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| <p>HONEOYE FALLS-LIMA CENTRAL SCHOOL DISTRICT</p> <p>Quality Education Design: A Student-Centered Approach to Program Budget Development for the 2017-18 School Year</p> <p>Decision Input Unit Operational Plan 2017-18</p> |  |
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(See [Guidance](#) for completing this form at the end of this document)

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| Decision Input Unit Name: | ADMINISTRATIVE |
| Site: | Middle School |
| DIU Chairperson: | Shawn Williams |

| Name/Title of Committee Members | Name/Title of Committee Members |
|---------------------------------|-------------------------------------|
| Alecia Barker, Secretary | Liz Ramsdell, Secretary |
| Amy Gray, Community Member | Matthew Weider, Assistant Principal |
| Kellie Moyer, School Nurse | Shawn Williams, Principal |

1. What were the goals in 2015-2016 and what results were achieved?



| <u>2015-16 Goals</u> | <u>2015-16 Results</u> |
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| <p>1. By June of 2016, all teachers will have used the book, <u>How to Plan Rigorous Instruction</u> to complete one of the following options:</p> <p>A. Revise at least one additional unit of instruction to enhance its rigor and relevance, implement that unit with students, and share with peers. The enhanced unit will include:</p> <ul style="list-style-type: none"> • Common assessments (unit test, assignments, etc.) • A Close Reading 2.0 Activity (and/or other identified rigorous resources) • An interdisciplinary component based on PBL standards (and/or other identified rigorous instructional strategies) <p style="text-align: center;">or</p> <p>B. Revise aspects of various units to enhance their rigor and relevance, implement that work with students, and share with peers. The aspects to be enhanced include the <u>list above</u> but not limited to that list.</p> | <p>During the 2014-15 school year, MS staff explored ways to enhance the rigor of an existing unit of instruction as part of a book study (How to Plan Rigorous Instruction by Robyn Jackson.) It was decided by our MS SIT (at the summer SIT training) that we would revisit that book again this year. Instead of being introduced to the ideas in the book, we shifted to using the book as a resource so as to further embed the concepts in our daily practice.</p> <p>Early in the 2015-16 school year, SIT introduced the goal to staff. Based upon feedback from teachers, a request was made to provide flexibility in the work to be completed. Therefore, teachers were encouraged to enhance one new unit of instruction or portions of different units. Also, instead of one culminating experience at the end of the school year, teachers indicated a preference to share work “as they go” at staff meetings.</p> <p>Much of the beginning of the school year was spent organizing staff to prepare for and host the NYSMSA</p> |



Conference on October 23, 2015. As a result, SIT efforts were postponed until November.

At the November staff meeting, teachers identified a common unit test from a particular unit of instruction that they wanted to improve. They also determined partners they might like to work with to complete this task.

At the December staff meeting, a review of Chapter 1 from the book was shared. Teachers were invited to begin reviewing the level of rigor for each item in the common unit test. Teachers continued their work during the January staff meeting with the expected that they would share their work at the February staff meeting.

During the February staff meeting, every department shared about the enhancements they made to a common unit test on a collaborative data table in OneNote. Teachers were expected to share the unit's **essential questions, identify the key thinking skills students engage in during the instruction, and summarize the opportunities for enhancing the rigor of the assessment.** This format made it easy for SIT to review staff progress toward meeting the goal.

In March, teachers worked together to enhance the rigor of a learning activity within a unit of instruction.

During the April staff meeting, Matt Weider led the sharing activity in which teachers shared with their colleagues by discussing the following questions:

1. **How did you choose to enhance the activity, project or unit?**
2. **How will those changes promote rigorous thinking?**
3. **Which change will most benefit students? Why?**

2. Implement at least one school-wide activity per month that promotes a positive, safe learning environment and/or school pride.

- Proactively communicate and teach digital citizenship expectations to students, parents and staff to prepare for the full implementation of BYOD at the MS during the 2015-16 school year.



