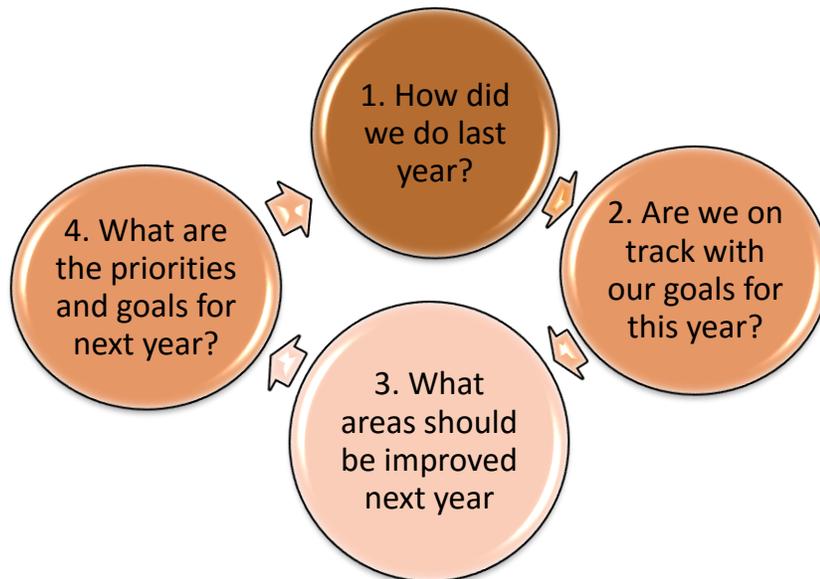**HONEOYE FALLS-LIMA CENTRAL SCHOOL DISTRICT**

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:	**ENGLISH**
Site:	**Middle School**
DIU Chairperson:	**Sarah Pollard and Linda Willey**

Name/Title of Committee Members	Name/Title of Committee Members
Tricia Connors, Community Member	Donna Merritt, English Teacher
Nicholas DiMartino, English Teacher	Sarah Pollard, English Teacher
Lori Lomker-Rayburn, Grade 6 Teacher	Linda Willey, Reading Teacher

1. How did we do last year?

2. Are we on track with our goals for this year?

3. What areas should be improved next year

4. What are the priorities and goals for next year?

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

<u>2015-16 Goals</u>	<u>2015-16 Results</u>
1. All will implement at least one unit of instruction to enhance its rigor and relevance. Close reading 2.0, common assessments, PBL	**8th grade**: Completed updates to the Science Fiction and Short Story Elements Unit with a vocabulary in context assessment (close reading 2.0), a common unit essay and common unit project, and all 8th grade ELA classes assisted with thesis instruction and revision for Day of History 2016 projects (PBL) **7th grade**: Short fiction reading and writing units with literary elements quizzes (close reading 2.0), common story assessments and a common unit project: write your own story, and an interdisciplinary art/poetry project.

	6th grade: Updates were made to the Ability Awareness Unit with common writing responses and assessments, Genius Hour (Inquiry): Using Animals for Human Benefit (PBL), close reading and common assessments for NYS ELA modules 1 and 2
2. Students will maintain or exceed top 4 ranking among similar schools in the region on the NYS ELA assessments	**8th grade:** 3rd (out of 10 districts in Monroe I BOCES) (69% mastery; 55% of student population took exam) **7th grade:** 2nd (out of 10 districts in Monroe I BOCES) (72% mastery; 66% of student population took exam) **6th grade:** 6th (out of 10 districts in Monroe I BOCES) (44% mastery; 69% of student population took exam)

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__
1. 50% of students will reach mastery (85%) on a common grade level writing assessment using the NYS writing rubric in each grade level.	**8th grade:** 2 common writing assessments have been administered to date. (using standards language; collaborative grading; common writing lessons (L 8.1 b, L 8.2 b); common essay vocabulary notes and quiz) **7th grade:** Common writing assessments: short fiction constructed responses; MLA citation lessons; review of ACE format; common language lessons (L 7.1a,b; L 7.2a) **6th grade:** Modifying RACE to ACE format; working on elaborating on own thinking and using appropriate examples; teaching to use a graphic organizer to help with writing; using/working with sentence starters; modelling with high/low examples, common language lessons (L 6.1c, L 6.2a, L 6.3a), mentor sentences
2. 50% of students will reach mastery (85%) on a common grade level reading/multiple choice assessment using the NYS CCLS at each grade level.	**8th grade:** Newsela.com reading standards-based lessons; i-Ready lessons; text- tagging and annotating; reading questions ahead / slower pace / re-read; think alouds; common Bradbury Unit essay; literature circle discussions **7th grade:** Newsela.com reading standards-based lessons; text-tagging and annotating; think-alouds; common short story unit; i-Ready lessons **6th grade:** i-Ready lessons; text tagging; dialogic discussions; respond to text questions for ABT unit; fresh reads

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. Students need to improve how well they determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
2. Students need to improve how well they determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
3. Students need to improve how well they trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
4. Students will benefit from continued practice using multiple choice strategies with reading comprehension exercises.
5. Students need to improve how they write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

Goal # 1: 85% of students will show growth on i-Ready diagnostic scaled scores by the end of the 2017-18 school year as compared to the initial assessment given in September of 2017.
What strategies and major activities are needed to accomplish Goal # 1? • Time during the school day to work on the weekly i-Ready assignments • Practicing reading and multiple choice strategies (newsela.com) • Work collaboratively in department and grade level meetings to identify student strengths and weaknesses • Share and include formative assessments that can be used to determine areas of weakness • Continue to utilize close reading strategies (text-tagging, annotating, questioning)
What innovation and technology is needed to support Goal 1? • Continue the use of Newsela.com with 8th graders (subscription) • Expand the use of 1:1 laptops into grades 7 and 8
What resources, including professional development and team time, are needed to implement Goal 1? • Adopt co-taught math model with 2 ELA teachers in a class • Focused, flexible support time for entire school • More teacher training on how to read/interpret i-Ready data/results • More teacher training on how to use/assign lessons in i-Ready • Continue to learn and share close reading skills and strategies • Newsela.com subscription • 1:1 electronic resources
What method and timeline will be used to assess the effectiveness of this initiative? • Use diagnostic scores to determine growth/success rates (September 2017 and May, 2018)

Goal # 2:
All ELA teachers will revise one activity within a unit of instruction to enhance its rigor and relevance using appropriate SAMR model activities.

What strategies and major activities are needed to accomplish Goal # 2?
- Collaborative work sessions for grade level teachers
- Collaborative work sessions with ELA department
- Share strategies for lessons with grade level and department

What innovation and technology is needed to support Goal 2?
- 1:1 electronic resources
- Continue to explore on-line resources that support instruction

What resources, including professional development and team time, are needed to implement Goal 2?
- Adopt co-taught math model with 2 ELA teachers in a class
- Focused, flexible support time for entire school
- Focused technology instruction
- 1:1 electronic resources
- Building-level technology teacher
- Staff development for on-line resources that support instruction

What method and timeline will be used to assess the effectiveness of this initiative?
- Department share-out about activities, lessons, or units completed May 2018.

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 # ( )**.