

Intermediate School Goals

Responsibility: Kevin Swartz

Due Date: June 30, 2019

District Goal #1

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

District Student Learning Objective #1

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

District Student Learning Targets

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

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

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

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

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

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

Building Student Learning Objective #1

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

Evidence (formative/summative/anecdotal data):

- ELA and Math departments have created and are distributing an ELA/Math Newsletter/Supporting Resources Document for parents to improve communication and family partnerships around literacy.
- Exemplars from multiple curricular areas that connect to the four C's (*critical thinking, communication, collaboration, and creativity*). These may include teacher planned activities, student work, visuals, or other exemplars.
- A VIS Book Swap has been organized (books collected, sorted by genre, and shelved). Partnered with community and HS students to assist with donation and building of book boxes. Book Swap will be officially "opened" for staff and students prior to the end of the year.
- Creation and implementation of "low floor, high ceiling" math tasks for students including Number Talks and Numberless Word Problems.
- Book clubs/talks regular part of ELA curriculum. They allowed students access points to 4 C's of learning.
- 600+ attendees in total for our Community Read Night and Family Literacy Night.

Steps Taken:

- Hosted Community Read Night in October. Over 400 members of the VIS community attended and families participated in reading, writing, and interactive activities that connected to themes from our Community Read Book "The Great Treehouse War."
- Leah Mermelstein writing training provided to all ELA and Special Education teachers in grades 3-5 in October. Follow up training occurred on March conference day for all 3-5 ELA and reading teachers. Focus was to assist teachers in organizing their writing instruction into three areas (knowing the type of writing you are teaching, building independence, stamina, and self-efficacy, and using mentor texts to support writing). These instructional practices are being embedded in the writing curriculum we are currently drafting and implementing with our students.
- 6th Grade staff is engaged in a book study of "The Writing Revolution." These practices are being embedded in the 6th grade curriculum and align with work from our 3-5 band. Emphasis is upon closely reading text, promoting deep thinking, making connections across multiple texts, and applying reciprocal skills within the areas of reading and writing. Sentence and grammar complexities are also a focus of this work.

- In regard to social/emotional learning, our building **has created** “mini library” of read aloud texts that connect to social emotional learning. **Focus topics include mindfulness, conflict resolution, empathy, diversity, and positive self-image.**
- VIS Building Council **has set goal, assigned tasks, and established** a “Book Swap.” Our goal was to create a self-sustaining supply of developmentally appropriate books for our students/families to take and replace continually. Ultimately, it is our hope that we can send books home at the end of each year, particularly with those students who struggle with reading or who may not have access to rich texts at home.

District Goal #3

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

District Student Objective #1

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

Building Student Objective #1

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

Evidence (formative/summative/anecdotal data):

- Student goal setting documents (examples) which include academic and social goal setting, measurement of progress, and student identified evidence to support growth in particular areas.
- An increase in number of staff and students who engage in “student led” parent conferences. **Twelve staff members successfully piloted student led conferences and administration gathered feedback from staff, students and parents.**
- **All 5th and 6th grade VIS students attended Jared Campbell performance with emphasis on valuing oneself, others, and growth mindset.**

Steps Taken:

- 14 VIS staff members have facilitated “student led” parent conferences. Feedback from these staff members has been very positive and it was shared with our entire faculty at our January Faculty Meeting.
- In response to our focus upon self-efficacy, VIS teachers are increasingly challenging students to reflect upon their academic and behavioral progress.

These reflection documents are then being shared with parents at fall/spring conferences.

- VIS administrators engaged all VIS students in a fall presentation which focused upon school wide expectations as well as an introduction to self-efficacy and how it relates to our school motto.
- **Administrative assembly conducted for students in March to re-visit fall goals, reflect upon progress, and develop action steps to assist each student in living up to our school motto. Review of self-efficacy and its importance.**
- VIS counselors continue to “push in” to homerooms to provide social/emotional lessons on topics such as conflict resolution and managing emotions.
- **6th grade students were introduced** to the Naviance program. This program assists students in identifying career pathways of interest.