

# Victor Central Schools

## District Goals 2017-2021



The illiterate of the 21<sup>st</sup> Century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.

-Alvin Toffler

Approved by the Board of Education on October 19, 2017



# **VICTOR CENTRAL SCHOOL DISTRICT STRATEGIC PLAN**

## **Vision**

Victor Central Schools will be a high performing learning organization where all children and adults thrive.

## **Mission**

To Teach, To Learn, To Support, To Improve, To Achieve!

Our vision recognizes that our community's greatest asset is its children. To serve our children well, we are committed to these five principles that must guide all our thoughts and actions.

## **District Goals**

Goal #1: The Victor Central School District will improve academic achievement and performance for every student.

Goal #2: The Victor Central School District will continue to promote equity and excellence in educational programming for every student.

Goal #3: The Victor Central School District will promote the social, emotional and physical development of every student.

Goal #4: The Victor Central School District will provide services that support the instructional program, maximize resources and improve customer service.

## **K-12 Commencement Standards World-Ready Graduates**

### **Effective Communicators**

- Read, write, listen and speak purposefully and critically in a variety of situations.
- Communicate in multiple ways including through the arts.
- Understand and be able to perform in a variety of group settings and diverse populations.
- Work collaboratively as an effective member of a team.

### **Quality Producers**

- Produce relevant, innovative, high quality products that reflect originality and excellence.
- Prioritize, plan, and manage for optimum results.

### **Complex Thinkers**

- Identify problems and use effective strategies to reach solutions.
- Use critical and creative thinking strategies and skills in a variety of situations.
- Take risks when tackling challenging problems.

### **Life-long Learners**

- Develop and apply effective study skills.
- Use state-of-art technology and communication networks to access, manage, integrate, evaluate, and create information in order in function in a global society.
- Modify and/or influence thinking, attitudes and/or behaviors to function in a multi-cultural society.
- Be driven by curiosity and a desire to know.

**We believe the well-being and success of every student can be realized through the collective efforts of parents, students, school and our community.**

**VCS Values Student Academic Achievement**

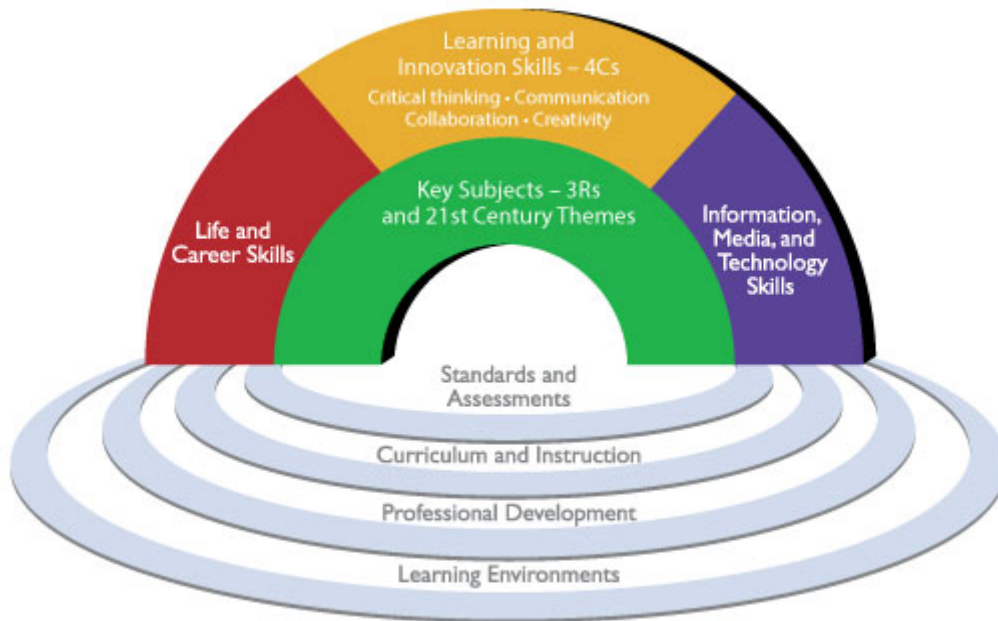
Students attending the Victor Central School District are highly engaged in an environment that aligns authentic learning to core academic standards while simultaneously developing character and citizenship. Building on their natural curiosity and learning styles, our students will emerge as creative, collaborative, critical thinkers who can communicate effectively and persevere in a continuously and rapidly changing world in order to meet their individual potential.

