

Primary School Goals

Responsibility: Jennifer Check

Due Date: June 30, 2019

District Goal #1

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

District Student Learning Objective #1

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

District Student Learning Targets

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

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

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

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

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

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

Building Student Learning Objective #1

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

Evidence (formative/summative/anecdotal data):

Fountas and Pinnell Assessment
VCS K-6 Progress Report

Building Student Learning Target #1

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

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

* Data is still being finalized

Building Student Learning Target #2

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

Progress Report Data			
Grade in 2018-2019	December 2018	June 2019	Target
2nd Grade	65%		80%
3rd Grade	73%		80%

Building Student Learning Target #3

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

Progress Report Data			
Grade in 2018-2019	December 2018	June 2019	Target
2nd Grade	65%		80%
3rd Grade	69%		80%

Steps Taken:

- In the fall, the principal and assistant principal met with every class to share our building goals. Children reflected on what they can do to become a better reader, writer, mathematician, scientist, and thinker this year and set goals for themselves.
- All second grade teachers participated in Writing Workshop lab site experiences with Leah Mermelstein on September 13th, October 25th,

November 7th, December 11th, January 22nd, February 28th, March 14th, and April 9th. The work is focused on instructional practices within the writing block, including using mentor texts as models for children to improve their writing and using conferences to help children advance their understanding of writing concepts. The teachers are currently piloting the new Writing Units of Study.

- All K/1, second, and third grade teachers attended Writing Workshop training with Leah Mermelstein on October 26th and March 15th focused on conferring with students.
- Three third grade teachers have participated in an ELA coaching cycle with one of our ELA coaches to further refine their instructional practices.
- Our ELA coordinator and one of our coaches attended a training focused on teaching grammar. Members of our teaching staff and coaches attended a training with Donalyn Miller sponsored by the Victor Teacher Center focused on teaching reading and literature.
- Over the summer, our ELA coaches began a gap analysis of the K-2 reading and writing curriculum. This gap analysis work has been completed.
- Five third grade teachers worked with an ELA coach each week for approximately three months to closely examine instructional practices related to teaching reading. They also participated in professional development sessions where the coach modeled in the classroom setting and the teachers had an opportunity to reflect on what they observed and what they wanted to incorporate into their own practice. Teachers continue to take advantage of these coaching opportunities.
- Four teachers participated in a math coaching cycle with one of our math coaches focused on using the Math Investigations curriculum and to further refine their instructional practices. This involved intensive collaboration, daily work in the classroom with the teacher and students, in addition to the teacher and coach engaging in planning sessions and looking at student work. Teachers continue to take advantage of coaching opportunities with our math coach.
- Four teachers participated in a math coaching cycle with one of our math coaches focused on using the Number Talk protocol within their math instruction. This involved planning and executing number talks in the classroom two to three times a week. This work extends the two and a half day training every teacher has received on using Number Talks in the classroom and supports teachers in refining their instructional decisions and building mathematical mindsets.
- The final group of teachers were trained in using the Number Talk protocol this fall. Moving forward, this training will be provided to any new teachers to join our building. The math coaches will also provide refresher trainings and coaching support related to Number Talks. Teachers continue to take advantage of Number Talk coaching.
- All teachers are participating in a math professional development session during December or January to support and extend their understanding of teaching math. Teachers picked which session(s) to attend based on their

class this year and their own learning needs. These sessions are led and facilitated by one of our math coaches.

- This summer, many teachers participated in webinars focused on Building Math Minds through the Victor Teacher Center.
- Third grade teachers have met with the ELA coaches for 3 hours at a time prior to teaching each unit in the spring to unpack the units.
- Jane Gefell came in April to meet with all third grade children to share with them about being an author, what it is like living with Cerebral Palsy, and how we are more the same than we are different.

