

Early Childhood School Goals

Responsibility: Dorothy DiAngelo

Due Date: June 30, 2019

District Goal #1

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

District Student Learning Objective #1

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

District Student Learning Targets

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

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

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

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

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

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

Building Student Learning Objective #1

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

Evidence (formative/summative/anecdotal data):

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

Building Student Learning Target #1

By June 30, 2019, the cohort scores for students taking the Preschool Language Screening Assessments in the Spring of 2019 will be at least a 47.5. 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 2018-19	October 2018	June 2019	Target
Preschool	47		47.5

Anecdotal Data	
Grade in 2018-19	<p>Children sustained reading independently for 8 minutes. Children engaged in a turn and talk around text features. All children in the Kindergarten classroom observed had book baggies with texts individualized based on their reading level.</p>
Kindergarten	

Reading Assessment Data			
Grade in 2018-18	September 2018	June 2019	Target
1st Grade	68%		75%

Steps Taken:

Three First Grade and three Kindergarten teachers participated in Writing Workshop lab site experiences with Leah Mermelstein on September 13th, October 25th, November 7th and December 11th. The work is focused on instructional practices within the writing block. The teachers are currently piloting the new Writing Units of Study.

All Kindergarten and First Grade teachers attended Writing Workshop training with Leah Mermelstein on October 26th focused on conferring with students.

All Kindergarten and First Grade teachers viewed video clips from Leah Mermelstein's lab site experiences and participated in collaborative conversations around instructional practices during the writing block.

The ECS Building Council Intervention Kit Subcommittee is developing classroom kits to support skill development in the area of reading and mathematics.

The ECS Building Council Intervention Manual Subcommittee is identifying research based interventions to support children's acquisition of academic skills.

New end of unit math assessments are being implemented in First Grade that will provide an overview of children's acquisition of skills in a given mathematics investigation.

Leah Mermelstein continued her work with three Kindergarten and three First Grade teachers on January 22nd, February 25th and April 9th & 10th. Lab site work has been focused on Interactive Writing, Write Aloud and writing conferences.

Kindergarten and First Grade teachers attended a workshop with Leah Mermelstein on Superintendent's Conference Day March 15th. The workshop focused on writing conferences and mentor texts.

The ECS Building Council Intervention Kits Subcommittee is developing kits for classroom use for the following areas: number recognition, counting, addition/subtraction, letter identification, sight word identification, rhyming, short vowel sounds and Consonant Vowel Consonant words.

Holly Knox, Math Coach has been pushing into Kindergarten and First Grade classrooms to support Number Talks, Investigations implementation and conferring with students.

District Goal #2

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

District Student Objective #1

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

Building Student Objective #1

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

Evidence (formative/summative/anecdotal data):

Progress report data.

Building Student Learning Targets #1

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

Evidence (formative/summative/anecdotal data):

Progress Report Data			
Grade in 2018-19	November 2018	June 2019	Target
Preschool	81%		85%
Kindergarten	86%		89%
1st Grade	87%		90%

Steps Taken:

Nine classroom teachers participated in Responsive Classroom Training provided by Linda Izzo on December 18th and 19th.

Emily Schosek, ECS Counselor, taught a lesson on big deals/little deals in every Kindergarten and First Grade Classroom. Emily also taught a lesson on calming strategies in every First Grade Classroom.

The ECS Building Council Intervention Manual Subcommittee is researching additional interventions to support children’s social/emotional development.

Melissa Goho provided training for aides on August 30th, November 30th and December 7th focused on providing behavioral supports for students, dealing with stress and how to avoid power struggles.

A school wide Friendship Fun Day was held on November 9th which provided students to engage in experiences with peers from other classrooms in order to continue to build their sense of community.

Melissa Goho is leading a book talk with aides around the book *How to Build A Child's Character* by Dr. Stephen Birchak.

School-wide Friendship Fun Days were held on January 25th, March 1st and April 12th. Teach points included asking a friend to play and how to share toys with a friend.

The ECS Building Council Intervention Manual Subcommittee is reviewing resources for the behavior domain and updating as necessary.

The ECS Building Council Social/Emotional Subcommittee March newsletter for parents provides strategies for responding to misbehavior.

The ECS Building Council Social/Emotional Subcommittee May newsletter for parents provided information regarding the value of unstructured play for children.