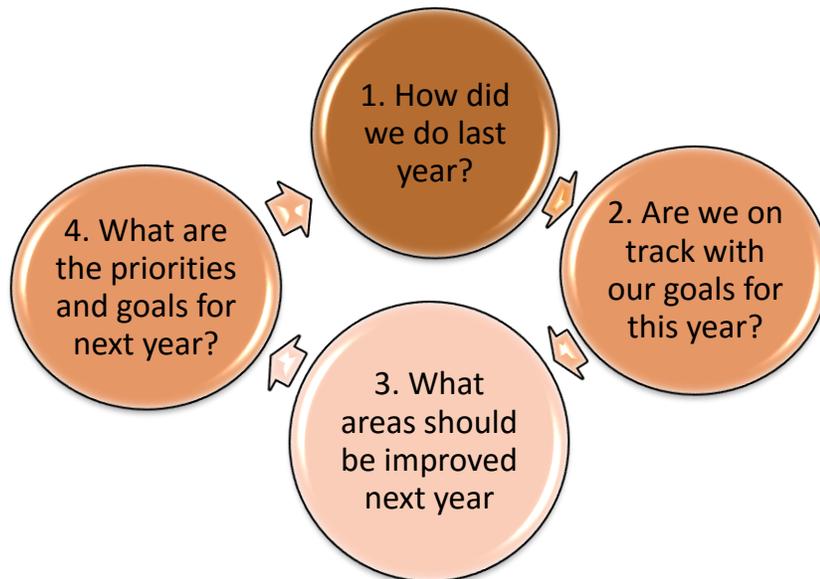


<p>HONEOYE FALLS-LIMA CENTRAL SCHOOL DISTRICT</p> <p>Quality Education Design: A Student-Centered Approach to Program Budget Development for the 2017-18 School Year</p> <p>Decision Input Unit Operational Plan 2017-18</p>	
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(See [Guidance](#) for completing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

Decision Input Unit Name:	LANGUAGE OTHER THAN ENGLISH (LOTE)
Site:	High School
DIU Chairperson:	Catherine Nye

Name/Title of Committee Members	Name/Title of Committee Members
Caitlyn Millard, Community Member	Sharon Pawlak, Spanish Teacher
Beth Hoffman, Spanish Teacher	Chelsea Sanchez, Spanish Teacher
Catherine Nye, French Teacher	



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

<u>2015-16 Goals</u>	<u>2015-16 Results</u>
<p>1. World Languages will maintain enrollment of 50% of the junior class and also maintain the senior enrollment in World Languages at 20%.</p>	<p>We have two sections of French 4H/MCC this year with a total enrollment of 47.</p> <p>Overall, junior enrollment rose to 45% this year. (up from 40% last year) Our Senior enrollment rose to 22% (up from 20% last year)</p> <p>We are hoping that we will have enough students to move on to French 5H/MCC next year.</p> <p>Our online <u>Individual Language Exploration</u> (ILE) program (Tell Me More) needs to be promoted to more juniors and seniors.</p>

<p>2. 75% of all students enrolled in WORLD LANGUAGES will demonstrate mastery on the Comprehensive Regionally created Checkpoint B World Languages Exam (formerly the NYS World Languages Regents Exam).</p>	<p>We will set our target at 75% mastery for the upcoming Mastery on the June 2015 exam was at 60% for both Spanish and French students. This drop (from 78% mastery in 2014) in mastery is a concern to us and we are addressing the issue in our Program Evaluation process which is taking place this year. We will come up with recommendations by the end of this year regarding the item analysis and concerns about the quality of the regionally written exam.</p>
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2. What is the status of the current year’s goals and programs, as listed in the 2016-17 operational plan?

<p><u>2016-17 Goals</u></p>	<p><u>Initial Progress Toward 2016-17 Goals</u></p>
<p>1. Goal # 1: World Language Department will increase their junior enrollment from 44% in 2015-16 to up to 50% in 2016-2017. We will increase Senior enrollment from 24% in 2015-2016 up to 30% in 2016-2017. We will work to retain more of the incoming 9th graders moving from Middle School to High School.</p>	<p>Enrollment: Juniors in WL (Spanish) 74 (French) 33 Seniors in WL (Spanish) 11 (French) 23</p> <p>In addition, a record number of students (19) are studying Chinese, German, Italian, and Dutch independently through the Rosetta Stone/Tell Me More program in 2016-2017. We are able to offer these 4 languages to interested students without adding further staffing to our department. Of these 19 students, 13 are continuing to take upper levels of French or Spanish as well. We are proud of these students who recognize the value of learning multiple foreign languages.</p> <p>Enrollment in Independent World Languages online: Sophomores (3) (case by case and by special teacher recommendation) Juniors (13) Seniors (3)</p> <p>54% of Junior class in French/Spanish (107/199) <u>The goal was met.</u></p> <p>18% of Senior class in French/Spanish (34/190) It is our belief that the <u>goal was not met</u> due to the fact that the Spanish 5Honors/MCC class was cancelled and not offered this year. Had this class been offered, our senior enrollment would have been closer to 25%.</p> <p>Level 2 Spanish (106) and French (53) (159/179) 88% An area of concern remains that 20 9th graders not enrolled in Level 2 Checkpoint B We looked into this list and found that many are exempt, BOCES students or only were pursuing one credit in FL but our goal is to diminish the number of students dropping out of language study after Checkpoint A and then re-entering Checkpoint B in 10th grade. We want to remain vigilant that all students are aware of the college requirements regarding foreign language study in high school.</p> <p>We recently learned that in 2020, Albany will begin writing the Regents exam in French and Spanish once again, thus eliminating the concerns we have had with the regionally written Checkpoint B exam.</p>

