the concept. This allows students to progress at their own rate according to their level of understanding. This is also being done in some of the Algebra 2 classes as well (Mandell and Knickerbocker).

INCREASING LITERACY INSTRUCTION:

- LeeAnne Birkemeier did significant research on ways to improve reading comprehension for her National Board Certification requirements. She is embedding these strategies within her PreAP 9 and AP 10 Language and Composition classes.
- Kristina Sykes (Science Standard Leader) consulted with Colleen Collier (English Standards Leader) for how to use literacy strategies, such as close reading, within the Chemistry curriculum.
- In Algebra 2, the Probability and Statistics units were revised so that students are required to read more on their own. Students are being encouraged and supported to learn through the written material rather than all of the information being delivered by the teacher.

AUTHENTIC AND RELEVANT LEARNING EXPERIENCES:

- Danyelle Westbook helped facilitate a field trip to the Nazareth College library for English 12 Regents classes. This was planned to coincide with students starting their research paper. While they were at the library, Nazareth faculty talked to our students about the requirements and expectations for an average freshman composition class.
- Science teachers are finding that the implementation of POGIL (Process Oriented Guided Inquiry Learning) exercises makes classes more relevant. These are being used by the following teachers: Karen Brion-AP Biology; Dave Porter-AP Biology and Regents Biology; Laura Dunbar, Matt Halloran, Tara Harradine, Tenny Stoutenburg-Regents Biology; Eric Dahlstrom, Kristina Sykes, Alyse Wuest-Regents Chemistry
- Phenomenon-based lessons are being used in the following science classes: Karen Brion, Dave Porter-AP Biology, Tara Harradine-Regents Biology: Tony Montone: Earth Science Kristina Sykes, Todd Thompson, Alyse Wuest-Chemistry
- Field trips continue to support the application of scientific principals in the following classes-Steve Cronmiller-AP Environmental Science, Alyse Wuest-Forensics (Rochester Crime Lab).
- In Pre-Algebra, students gave presentations about where they encounter parabolas in the real world (ie: Eiffel Tower, Coliseum, the McDonald's arch, a banana). In the last unit of the year, they will study statistics through the game of baseball and the movie Moneyball based on the true story of the Oakland A's where mathematical statistics were used to revamp the organization.
- In Algebra 2, the Statistics and Probability Units was revised to be more hands-on with contextual situations making the more complex concepts easier to understand.

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 2017-2018 school year, Victor Senior High School will have a renewed focus on welcoming, supporting and respecting all members of our school community.

Evidence (formative/summative/anecdotal data)

- Freshmen Orientation Survey Results
- Conflict Form Data
- School Culture Survey (End of Year and by sub-groups)
- Exit Interview Data

Steps Taken:

- Positive posters from Student Council and the Partnership for Ontario County were hung throughout the high school in August for opening days.

- Amy Shannon is leading a new student group: The Positive School Climate Committee to spread positivity and kindness with activities throughout the school year.
- Teachers were more intentional with utilizing “getting to know you” activities on the first days of classes in order to foster positive teacher-student relationships.
- Class meetings were held on September 12 and 14: Scott Fitch gave his “Pause Before You Post” message about being a caring school community and cautions about social media.
- In October, Brian Siesto and Nate Bowerman addressed all 9th graders in English classes to encourage a positive transition to the high school.
- #ICanHelp assemblies were held for all grade levels and parents on October 23, 2017. The assemblies were sponsored by PTSA.
- Student Council sponsored an inspirational speaker named Houston Kraft to share his messages about character, leadership, compassion, and kindness. He was very positively received. Students related to his stories and want to promote the message at VHS.
- The student-led Positive School Climate Committee implemented a number of school-wide activities to spread positivity and kindness. They sold “Choose Kind” t-shirts and stickers, organized an “Orange Crush” delivery for Valentine’s Day and sponsored a teacher and student appreciation with tacky Christmas sweatshirts.
- Link Crew helped recognize our seniors on May 1st, Decision Day, with a before-school gathering. Group pictures were taken with faculty and coffee and donuts were available.
- A Human Library for seniors is being planned for May 23. Danyelle Westbrook and Deb McManis are helping a group of senior leaders in selecting topics and finding “books”.

Building Student Objective #2

During the 2017-2018 school year, Victor Senior High School will work to develop and enhance relationships that result in social and emotional well being of all stakeholders.

Evidence:

- Sub-Group Performance Data
- Survey Results
 - New Students
 - Focus Groups
 - Culture Feedback

Steps Taken:

- Positive colleague messages were shared with high school faculty during the August Conference Days.
- Leah Daniels-Farren led Mindfulness activities at September Faculty Meeting
- Human Library activity was held for all high school faculty and staff during the October 6th half day.

- Eight high school staff members began attending TIG Training to understand mental health and prepare for significant incidents of trauma, illness or grief in our district.
- Hosted an #ICanHelp presentation for parents of students in grades 5-12 on October 23, 2017. The presentation was sponsored by PTSA.
- The high school administration has upgraded the weekly faculty newsletter to include more interesting features. Included are many pictures of daily classroom activities, extracurricular events, tips for the classroom and a featured employee of the week.
- To build camaraderie among a large high school, the staff participated in a Crockpot Luncheon for the half day in February.
- A Health and Wellness event was held on the afternoon of our March 16 Conference Day for JH and SH staff members. Workshops were led by Victor faculty and staff and included topics such as healthy meal preparation, functional strength training, music therapy, yoga, rock climbing, spinning and painting mandala rocks. This was an extremely positive day for staff members to connect with colleagues.