

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			
<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			
<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			
<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	March 2017	June 2018	Target
2nd Grade			80%
3rd Grade			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%		80%
3rd Grade	74%		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%		90%
Grade 3	89%		92%
<i>Interacts respectfully with adults</i>			
Grade 2	89%		92%
Grade 3	92%		95%
<i>Interacts respectfully with peers</i>			
Grade 2	84%		87%
Grade 3	86%		89%
<i>Uses appropriate strategies to solve conflict with peers</i>			
Grade 2	83%		86%
Grade 3	85%		88%
<i>Uses self control</i>			
Grade 2	74%		80%
Grade 3	74%		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.
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	<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.