**VCS Values Student Social, Emotional, and Physical Well-being**

In our community, a student's social, emotional and physical well-being is as important as their academic success. We believe that students reflecting on their experiences will foster the growth necessary to become responsible decision makers. As a community of students, parents, and educators, we work to foster a safe and accepting environment where students experience a sense of belonging and self-worth, treating others with civility, respect, and kindness.

## P21 Framework for 21st Century Learning

21st Century Student Outcomes and Support Systems



© 2009 Partnership for 21st Century Learning (P21)  
[www.P21.org/Framework](http://www.P21.org/Framework)

### 1. **Content Knowledge and 21st Century Themes:** Mastery of fundamental subjects and 21st century themes is essential for students in the 21st century. Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

In addition to these subjects, we believe schools must move beyond a focus on basic competency to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into curriculum:

- Global awareness
- Financial, economic, business and entrepreneurial literacy
- Civic literacy
- Health literacy
- Environmental literacy

**2. Learning and Innovation Skills:** Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Character Education\*
- Citizenship\*

\* Character Education and Citizenship have been added to this list by VCS based on the work of Steven Barkley and PLS Learning. At VCS we will refer to these as the “Six Cs.”

**3. Information, Media and Technology Skills:** Today we live in a technology and media-suffused environment with: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to create, evaluate, and effectively utilize information, media, and technology.

- Information Literacy
- Media Literacy
- Technology Literacy

**4. Life and Career Skills:** Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills including:

- Flexibility and Adaptability
- Initiative and Self Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Source: <http://www.p21.org/our-work/p21-framework>

## PISA Assessment Frameworks

The PISA (Programme for International Student Assessment (PISA) frameworks focus on students' capacity to analyze, reason and communicate effectively as they pose, solve and interpret problems in a variety of situations. Competence involves far more than the capacity to reproduce accumulated knowledge. The PISA assessment frameworks define competence as the ability to successfully meet complex demands in varied contexts through the mobilization of psychosocial resources, including knowledge and skills, motivation, attitudes, emotions and other social and behavioral components. **Within this definition the first PISA assessments have focused on literacy skills, defined as the capacity to access, manage, integrate and evaluate information; to think imaginatively; to hypothesize and discover; and to communicate their ideas effectively.** The reasoning behind shifting the emphasis from assessing whether students can reproduce what they have learned toward whether they can extrapolate from what they have learned and apply their competencies in novel situations derives from the nature of knowledge and skills required of modern life; tasks that can be solved through simple memorization or with pre-set algorithms are those that are also easiest to digitize, automate and contract offshore, and thus will be less relevant in a modern knowledge-based society. Source: *How Your School Compares Internationally, OECD Test for Schools (Based on PISA), OECD 2014*

### The six levels of reading proficiency in PISA

Level	Lower score limit on PISA Scale	What students can do at this level of proficiency
6	698	Students at proficiency Level 6 are highly skilled readers. They can conduct fine-grained analyses of texts, which require detailed comprehension of both explicit information and unstated implications, and they can reflect on and evaluate what they read at a more general level. Students at this level have successfully completed most of the tasks presented to them in the reading assessment, demonstrating that they are capable of dealing with many different types of reading material. Hence, they are diversified readers who can assimilate information from unfamiliar content areas presented in atypical formats, as well as being able to engage with more familiar content with typical structures and text features. Another characteristic of the most highly developed readers is that they can overcome preconceptions in the face of new information, even when that information is contrary to expectations. Students at this level are capable of recognizing what is provided in a text, both conspicuous and more subtle information, while being able to apply a critical perspective to it, drawing on sophisticated understanding beyond the text.
5	626	Students at proficiency Level 5 can handle texts that are unfamiliar in either form or content. They can find information in such texts, demonstrate detailed understanding, and infer which information is relevant to the task. They are also able to critically evaluate such texts and build hypotheses about them, drawing on specialized knowledge and accommodating concepts that might be contrary to expectations. An inspection of the kinds of tasks students at Level 5 are capable of suggests that those who get to this level and Level 6 can be regarded as potential "world-class" knowledge workers of tomorrow.
4	555 (2020)	Students at proficiency Level 4 are capable of difficult reading tasks such as locating embedded information, construing meaning from linguistic nuances and critically evaluating a text. Tasks at this level that involve retrieving information require the reader to locate and organize several pieces of embedded information. Some tasks at this level require interpreting the meaning of nuances in a section of text by taking into account the text as a whole. Other interpretative tasks require understanding and applying categories in an unfamiliar context. Reflective tasks at this level require readers to use formal or public knowledge to hypothesize about or critically evaluate a text. Readers must demonstrate an accurate understanding of long or complex texts whose content or form might be unfamiliar.
	553	



