HONEOYE FALLS-LIMA CENTRAL SCHOOL DISTRICT

Quality Education Design: A Student-Centered Approach to Program Budget Development for the 2017-18 School Year

Decision Input Unit Operational Plan 2017-18

"Education is the Foundation for Success"

(See Guidance for completing this form at the end of this document)

Decision Input Unit Name:	ADMINISTRATIVE SUPPORT
Site:	Middle School
DIU Chairperson:	Susan Henderson

Name/Title of Committee Members	Name/Title of Committee Members
Andrea Berends, Special Education Teacher	Diane McLane, Special Education Teacher
Katherine DeSimone, Special Education Teacher	Suzanne Muehleisen, Special Education Teacher
Daniel Englert, Special Education Teacher	Karen Nelson, Special Education Teacher
Marybeth Fortunato, Special Education Teacher	Kristin Quinn, Community Member
Susan Henderson, Special Education/Reading	Cynthia Tillman, Speech Teacher
Jennifer Kirby, Special Education Teacher	Linda Willey, Reading Teacher

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

2015-16 Goals	2015-16 Results
1. Increase the percentage of each middle school grade cohort, with disabilities, meeting standards (3 or 4) on the NYS ELA test by 5% of the revised 2015 goal. • 16% of 8th grade students with disabilities will score at an acceptable level on the NYS ELA test. (This cohort was in sixth grade in 2014. At that time 6% scored at level 3 or 4.) • 10% of 7th grade students with disabilities will score at an acceptable level on the NYS ELA	With such a high percentage of opt outs, it is difficult to draw any conclusions from this data. A shift to NWEA (Northwest Evaluation Association) could be considered. • In the 2015 ELA, 11% of this cohort (seventh grade) met the standards with a 3 or 4. This population was small so 11% translates to only one student earning an acceptable level. Opting out was chosen by 61% of the special education population.

test. (This cohort was in fifth grade in 2014. At that time 0% scored at level 3 or 4.)

- 14% of 6th grade students with disabilities will score at an acceptable level on the NYS ELA test. (This cohort was in fourth grade in 2014. At that time 4% scored at level 3 or 4.)

- In the 2015 ELA, 8% of this cohort (sixth grade) met the standards with a 3 or 4. This population was small so 8% translates to only one student earning an acceptable level. Opting out was chosen by 50% of the special education population.

- In the 2015 ELA, 0% of this cohort (fifth grade) met the standards with a 3 or 4. Opting out was chosen by 35% of the special education population.

2. **What is the status of the current year's goals and programs, as listed in the 2016-17 operational plan?**

2016-17 Goals	Initial Progress Toward 2016-17 Goals
Students will demonstrate improvement in two out of eleven executive functioning skills (average of student and teacher scores) as measured on Dawson and Guare's Executive Functioning Scale for middle schools to improve student achievement, engagement, and pride. 1. The executive functioning skills are working memory, sustained attention, planning and prioritizing, time management, flexibility, response inhibition, emotional control, task initiation, organization, goal directed persistence, and metacognition.	• More informed on executive functioning skills through training department training sessions • Self-assessments have been completed and some have been used to create IEP goals • We've looked at a variety of questionnaires and have modified them to suit individual students' needs

3. **Identify any program gaps or areas for improvement that exist in 2016-2017.** (*This list may include more items than will be selected as DIU goals in for the 2017-2018 school year in section 4, below.*)

2016-17 Program Gaps or Areas for Improvement
1. <u>Placement of Students</u>: The special education department needs to continue to work with the counseling department and principal in the spring to determine appropriate student placement for the upcoming year. The special education teachers are responsible for implementing their students' IEPs and the general education teachers should support the 504 students. While the special education department has input in the spring, changes get made during the summer scheduling process. The impact on students is that they may be placed in a setting that does not meet their needs as stated on their IEPs. Once students are placed, it can be a difficult and lengthy process to change the placement.
2. <u>Transitions</u>: Although there are transition meetings between buildings, we need a more formalized process to ensure a smooth transfer to appropriate programs. A more formalized process would include starting dates and times, contact person, data collection, documentation, and observation. This new process would ensure that the students are placed in the right programs with appropriate instructional and behavior supports. This would also help give individual grade levels enough time to creatively build programs so students if necessary.
3. <u>Flexible Programming Needs</u>: As the content material is becoming increasingly rigorous, the students are encountering difficulties keeping up with the content, vocabulary, and assignments. During the 2017 – 2018 school year, the eighth grade will need two full time special education teachers. There should be at least one and a half full time special education teachers at grades six and seven. We are in the process of determining our students' needs for next year. Initial data suggests 24 special education students in eighth grade, 24 in seventh grade, and 26 in sixth grade. Initial data suggests seventeen students with 504 in eighth grade, seven 504s in seventh grade, and three 504s in sixth grade. Enrollment in the self-contained special education classes has not been determined yet. Some 504 students are placed in special education resource classes. Additionally, four sets a day of 504 study halls are scheduled with special education teachers.

4. Building-based technology support person is needed in our building to help with SAMR and with implementation of the "One to World" initiative. When students experience difficulties, instructional time is lost while they brainstorm how to solve the technology problem with help from their friends, a teacher, or contacting the help desk.

5. Tech training for parents of the sixth and seventh grade students. It is recommended that the parents be offered an opportunity to sign up for small group workshops so they can learn the components of Microsoft 365 and other programs such as School Tool and iReady. By doing this, they will be able to help their children effectively navigate the programs at home.

6. Re-evaluate the purpose of Resource Room. Students are being pulled from resource for extra support and related services. According to the students' IEPs, they are mandated to receive a specific amount of time in the resource room based on their needs. When they are being pulled for other supports, their needs are not being met.

4. Select approximately three program gaps or areas for improvement to prioritize as goals for the 2017-2018 budget year.

Goal # 1:

80% of the students with disabilities will demonstrate growth in i-Ready reading scaled score.

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

- Weekly practice on i-Ready reading
- Individual help with i-Ready when stuck
- Vocabulary practice
- Preview vocabulary
- Classroom vocabulary visuals
- Text tagging
- Use of graphic organizers

What innovation and technology is needed to support Goal 1?

- Computer usage for i-Ready
- i-Ready lab after school
- Kahoot for vocabulary practice

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

- Small group i-Ready training for teachers
- Staff development to create vocabulary activities and place on One Drive

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

- i-Ready data from three assessments (September, January, May).
  (Although i-Ready states there should be an 8 – 10 point improvement in scores during the year, guidelines are not available for point improvement for special education students. As this is the first year using i-Ready, this is a realistic goal.)

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 Intents 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 # ( )**.