District Goal #3

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

District Student Objective #1

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

Building Student Objective #1

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

Evidence (formative/summative/anecdotal data):

- Social Development Descriptors on Student Progress Reports
- Anecdotal Feedback

Building Student Target #1

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

	December 2018	June 2019	Target
<i>Demonstrates positive attitude</i>			
2nd Grade	89%		92%
3rd Grade	90%		93%
<i>Interacts respectfully with adults</i>			
2nd Grade	93%		96%
3rd Grade	92%		95%
<i>Interacts respectfully with peers</i>			
2nd Grade	86%		89%
3rd Grade	89%		92%
<i>Uses appropriate strategies to solve conflict with peers</i>			
2nd Grade	84%		87%
3rd Grade	87%		90%
<i>Uses self-control</i>			

2nd Grade	72%		80%
3rd Grade	76%		80%

Anecdotal Data	
December 2018	<ul style="list-style-type: none"> • During one of our Community Morning Meetings, a little girl was observed tying the shoe of a classmate. • One child brought a lunch box over to a classmate that she had forgotten in another part of the classroom. • Two children were pushing in chairs around the classroom without being prompted. • When a child didn't have anyone to play a board game, she asked three friends. After two children indicated they did not want to play that particular game, the third child said, "I don't know that game, but okay, I will try it." • Two children were observed writing a positive note to another child who was feeling sad without being prompted. • One child organized the classroom library bins during her inside recess time and helped put away a classmates books. • A third grade child told the nearest adult there was a problem in the bathroom. • Feedback was given to our school from the transportation department that they have noticed an increase in kind behavior on the buses from children in our building and a decrease in referrals. • During a reading lesson, a child made a connection to what Zone of Regulation a character in a text was in.
June 2019	

Steps Taken:

- Our theme for the school year has been "Choose Kind."
- In the fall, the principal and assistant principal met with every class to share our building goals. Children reflected on how they can show kindness to themselves and others. They also created a Kindness Rock which will be placed outside our building in the spring as a way to spread kindness to others.
- At the November staff meeting, the focus was on providing staff with professional development related to social/emotional learning. Information was shared about the Responsive Classroom Core Beliefs and Guiding Principles, along with a video and conversation about how trauma impacts a child's brain and how important this work is within a school setting. Staff members then picked one session out of seven choices of staff-led sessions to help staff members learn more about supporting a child's social/emotional development in the classroom. **This same structure was used during the**

February staff meeting with a continued focus on social/emotional development. Eight different staff-led sessions were offered and staff members attended two different sessions of choice during the morning.

- Our school counselor met with every classroom two times to teach children about the Zones of Regulation, so children can identify how they are feeling and have strategies to help them get into the “Green Zone” which is optimal for learning. Posters depicting the Zones of Regulation were made for every classroom and school bus. Staff members are using this common language with children throughout the building.
- Our assistant principal met with every classroom to talk about kind and respectful behavior in our bathrooms.
- A psychologist completing a field experience in our building provided training for all teacher aides on de-escalation strategies.
- Our school psychologists and counselor continue to push into classrooms to provide social/emotional lessons.
- The building social committee scheduled a day in March where they encouraged people to wear clothing or accessories that promoted kindness.
- Children in one classroom made posters about the importance of kindness and hung them around the school to remind others.
- Three children worked together to create a fundraiser for Golisano Children’s Hospital in honor of a family member battling cancer. They introduced the fundraiser during a whole-school community morning meeting and, together with VIS, raised over \$2,500.
- Our building council Field Day subcommittee is restructuring our field days to allow for all children at a grade level to have their field day on the same day. All the children will meet together in the gymnasium for a morning meeting together and then be paired up with different classes for each activity throughout the day to promote increased connections among classes.
- Dana Zink and Mike Ferrari shared with our Building Council how they have created a connection between Dana’s class and the hockey team over the past two years. They spoke of the positive impact this has had for all the students and Building Council is partnering with them to expand these opportunities for more students.
- Through the work of Building Council, an Arts Studio Day was developed and held in March. Over 48 different sessions were offered by staff, high school students, and community members and children attended three different sessions to experience different art forms and promote their curiosity about different forms of expression.