3		Students at proficiency Level 3 are capable of reading tasks of moderate complexity, such as locating multiple pieces of information, making links between different parts of a text, and relating it to familiar everyday knowledge. Tasks at this level require the reader to locate, and in some cases recognize the relationship between, several pieces of information that must meet multiple conditions. Interpretative tasks at this level require the reader to integrate several parts of a text in order to identify a main idea, understand a relationship, or construe the meaning of a word or phrase. They need to take into account many features in comparing, contrasting or categorizing. The required information might not be prominent or there may be too much competing information, or there might be other obstacles in the text, such as ideas that are contrary to expectation or that are negatively worded. Reflective tasks at this level might require connections, comparisons, and explanations, or they might require the reader to evaluate a feature of the text. Some reflective tasks require readers to demonstrate a fine understanding of the text in relation to everyday knowledge. Other tasks do not require detailed text comprehension but require the reader to draw upon less common knowledge.
538 (2014)		
532 (2017)	480	
2	407	Students at proficiency Level 2 are capable of tasks that require the reader to locate one or more pieces of information, which might need to be inferred and might need to meet several conditions. Other tasks at this level require recognizing the main idea in a text, understanding relationships, or construing meaning within a limited part of the text when the information is not prominent and the reader must make low-level inferences. Tasks at this level may involve comparisons or contrasts based on a single feature in the text. Typical reflective tasks require readers to make a comparison or several connections between the text and outside knowledge by drawing on personal experience and attitudes. PISA considers Level 2 a baseline level of proficiency at which students begin to demonstrate the reading skills and competencies that will allow them to participate effectively and productively in life as they continue their studies and as they enter into the labor force and become members of society.
1	335	Students at proficiency Level 1 are capable of locating pieces of explicitly stated information that are rather prominent in the text, recognizing a main idea in a text about a familiar topic, and recognizing the connection between information in such a text and their everyday experience. Typically the required information in texts at this level is prominent and there is little, if any, competing information. The reader is explicitly directed to consider relevant factors in the task and in the text.