September, 2015:

- The PBIS committee started the school year communicating to students a "Cougar Pride Starts Inside..." message. This effort stressed to students the importance of taking ownership for personal actions as a first step showing pride in your school.
- At Open House, the principal introduced BYOD to parents and provided a sense of how the school would be rolling out this initiative.
- At the staff meeting on 9/14, Jim Porcella shared an overview of an instructional unit he developed for Health 6 about digital citizenship. During the last week of September, Jim Porcella implemented this unit with students in Health 6 using OneNote.

October, 2015:

- Sue Wiegand worked with 6th graders with regards to respect, responsibility, and safety and with the message of the importance to take care of one another. Sue guided class activities in which students produced statements about being respectful, responsible and safe. Her husband took pictures that



- will be used to create a video about RRS. Ken Warren will assist with the creation of the video.
- 10-5-2015: At the October staff meeting, the Principal and Technology Coaches introduced staff to the OneNote MS Teacher Handbook. The purpose of this activity was to teach the basic steps for accessing OneNote.

November, 2015:

- SIT discussed what concerns staff may still have about BYOD. This conversation helped identify areas most in need of addressing prior to full implementation. It was determined at that meeting that additional OneNote training for staff was needed.
- The PBIS Committee brainstormed ideas to build and emphasize school pride. For November, students were encouraged to wear Cougar colors in an effort to "Show your Pride in Modified" in support of modified sports.

December, 2015:

- On December 3rd, Technology Coaches provided an embedded staff development opportunity about Office365 and OneNote for all interested staff members. This format allowed for individualized training in a non-threatening environment. Approximately 30 staff members participated.
- At the December staff meeting, all teachers were expected to participate in a brief activity, an electronic scavenger hunt, to demonstrate their ability to use the OneNote Teacher Handbook.
- Counselors worked with building administrators to develop small group instructional sessions to communicate BYOD expectations to students (in lunch groups) during the month of January, 2016. A counseling intern, Amy Levermoe, facilitated these meetings as part of her coursework.

January, 2016:

- 1-19-2016: Introduction to BYOD for Students – lunch sets. Amy Levermore, counseling intern, was introduced to students and a brief overview of next steps to BYOD implementation was introduced (including the BYOD Traffic Light Sign).
- Amy Levermore, under the supervision of Erin Sullivan, meeting with groups of students to engage them in conversations about what it looks like to appropriately use personal devices freely during class time for learning. She reviewed basic AUP expectations with students. She also asked students to share the social media apps that they most frequently use.
- The video of Sue Wiegand's work with 6th graders on Respect, Responsibility and Safety was displayed on the lobby monitor. Ken Warren compiled photos and developed the video.

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|  | <p>February, 2016:</p> <ul style="list-style-type: none"> - February 12: Cougar Pride Day, wear black and gold - February 11 and 12: " Let your heart inspire another." Students wrote positive/encouraging/inspiring messages on conversation hearts. The hearts were displayed around the building and in the main lobby. - Two students worked with Mr. Weider PSAs on the announcements and on the lobby monitor on responsible personal device use. |
|  | <p>- Staff Meeting: 2-1-2016: Shared Amy Levermore's discussion groups about BYOD included expectations regarding the use of the Traffic Light to communicate with students. Some staff expressed concerns about the potential impact of BYOD on instruction and classroom management.</p> <p>March, 2016:</p> <ul style="list-style-type: none"> - Dan Englert and Marybeth Fortunato created a video reinforcing MS expectations. The video was shown on the lobby monitor during school hours. <p>May, 2016</p> <ul style="list-style-type: none"> - The Schools to Watch re-designation celebration included a free spirit wear shirt for every student and all staff, an assembly featuring the HS Jazz Band, a free- BBQ chicken lunch and games / activities. - Mental Health and Wellness for May of Caring: Students participated in an aromatherapy "seminar" and voted on their favorite scent that they associate with relaxing. |