<p>2. College readiness of our students: Our department needs to implement improved support to our IEP and 504 students to move them successfully through levels 2 and 3 and to improve the mastery rates on the Checkpoint B regional exam. These students will encounter foreign language in college and we need to help them acquire enough high school credits for a possible exemption from the foreign language requirement in college. We need to maximize the number of students who gain exposure to a successful study of language and culture so as to give them the opportunity to become comfortable and confident in a multicultural world. We are proposing a continuity in the high school of the TAP services offered to Level 1 French and Spanish students in the middle school.</p>	<p>We recently met with PPS director, HS Principal and MS language teachers to discuss our Year 1 goal as part of our Program Evaluation completed last year. We all agreed that we need a program similar to the MS Language Resource program and will propose its implementation for September 2017 for 9th and 10th graders with IEPs and 504s.</p> <p>Mastery rates June 2016 (goal of 75% mastery) Spanish 66% French 71%</p> <p>We continue to recognize the value of the Independent TMM/World Language course and AP level courses for college readiness. Mastery rates on 2016 AP exams were 85% for Spanish and 56% for French. Our mastery rates on these AP exams continues to make significant gains.</p>
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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.)

2016-2017 Program Gaps or Areas for Improvement
1. Retention from Level 1 to Level 2 (8 th to 9 th grade) with no gap year in between 8 th and 9 th grade.
2. Increasing upper level enrollment/especially level 5 (senior year)
3. Concern that no MCC Dual enrollment class is running this year for 12 th graders who had signed up for it.
4. Students lack a depth of understanding of some cultural topics when they reach upper levels. We need to make an effort to embed for in-depth cultural instruction at lower levels (2 and 3) that will carry over to AP
5. Class sizes are extraordinarily large for a foreign language classroom. We are compromising high quality 1:1 interactions that are necessary for success at upper levels (MCC and AP)

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

<p>Goal # 1: Student Achievement</p> <p>We will begin the implementation of a Language Resource program similar to what has been offered at the MS level for years to students with IEPs and 504s who need additional support in Spanish and French. It is our hope that the benefits of this program will be to increase the retention of students between Checkpoint A and Checkpoint B and to increase mastery rates to 70%-75% on the Regional Checkpoint B exams.</p>
<p>What strategies and major activities are needed to accomplish Goal # 1?</p> <p>We already met with Middle School, administration and PPS in November 2016 to discuss the implementation of this service. Additional meetings and conversations will need to take place with administration, Special Ed and PPS as the enrollment for next year becomes more defined.</p>
<p>What innovation and technology is needed to support Goal 1?</p> <p>We need flexibility with scheduling and the ability to work with Special Ed to modify IEPs in regards to resource room contact time. We would need a laptop to be accessible for each student when working with them.</p>
<p>What resources, including professional development and team time, are needed to implement Goal 1?</p> <p>We would need a transition meeting/training session with the Middle School teachers to help bridge the 8th graders coming into Level 2 so that we can provide a seamless support program. This could be accomplished</p>

on Conference Days and during monthly department meetings as well as by sharing materials and strategies on One Drive.
<p>What method and timeline will be used to assess the effectiveness of this initiative? During their level 2 year, we will track individual student successes and growth of self-confidence needed to continue to the next level of study. Increased retention of IEP students from level to level will also be an indication of the success of the new Language Resource Program.</p>

<p>Goal # 2: Student Engagement We would like to make a concerted effort to go deeper into cultural aspects (products, perspectives, practices) of the target countries in all levels so that students understand the connection between cultural practices and the language when reaching the upper levels</p>
<p>What strategies and major activities are needed to accomplish Goal # 2? Through a project based approach, students will deepen their appreciation of the target language cultures.</p>
<p>What innovation and technology is needed to support Goal 2? We will need access to authentic online resources and would like to propose the addition of a third laptop cart for our department.</p>
<p>What resources, including professional development and team time, are needed to implement Goal 2? Time during Conference days can be designated to modify curriculum maps and create rigorous (compare and contrast), relevant and engaging pre-AP activities (based on the six AP themes) while making connections with the 3 Ps.</p>
<p>What method and timeline will be used to assess the effectiveness of this initiative? In 2017-2018, WL teachers will share 2 cultural activities or lessons which have been integrated into previously taught lessons. We will share during the 2nd semester during department meetings.</p>

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 # ()**.