Copyright: OECD 2014

## The six levels of mathematics proficiency in PISA

Level	Lower score limit on PISA Scale	What students can do at this level of proficiency
6	669	Students at proficiency Level 6 can conceptualize, generalize and utilize information based on their investigations and modeling of complex problems. They can link different information sources and representations and flexibly translate between them. Students at this level are capable of advanced mathematical thinking and reasoning. They can apply this insight and understanding along with a mastery of symbolic and formal mathematical operations and relationships to develop new approaches and strategies for attacking novel situations. Students at this level can formulate and precisely communicate their actions and reflections regarding their findings, interpretations, arguments, and the appropriateness of these to the original situations.
5	607	Students at proficiency Level 5 can develop and work with models for complex situations, identifying constraints and specifying assumptions. They can select, compare, and evaluate appropriate problem-solving strategies for dealing with complex problems related to these models. Students at this level can work strategically using broad, well-developed thinking and reasoning skills, appropriately linked representations, symbolic and formal characterizations and insight pertaining to these situations. They can reflect on their actions and communicate their interpretations and reasoning.
4	555 (2020)	Students at proficiency Level 4 can work effectively with explicit models for complex, concrete situations that might involve constraints or call for making assumptions. They can select and integrate different representations, including symbolic ones, linking them directly to aspects of real-world situations. Students at this level can use well-developed skills and reason flexibly, with some insight, in these contexts. They can construct and communicate explanations and arguments based on their interpretations, arguments and actions.
3	543 (2017)	Students at proficiency Level 3 can execute clearly described procedures, including those that require sequential decisions. They can select and apply simple problem-solving strategies. Students at this level can interpret and use representations based on different information sources and reason directly from them. They can develop short communications reporting their interpretations, results and reasoning.
2	420	Students at proficiency Level 2 can interpret and recognize situations in contexts that require no more than direct inference. They can extract relevant information from a single source and make use of a single representational mode. Students at this level can employ basic algorithms, formulae, procedures, or conventions. They are capable of direct reasoning and literal interpretations of the results. PISA considers Level 2 a baseline level of mathematics proficiency at which students begin to demonstrate the kind of skills that enable them to use mathematics in ways that are considered fundamental for their future development.
1	358	Students at proficiency Level 1 can answer questions involving familiar contexts where all relevant information is present and the questions are clearly defined. They are able to identify information and to carry out routine procedures according to direct instructions in explicit situations. They can perform actions that are obvious and follow immediately from the given stimuli.

Copyright: OECD 2014



## The six levels of science proficiency in PISA

Level	Lower score limit on PISA Scale	What students can do at this level of proficiency
6	708	At proficiency Level 6, students can consistently identify, explain and apply scientific knowledge and knowledge about science in a variety of complex life situations. They can link different information sources and explanations and use evidence from those sources to justify decisions. They clearly and consistently demonstrate advanced scientific thinking and reasoning, and they demonstrate willingness to use their scientific understanding in support of solutions to unfamiliar scientific and technological situations. Students at this level can use scientific knowledge and develop arguments in support of recommendations and decisions that center on personal, social or global situations.
5	633	At proficiency Level 5, students can identify the scientific components of many complex life situations; apply both scientific concepts and knowledge about science to these situations; and can compare, select and evaluate appropriate scientific evidence for responding to life situations. Students at this level can use well-developed inquiry abilities, link knowledge appropriately and bring critical insights to situations. They can construct explanations based on evidence and arguments based on their critical analysis.
4 565 (2020)	559	At proficiency Level 4, students can work effectively with situations and issues that might involve explicit phenomena requiring them to make inferences about the role of science or technology. They can select and integrate explanations from different disciplines of science or technology and link them directly to aspects of life situations. <del>Students at this level can reflect on their actions and can communicate</del> decisions using scientific knowledge and evidence.
3 550 (2017)	484	At proficiency Level 3, students can identify clearly described scientific issues in a range of contexts. They can select facts and knowledge to explain phenomena and apply simple models or inquiry strategies. <del>Students at this level can interpret and use scientific concepts from different disciplines and</del> apply them directly. They can develop short statements using facts and make decisions based on scientific knowledge.
2 544 (2014)	409	At proficiency Level 2, students have adequate scientific knowledge to provide possible explanations in familiar contexts or draw conclusions based on simple investigations. They are capable of direct reasoning and making literal interpretations of the results of scientific inquiry or technological problem solving. PISA considers Level 2 a baseline level of proficiency at which students begin to demonstrate the science competencies that will enable them to participate actively in life situations related to science and technology.
1	335	At proficiency Level 1, students have such a limited scientific knowledge that it can only be applied to a few familiar situations. They can present scientific explanations that are obvious and follow explicitly from given evidence.

Copyright: OECD 2014

## **Business Office Goals**

Responsibility: Mike Vistocco

**Due Date:** June 30, 2018

### **District Goal #4**

**The Victor Central School District will provide services that support the instructional program, maximize resources and improve customer service.**

### **District Target #1**

**The District will maximize financial resources.**

### **Business Office Strategy #1**

By March 1, 2018, develop a 2018-2019 District Budget that falls within the targeted range of expenditures, in collaboration with the School Board, Superintendent and Administrative Team.

**Evidence of Accomplishment:** A budget will be submitted to the Board of Education for the 2018-2019 school year.

**Steps Taken:**

### **District Target #2**

**All Department services will be enhanced through a process of continuous improvement.**

### **Business Office Target**

The Business Office's functions will remain effective and efficient.