3. Identify any program gaps or areas for improvement that exist in 2016-2017.

| <u>2016-17 Program Gaps or Areas for Improvement</u> |
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| <p>1. Based upon feedback from the most recent Schools to Watch site visit (12-16-2015), it is recommended that the Middle School “continue to utilize and expand the use of technology in the classroom to enhance and support teaching and learning,” and “find ways to increase the integration of 21st Century Skills into instruction in every discipline.” Our building is fortunate to have the highest ratio of hardware to students in the district and, as a result, laptops are used frequently to enhance students’ learning experiences. During the school year, the SAMR model for technology use was shared with building administrators. This framework highlights the importance of challenging students to productively utilize technology in rigorous and relevant ways. As our school continues to strengthen its use of Project-Based Learning, it will become increasingly necessary to embed opportunities to use current technologies for conducting research, organizing information, collaborating, and presenting; preparing students to be “future ready” is essential if we are to prepare them to be college and career ready.</p> |
| <p>2. Another recommendation from the STW site visit is that the Middle School should “continue to expand the use of data to inform and strengthen decision making.” DIU groups have typically made good use of available NYS Assessment data to analyze trends and target specific areas of curricula to improve student learning. Given the increase in the number of students “opting out” during the past two testing cycles, the data we receive from NYSED seems less reliable for the decisions we typically make at the department and school-wide levels. Additionally, teachers as part of NYSED APPR expectations have been required</p> |

to give pre- and post-tests to reflect upon and demonstrate student growth. NYSED no longer requires those tests. For these reasons, both Manor and Middle School have been exploring different assessment options to more reliably gather information about our students. During the spring of 2016, the NWEA Measures of Academic Progress and iReady assessments were compared. Based upon the collaborative review, it was jointly decided to invest in iReady and begin testing all students in September of 2016. This decision represents a quality opportunity for both schools to move in a common direction with regards to how we assess and monitor students' growth during grades 2 through 8. IReady is designed to provide students with individualized remediation in both reading comprehension and math. The data we gather will also help us to better differentiate classroom instruction, and make more informed decisions about our curricula. The ongoing gathering of iReady assessment data in reading in math will serve as a solid foundation to improve our Middle School RTI process and it will bolster instruction for students receiving AIS and/or special education supports.

3. Based upon staff feedback at Faculty Advisory Committee (FAC) meetings, some staff members have concerns about the rollout of Bring Your Own Device (BYOD) at the Middle School. Most of those teacher concerns center around two issues: 1) a perceived lack of clarity by students with regards to our building's BYOD expectations, and 2) a lack of consistency in how teachers promote and monitor those expectations. As a result, the use of personal devices by students during class instruction has been inconsistent; BYOD still represents an area for further growth in our school. Building administrators intend to continue working with students and staff to address the concerns expressed by staff. The MS PBIS Committee will assist in efforts to address these concerns.

4. Select approximately three program gaps or areas for improvement to prioritize as goals for the 2016-2017 budget year.

Goal # 1:
 By May of 2017, all teachers will individually or collaboratively create/enhance and share a unit's rigor or relevance, including the incorporation of technology at the modification or redefinition levels of the SAMR model. Evidence will be shared with building leadership

What strategies and major activities are needed to accomplish Goal # 1?

