

## Junior High School Goals

Responsibility: Brian Gee

**Due Date:** June 30, 2019

### **District Goal #1**

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

### **District Student Learning Objective #1**

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

### **District Student Learning Targets**

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

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

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

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

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

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

## **Building Student Learning Objective #1**

### **Focal Points**

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

### ***VJH Academic Goal***

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

#### *Priority Area:*

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

### **Evidence (formative/summative/anecdotal data):**

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

### **Steps Taken:**

1. All VJH teachers completed a fall book study, *Middle School Motivators*, with a focus on in-class assessment practices.

### **District Goal #3**

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

### **District Student Objective #1**

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

## **Building Student Objective #1**

### **Focal Points:**

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

### ***Social Emotional Goals***

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

#### *Priority Area:*

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

### **Evidence (formative/summative/anecdotal data):**

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

### **Steps Taken:**

1. Met with local professors from St. John Fisher on Understanding by Design and Sustained Dialogue as possible professional development opportunities.
2. Had a team of two, Brian Gee and Lauren Urzetta, attend the October 5<sup>th</sup> conference day at Caulkins Road Middle School in Pittsford. A national organization that focuses on understanding student diversity within classroom run simulation workshops. We attended to determine if this type of program would benefit VJH.