### **Business Office Strategy #1**

By June 30, 2018, evaluate the Extra Class accounts to determine if using Wincaps, the District's financial management software, would be feasible.

**Evidence of Accomplishment:**

A determination will be made by June 30, 2018.

**Steps Taken:**

### **Business Office Strategy #2**

To work in collaboration with the Superintendent of Schools and the Director of Facilities to monitor the finances and construction of the capital project.

**Evidence of Accomplishment:**

Attend monthly construction meetings to insure the project is on budget and schedule.

**Steps Taken:**

## **Computer Services Goals**

Responsibility: Dave Henderson

**Due Date:** June 30, 2018

### **District Goal #4**

**The Victor Central School District will provide services that support the instructional program, maximize resources and improve customer service.**

### **District Target #2**

**All Department services will be enhanced through a process of continuous improvement.**

### **Computer Services Department Target**

The Computer Services Department will enhance the ability of staff and students to access District technology resources effectively and efficiently.

### **Computer Services Strategy #1:**

By June 30, 2018, complete all work in Phase II of the Smart Schools investment plan. This includes new servers, new core switch, and purchase of science lab probes.

#### **Evidence of Accomplishment:**

A list of steps taken will be reported through this document.

#### **Steps Taken:**

### **Computer Services Strategy #2:**

By June 30, 2018, have much of the groundwork laid to bring up a new district website that uses the latest web technology and is compliant with the Americans with Disabilities Act.

#### **Evidence of Accomplishment:**

A list of steps taken will be reported through this document.

#### **Steps Taken:**

## **Facilities and Grounds Department Goals**

Responsibility: Chris Marshall

**Due Date:** June 30, 2018

### **District Goal #4**

**The Victor Central School District will provide services that support the instructional program, maximize resources and improve customer service.**

### **District Target #1**

**All Department services will be enhanced through a process of continuous improvement.**

### **Facilities and Grounds Department Target**

The Facilities and Grounds Department will continue to ensure that our buildings and campus are safe and welcoming.

### **Facilities and Grounds Department Strategy #1:**

By June 30, 2018, continue to train existing and new staff members in the cleaning department with a focus on the details and accountability.

#### **Evidence of Accomplishment:**

A plan will be submitted to the Superintendent of Schools and shared with the Administrative Team.

#### **Steps Taken:**

### **Facilities and Grounds Department Strategy #2:**

By June 30, 2018, continue to implement the capital project plan in collaboration with the Superintendent of Schools and Business Official.

#### **Evidence of Accomplishment:**

A plan will be submitted to the Board of Education.

#### **Steps Taken:**

### **Facilities and Grounds Department Strategy #3:**

By June 30, 2018, continue to implement Smart Schools Bond Act project in collaboration with the Director of Computer Services.

#### **Evidence of Accomplishment:**

A plan will be submitted to the Superintendent of Schools and Board of Education.

#### **Steps Taken:**

## **Food Service Department Goals**

Responsibility: Alexandra TePoel RD, CDN

**Due Date:** June 30, 2018

### **District Goal #4**

**The Victor Central School District will provide services that support the instructional program, maximize resources and improve customer service.**

### **District Target #1**

Promote the development of programs and services, which encourage cooperative interaction between the community-at-large and District staff and students.

### **Food Service Target #1**

Food Service Department will take steps to implement a user friendly and interactive menu software program, for information sharing with the community, district staff and our students.

**Evidence** (formative and summative):

The website

**Steps Taken:**

### **Food Service Target #2**

Food Service Department will introduce a Grab and Go breakfast kiosk in the Junior High School, with the intention of creating a 3% increase in breakfast participation by the end of the 2017-2018 school year.

**Evidence** (formative and summative):

<b>Student Participation Rates</b>				
<b>Schools</b>	<b>September 2017</b>	<b>January 2018</b>	<b>May 2018</b>	<b>Target</b>
<b>Junior High</b>	Bkfst: 3% (based upon May 2017 rate)	Bkfst:	Bkfst:	6%

**Steps Taken:**

## **Human Resource Office Goals**

Responsibility: Jim Haugh

**Due Date:** June 30, 2019

### **District Goal #4**

**The Victor Central School District will provide services that support the instructional program, maximize resources and improve customer service.**

### **District Target #2**

**All Department services will be enhanced through a process of continuous improvement.**

### **Human Resource Office Target**

The Human Resource Office functions will remain effective and efficient.