- Prior to the start of the school year, Cindy Gorley and Shawn Williams will meet with 6th grade teachers met to discuss the initial training of students as we start the One to World laptop initiative (6th grade only.)
- During September, the Technology Department will provide students with Computer Basics training: login, create password, check wireless settings, add a printer, and e-mail.
- The SAMR SIT goal will be introduced to staff. This initiative will be connected to other initiatives: Project-Based Learning and Rigor / Relevance Framework.
- Teachers will use the OneNote Class Notebook during staff meetings to practice using the tool each month:
 - Example:
 During the October staff meeting, teachers will view EdPuzzle videos (created using videos from commonsensedia.org) about Digital Life and an Introduction to SAMR. Teachers will then complete an activity collaboratively in the collaboration space of the class notebook; using the SAMR framework, teachers will list classroom activities in which students are currently expected to use technology and identify the level on the framework for each activity.
- Additional technology training for the use of OneNote, eDoctrina, etc. will be provided to teachers during staff meetings, Superintendent's Conference Days, and some embedded during planning sets.
- Teachers will continue to be "spotlighted," invited to share with colleagues how they use various apps and/or websites to enhance instruction.
 - Examples of apps: Padlet, ClassNotebook, Noodle Tools, video to reflect upon performance, etc.
- The SAMR walkthrough process will be shared with teachers and data that has been gathered will be shared at staff meetings. Teachers will reflect upon the data over time.
- See *flipped instruction strategy in next section.*
- Teachers will be invited to participate in Learning Walks to receive feedback from other teachers about their use of technology during a specific lesson. Much of the feedback will be from teachers from other districts.

- Teachers will work with other members of their grade level and/or department during staff meetings and department meetings to enhance at least one learning activity to meet the SIT SAMR goal. Teachers will be provided a variety of methods for sharing their work with colleagues (including a Padlet sharing.)

What innovation and technology is needed to support Goal 1?

- The building principal will model Flipped Instruction by asking teachers to complete tasks prior to some staff meetings. In this way, more staff meeting can be reserved for teacher thinking, collaboration, and discussion.
 - Example:
 - Prior to the December staff meeting, teachers were asked to read and text tag the article, "Four Predictions for Students' Tomorrows," by Erik Palmer (Educational Leadership). Teachers were purposefully organized into discussion groups to discuss the article and its implications for the purpose and use of technology in our middle level program. Teachers are encouraged to seek out technology that helps students to acquire or practice specific skills that are naturally embedded within their curricular area.
- Teachers will review their curriculum maps to identify professions that use the content and skills included in the map. Teachers will then conduct research to determine what current technology and skills are used in those professions. *This will be the start to a long-term on-going effort to ensure that our curriculum is relevant for students.
- The MS SIT will coordinate with the District TLT to explore the need for a K-12 approach to keyboarding skills development.

What resources, including professional development and team time, are needed to implement Goal 1?

- Additional **time** and **training** for teachers to increase their comfort level and understanding of current technology; teachers need to continuously expand how they expect students to utilize technology to enhance the quality of learning experiences.
- **Continue to expand the One to World initiative** so that 7th grade students will carry a laptop from class to class. This will require the **purchase of approximately 175 laptops** with touch screen capability. The ultimate goal would be to assign a laptop to every student in the school by the start of the 2018-19 school year.
- Consider the need for more building based technology support that actively promotes and supports the implementation of future ready learning experiences.
- Consider purchasing a district-wide LMS (Learning Management System) to ensure K-12 consistency.

What method and timeline will be used to assess the effectiveness of this initiative?

- The MS SIT will assist building administrators in capturing how teachers are enhancing existing learning experiences through the use of technology. These activities will be listed according to the level of the SAMR Framework they best fit.
- SAMR Walkthrough data will also be compiled.

Goal # 2:

By May of 2017, ELA, Math and Support Services departments will routinely administer iReady assessments to all students 6-8, analyze the results and implement instruction to improve student performance.

What strategies and major activities are needed to accomplish Goal # 2?

- Initial and ongoing training about the use of iReady will be provided.
 - August, 2016: An overview of iReady.
 - September, 2016: Preparing teachers and students for the initial administration of the assessment
 - October, 2016: How to assign and monitor iReady instruction
 - January, 2016: Trend analysis of data to inform instructional decisions
- iReady assessments will be administered at Manor and at the Middle School during three testing windows: September, January, and May. All students will take the iReady assessment in September. Algebra students in Grade 8 may not take the January and May assessments.
- The principal will meet with core area teachers who use iReady (ELA and Math) at checkpoints during the school year to monitor overall comfort level and usage of the resource. The target goal is to have every student who can benefit from iReady instruction to complete 45 minutes of reading instruction and 45