### **Human Resource Office Strategy #1**

By June 30, 2019 the VCSD will have a review cycle established to revise instructional, non-instructional and administrative job descriptions

#### **Evidence of Accomplishment:**

Job descriptions will be shared with the Superintendent by June 30, 2019.

#### **Steps Taken:**

### **Human Resource Office Strategy #2**

By June 30, 2019 the VCSD will have developed Affordable Health Care Act implementation and monthly compliance processes that is aligned with how we onboard employees.

**Evidence of Accomplishment:** A plan will be submitted to the Board of Education.

#### **Steps Taken:**



## **Office of Educational Support Services**

Responsibility: Kristin Swann, Melanie McGuire, Roni Puglisi

**Due Date:** June 30, 2018

### **District Goal #2**

**The Victor Central School District will continue to promote equity and excellence in educational programming for every student.**

### **District Target #1**

**The District will continue to provide students with a course of study that is relevant and rigorous.**

### **Educational Services Department Strategy #1**

By June 30, 2018, the Office of Educational Services will introduce the concept of personalized learning across the district.

**Evidence** (formative and summative data):

Piloted opportunities where educators and students customize instruction, as much as possible, to students' individual developmental needs, skills, and interests.

**Steps Taken:**

### **Educational Services Department Strategy #2**

By June 30, 2018, the Office of Educational Services will refine grading and progress reporting practices for grades K-12.

**Evidence of Accomplishment:**

Refined rubrics to use with the elementary progress report as well as refined grading protocols for credit bearing courses at the secondary level.

**Steps Taken:**

### **Educational Services Department Strategy #3**

By June 30, 2018, the Office of Educational Services will conduct a Special Education Review.

**Evidence of Accomplishment:**

A review document will be submitted to the Superintendent by June 30, 2018.

**Steps Taken:**

#### **Educational Services Department Strategy #4**

By June 30, 2018, the Office of Educational Services will develop and implement a PreK-12<sup>th</sup> grade Comprehensive Guidance Plan.

#### **Evidence of Accomplishment:**

The guidance counselors will begin to implement the Comprehensive Guidance Plan by June 30, 2018.

#### **Steps Taken:**

#### **Educational Services Department Strategy #5**

By January 1, 2018 the Office of Educational Services will work with Victor staff and The Partnership for Ontario County to develop and implement a Family Support Center on Victor's campus.

#### **Evidence of Accomplishment:**

A Family Support Center will serve families one night a week on Victor's campus.

#### **Steps Taken:**

#### **Educational Services Department Strategy #6**

By June 30, 2018, the Office of Educational Services will work with Victor staff and BOCES to implement computer-based testing for New York State Math assessments in grades 3 through 8.

#### **Evidence of Accomplishment:**

Computer-based testing in Grades 3-8 completed.

#### **Steps Taken:**

#### **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.**

#### **Educational Services Department Strategy #1**

By June 30, 2018, the Office of Educational Services will create and/or provide professional development opportunities that foster respectful, relationship-centered learning environments throughout our PreK-12 system.

**Evidence** (formative and summative data):  
Documented professional development opportunities.

**Steps Taken:**

## **Physical Education, Health and Athletics Department Goals**

Responsibility: Ron Whitcomb

**Due Date:** June 30, 2018

### **District Goal #3**

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

### **District Target #1**

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

### **Physical Education, Health and Department Strategy #1**

On or before October 1, 2017 meet with all individual health and physical education teachers to review their goals. Monitor all goals throughout the school year.

#### **Evidence of accomplishment:**

A report will be submitted to the Superintendent by June 30, 2018

#### **Steps Taken:**

### **Physical Education, Health and Department Strategy #2**

Review the current Athletic Contract and Code of Conduct.

#### **Evidence of accomplishment:**

A report will be submitted to the Superintendent by June 30, 2018.