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| <p>minutes of math instruction per week. Review how teachers are using iReady data to drive instructional decisions; share a sampling with SIT.</p> <ul style="list-style-type: none"> • Meet with AIS teachers at checkpoints during the school year to monitor student progress in iReady. • Review math placement procedures for 2017-18 and include iReady data in the process. |
| <p>What innovation and technology is needed to support Goal 2?</p> <ul style="list-style-type: none"> • The Middle School will start using iReady data to enhance our school-wide RTI process. Administering the assessment three times per year will help us to improve how we monitor student growth. |
| <p>What resources, including professional development and team time, are needed to implement Goal 2?</p> <ul style="list-style-type: none"> • Continue to pay for the iReady subscriptions (Grades 6-8) • Continue to expand the One to World initiative so that 7th grade students will carry a laptop from class to class. This will require the purchase of approximately 175 laptops with touch screen capability. The ultimate goal would be to assign a laptop to every student in the school by the start of the 2018-19 school year. • Additional iReady training (as needed) • Possible curriculum writing time for ELA and Math based upon iReady trend results. |
| <p>What method and timeline will be used to assess the effectiveness of this initiative?</p> <ul style="list-style-type: none"> • SIT will compile a summary report of iReady usage. (June 1, 2017) • A summary report of student progress that compares May, 2017 results to September, 2016 results. |

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| <p>Goal # 3:</p> <p>Implement at least one school-wide activity per month that promotes a positive, safe learning environment and/or school pride.</p> <ul style="list-style-type: none"> - To continue proactively communicating and teaching digital citizenship expectations to students, parents and staff with all technology, including BYOD, at the MS during the 2016-17 school year. |
| <p>What strategies and major activities are needed to accomplish Goal # 3?</p> <ul style="list-style-type: none"> • Building administrators will meet with any interested staff members to discuss concerns about the 2015-16 rollout of BYOD at the Middle School. This meeting will take place before the start of the school year in August so as to discuss and determine any need for adjusting existing BYOD expectations. • Based upon the August meeting, building administrators will make changes to existing BYOD expectations (as agreed upon by group consensus). Those updated changes will be communicated by building administration during AM and PM announcements and during the Grade Level Meetings with the Principal at the beginning of the school year. Teachers and the PBIS Committee will help to reinforce these expectations throughout the 2016-17 school year. • BYOD expectations will be shared with parents via email and will be reinforced during Open House and during Parent Orientations in the spring. • Staff will be encouraged to continue to find ways to invite students to productively use personal devices for learning. Staff members who do so will be invited to share their practice with colleagues at staff meetings. • The PBIS Committee will focus on a different Habit of Mind for each month of the school year. Teachers are encouraged to connect their class work to those themes. <ul style="list-style-type: none"> - <u>Examples:</u> October's theme will be "Listening and understanding with empathy." November will focus on "Thinking and communicating with clarity." December and January will emphasize the importance of "Generosity and Acts of Kindness." • Counselors coordinated a "Unity Day" during the week of October 24. Students and staff were encouraged to wear orange to show their support for unity. • The PTA is sponsoring a showing of "Screenagers" in March. This documentary highlights the importance of parents' involvement in monitoring their children's use of technology. |

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| <p>What innovation and technology is needed to support Goal 3?</p> <ul style="list-style-type: none"> • The MS SIT will coordinate with the District TLT to establish a K-12 scope and sequence regarding digital citizenship. |
| <p>What resources, including professional development and team time, are needed to implement Goal 3?</p> <ul style="list-style-type: none"> • Funds to maintain routine PBIS activities |
| <p>What method and timeline will be used to assess the effectiveness of this initiative?</p> <ul style="list-style-type: none"> • A summary of all PBIS activities implemented during the 2016-17 school year. • A review of 2016-17 discipline data pertaining to the inappropriate use of personal devices during the school day. |

A Comparison of NYS ELA Assessment Results with Monroe BOCES School Districts

| ELA Grade 6 | % Meeting Standards Levels 3 & 4 | HFL Ranking in Monroe 1 BOCES (10 Districts) | % Exceeding Standards Level 4 | HFL Ranking in Monroe 1 BOCES (10 Districts) |
|-------------|----------------------------------|--|-------------------------------|--|
| 2010-11 | 85% | 3 rd (Pittsford/Brighton 89%) | 7% | 6 th /7 th (Pittsford 15%) |
| 2011-12 | 80% | 3 rd (Pittsford 90%) | 4.2% | 5 th (Brighton 8.5%) |
| 2012-13 | 48.8% | 5 th (Pittsford 58.3%) | 23% | 5 th (Pittsford 42.6%) |
| 2013-14 | 46.0% | 5 th (Pittsford 62.0%) | 26% | 5 th (Brighton 38.0%) |
| 2014-15 | 50.0% | 6 th (Brighton 68.1%) | 18.3% | 8 th (Brighton 44.1%) |
| 2015-16 | 44.0% | 6 th (Pittsford 69.0%) | 18.0% | 7 th (Penfield 37.0%) |

| ELA Grade 7 | % Meeting Standards Levels 3 & 4 | HFL Ranking in Monroe 1 BOCES (10 Districts) | % Exceeding Standards Level 4 | HFL Ranking in Monroe 1 BOCES (10 Districts) |
|-------------|----------------------------------|--|-------------------------------|--|
| 2010-11 | 78.0% | 3 rd (Pittsford 87%) | 14.0% | 3 rd (Brighton 17%) |
| 2011-12 | 83.8% | 3 rd (Pittsford 90.1%) | 13.0% | 3 rd (Pittsford 16.8%) |
| 2012-13 | 64.3% | 2 nd (Pittsford 72.4%) | 22.7% | 3 rd (Pittsford 26%) |
| 2013-14 | 56.0% | 3 rd (Pittsford 64.0%) | 15.0% | 3 rd (Pittsford 23%) |
| 2014-15 | 62.3% | 3 rd (Pittsford 63.3%) | 11.2% | 5 th (Brighton 22.5%) |
| 2015-16 | 72.0% | 2 nd (Pittsford 74.0%) | 31.0% | 3 rd (Pittsford 40.0%) |

| ELA Grade 8 | % Meeting Standards Levels 3 & 4 | HFL Ranking in Monroe 1 BOCES (10 Districts) | % Exceeding Standards Level 4 | HFL Ranking in Monroe 1 BOCES (10 Districts) |
|-------------|----------------------------------|--|-------------------------------|--|
| 2010-11 | 73.0% | 5 th (Pittsford 84%) | 1.0% | 8 th (Pittsford/WI 7%) |
| 2011-12 | 76.8% | 4 th (Pittsford 90.7%) | 2.3% | 8 th (Pittsford 7.8%) |
| 2012-13 | 59.6% | 4 th (Pittsford 73.5%) | 23.3% | 4 th (Pittsford 32.4%) |
| 2013-14 | 74.0% | 1 st (HFL) | 31.0% | 2 nd (Pittsford 35.0%) |
| 2014-15 | 68.5% | 2 nd (Brighton 68.7%) | 29.6% | 2 nd (Pittsford 31.2%) |
| 2015-16 | 69.0% | 3 rd (Brighton 78.0%) | 27.0% | 3 rd (Penfield 37.0%) |

Years in which a significant portion of students “opted out.”