#### **Steps Taken:**

## **School and Community Relations Office Goals**

Responsibility: Sherri Lasky and Liz Welch

**Due Date:** June 30, 2018

### **District Goal #4**

**The Victor Central School District will provide services that support the instructional program, maximize resources and improve customer service.**

### **District Target #1**

**All Department services will be enhanced through a process of continuous improvement.**

### **School and Community Relations Office Strategy #1:**

By June 30, 2018, the Office of School and Community Relations will reevaluate, reorganize and, if necessary, create emergency response documents referenced in real-life emergency situations.

### **Evidence of Accomplishment:**

A report will be submitted to the Superintendent by June 30, 2018.

### **Steps Taken:**

## **Transportation Department Goals**

Responsibility: Darren Everhart

**Due Date:** June 30, 2018

### **District Goal #4**

**The Victor Central School District will provide services that support the instructional program, maximize resources and improve customer service.**

### **District Target #1**

**All Department services will be enhanced through a process of continuous improvement.**

### **Transportation Department Target**

The Transportation Department will continue to provide a high level of customer service.

### **Transportation Department Strategy #1:**

Throughout the 2017-18 school year, the Transportation Department will stay current on the best practices related to the transportation of students, and develop a plan to increase customer satisfaction.

#### **Evidence of Accomplishment:**

A list of steps taken will be reported through this document.

#### **Steps Taken:**

### **Transportation Department Strategy #2:**

Throughout the 2017-18 school year, the Transportation Department will monitor the efficacy and performance of the parent portal feature of our computer routing program.

#### **Evidence of Accomplishment:**

A list of steps taken will be reported through this document.

#### **Steps Taken:**

### **Transportation Department Strategy #3:**

Throughout the 2017-18, the Transportation Department will provide training and guidance on best practices when transporting students with special-needs.

#### **Evidence of Accomplishment:**

A list of steps taken will be reported through this document

#### **Steps Taken:**



## **Early Childhood School Goals**

Responsibility: Dorothy DiAngelo

**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 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, 2018, the cohort scores for students taking the Preschool Language Screening Assessments in the Spring of 2018 will be at least a 4. 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 2017-18	September 2017	June 2018	Target
Preschool			4

Anecdotal Data	
Grade in 2017-18	
Kindergarten	

Reading Assessment Data			
Grade in 2017-18	September 2017	June 2018	Target
1 <sup>st</sup> Grade	77%		80%

#### **Steps Taken:**

## **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 2017-2018 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, 2018, 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):**

<b>Progress Report Data</b>			
<b>Grade in 2017-18</b>	<b>November 2017</b>	<b>June 2018</b>	<b>Target</b>
<b>Preschool</b>			<b>80%</b>
<b>Kindergarten</b>			<b>80%</b>
<b>1<sup>st</sup> Grade</b>			<b>80%</b>

### **Steps Taken:**

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

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

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

*\*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, 80% of the student cohorts will be reading at the benchmark level.

<b>Fountas and Pinnell Assessment Data</b>			
<b>Grade in 2017-18</b>	<b>December 2017</b>	<b>June 2018</b>	<b>Target</b>
<b>2<sup>nd</sup> Grade</b>			80%
<b>3<sup>rd</sup> Grade</b>			80%

### **Building Student Learning Target #2**

By June 30, 2017, 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.

<b>Progress Report Data</b>			
<b>Grade in 2016-17</b>	<b>December 2017</b>	<b>June 2018</b>	<b>Target</b>
<b>2<sup>nd</sup> Grade</b>			80%
<b>3<sup>rd</sup> Grade</b>			80%

#### **Steps Taken:**

### **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, 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			80%
Grade 3			80%
<i>Interacts respectfully with adults</i>			
Grade 2			80%
Grade 3			80%
<i>Interacts respectfully with peers</i>			
Grade 2			80%
Grade 3			80%
<i>Uses appropriate strategies to solve conflict with peers</i>			
Grade 2			80%
Grade 3			80%
<i>Uses self control</i>			
Grade 2			80%
Grade 3			80%

**Anecdotal Data**

<b>January 2018</b>	
<b>June 2018</b>	

**Steps Taken:**



## **Intermediate School Goals**

Responsibility: Kevin Swartz

**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 2017-18 school year, VIS students will demonstrate high levels of engagement through exposure to growth mindset thinking and rich academic texts and activities.