A Comparison of NYS Math Assessment Results with Monroe BOCES School Districts

| Math Grade 6 | % Meeting Standards Levels 3 & 4 | HFL Ranking in Monroe 1 BOCES (10 Districts) | % Exceeding Standards Level 4 | HFL Ranking in Monroe 1 BOCES (10 Districts) |
|--------------|----------------------------------|--|-------------------------------|--|
| 2010-11 | 85.0% | 3 rd (Pittsford 92%) | 41.0% | 3 rd (Pittsford 62%) |
| 2011-12 | 84.8% | 3 rd (Pittsford 94.5%) | 50.8% | 2 nd (Pittsford 68.6%) |
| 2012-13 | 44.9% | 6 th (Penfield 67.6%) | 20.0% | 6 th (Penfield 37.0%) |
| 2013-14 | 48.0% | 7 th (Pittsford 73.0%) | 25.0% | 7 th (Pittsford 50.0%) |
| 2014-15 | 51.6% | 8 th (Pittsford 75.1%) | 26.3% | 8 th (Pittsford 48.8%) |
| 2015-16 | 62.0% | 4th (Pittsford 81.0%) | 38.0% | 3rd (Pittsford 57.0%) |

| Math Grade 7 | % Meeting Standards Levels 3 & 4 | HFL Ranking in Monroe 1 BOCES (10 Districts) | % Exceeding Standards Level 4 | HFL Ranking in Monroe 1 BOCES (10 Districts) |
|--------------|----------------------------------|--|-------------------------------|--|
| 2010-11 | 87.0% | 4 th (Penfield 94%) | 52.0% | 4 th (Penfield 66%) |
| 2011-12 | 90.3% | 2 nd (Pittsford 92.8%) | 56.8% | 3 rd (Penfield 62.7%) |
| 2012-13 | 59.2% | 2 nd (Pittsford 65.1%) | 23.9% | 3 rd (Pittsford 34.9%) |
| 2013-14 | 56.0% | 2 nd (Pittsford 64.0%) | 20.0% | 3 rd (Pittsford 22.0%) |
| 2014-15 | 78.5% | 1 st (HFL!!!) | 26.9% | 4 th (Penfield 35.7%) |
| 2015-16 | 65.0% | 3rd (71.0% Pittsford) | 27.0% | 3rd (Pittsford 34.0%) |

| Math Grade 8 | % Meeting Standards Levels 3 & 4 | HFL Ranking in Monroe 1 BOCES (10 Districts) | % Exceeding Standards Level 4 | HFL Ranking in Monroe 1 BOCES (10 Districts) |
|--------------|----------------------------------|--|-------------------------------|--|
| 2010-11 | 90.0% | 2 nd (Pittsford 92%) | 36.0% | 2 nd (Pittsford 47%) |
| 2011-12 | 82.0% | 3 rd (Pittsford 96%) | 35.6% | 3 rd (Pittsford 54.4%) |
| 2012-13 | 44.8% | 6 th (Pittsford 68.0%) | 7.3% | 8 th (Pittsford 23.9%) |
| 2013-14 | 40.0% | 3 rd (Pittsford 46.0%) | 1.0%*** | 7 th (Pittsford 6.0%) |
| 2014-15 | 41.3% | 2 nd (Penfield 44.2%) | 4.0%*** | 5 th (Penfield 6.7%) |
| 2015-16 | 52.0% | 1st (Tied w/ E. R.) | 6.0%*** | 3rd (Pittsford 9.0%) |

Years in which a significant portion of students "opted out."

*** Algebra students did not take assessment.

Guidance for Completing the Operational Plan**1. Program Evaluation**

Last year's operational plan stated how you would know if the DIU met its Goals, list these goals and describe the results.

2. Strategic Plan and School Improvement Team Priorities

Please list the areas of the District Strategic Plan and your site's School Improvement Team that are priorities for this Decision Input Unit. The DIU may list the Strategic Intentions that are the focus of the goals listed below. The DIU may also list the Program and/or Foundation Commitments addressed through this Operational Plan.

3. Goals and Strategies**Innovation:**

Describe any innovative strategy or practice the Decision Input Unit has discussed as a means of accomplishing **Goal # ()**:

Resources Needed to Improve the Program Quality

Please describe the resources recommended for **Goal # ()** to improve the quality of the program. These are resources that will lead to improved student performance, program efficiency and service. Please describe the resources that may be available through reallocation within the DIU or through collaboration with other DIUs

Assessment of Effectiveness of Program

Describe in detail how you will know whether the DIU has achieved its **Goal # ()**.