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

Documented feedback from students and staff collected during APPR observations and classroom visits with focus on the following questions:

Is the classroom teacher modeling growth mindset language and behaviors?  
Are students in the classroom demonstrating growth mindset behaviors?

Baseline Data			
<i>Grade Level APPR Observations</i>	<i>Number of times teaching staff models or communicates growth mindset principles.</i>	<i>Number of times students are observed demonstrating growth mindset behaviors.</i>	<i>% of Teachers scoring distinguished in APPR component 2b (Establishing a Culture for Learning)</i>
4th			
5th			
6th			

#### Steps Taken:

### 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

To assist our students in living up to our motto of respecting oneself, others, and our school, VIS staff will work collaboratively to ensure we obtain knowledge regarding the social/emotional well being of all VIS students. This knowledge will then be used to provide students with social/emotional supports or opportunities as appropriate.

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

During the 2016-17 school year, VIS counselors met monthly with all teaching teams to determine which skills students required in order to successfully adhere to our motto. VIS disciplinary referrals were also reviewed this past summer to determine which skill deficiencies led student's inability to adhere to our motto. Through this work, the following skill areas were identified as being most critical in determining a student's ability to respect themselves, others, and our school. They include:

- Emotional Management Skills
- Understanding and Demonstrating Empathy
- Conflict Resolution and Problem Solving Skills

The information and evidence above will serve as our guide for our social/emotional action steps in the year ahead. Our goal is that all students will leave VIS either possessing or showing marked growth in the areas above. During the spring and summer of 2018, VIS administration and PPS staff will review referral data as well as feedback from staff so as to determine the impact of our work in these areas.

**Steps Taken:**

## **Junior High School Goals**

Responsibility: Brian Gee

**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**

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. This will be measured by their end-of-year summative assessments.

#### Priority Area:

**If** we focus on the use of end-of-year summative assessment mapping data, State testing data, and progress monitoring to inform our instruction **then** we will see an increase in the learning opportunities aligned to the district vision for student academic achievement.

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

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

**NOTE:** Percents based on local final exam assessments.

#### **Steps Taken:**

### 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**

VJH will focus on engaging students in new opportunities to develop social, emotional and physical well-being and participate in cooperative and social activities. This will be measured through the effectiveness of our R3 Committee events and a Spring 2018 student survey.

Priority Area:

***If*** we provide two activities celebrating our R3 expectations where students connect with faculty/staff in less traditional ways ***then*** students will build positive relationships with trusted adults.

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

Results from a comprehensive student, parent, and staff survey that will be administered in Spring of 2018. This survey is going to be built in collaboration with our VJH Building Council.

**Steps Taken:**



## **Senior High School Goals**

Responsibility: Yvonne O'Shea

**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) during the 2017-2018 school year will be at least a 598 in reading, 595 in mathematics and 604 in science.

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

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

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

*\*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 online pilot of these assessments.*

**Building Student Learning Objective #1**

During the 2017-2018 school year, Victor Senior High School students will participate in engaging, relevant and personalized learning experiences.

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

- Quantitative and qualitative data will be collected regarding

Areas of Focus to Improve Learning	
Personalized Learning Experiences	
Incorporating Additional Literacy Instruction	
Increasing authentic and relevant experiences	

**Steps Taken:****District Goal #3**

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

**Building Student Objective #1**

During the 2017-2018 school year, Victor Senior High School will have a renewed focus on welcoming, supporting and respecting all members of our school community.

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

- Freshmen Orientation Survey Results
- Conflict Form Data
- School Culture Survey (End of Year and by sub-groups)
- Exit Interview Data

**Steps Taken:**

### **Building Student Objective #2**

During the 2017-2018 school year, Victor Senior High School will work to develop and enhance relationships that result in social and emotional well being of all stakeholders.

#### **Evidence:**

- Sub-Group Performance Data
- Survey Results
  - New Students
  - Focus Groups
  - Culture Feedback

#### **Steps Taken:**