

<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:	World Languages (WL) or LOTE
Site:	Middle School
DIU Chairperson:	Kimberly Donatello

Name/Title of Committee Members	Name/Title of Committee Members
Kimberly Donatello, Spanish Teacher	Katie Millard, Community Member
Amy Krebbeks, Spanish Teacher	Kristine Stoler, French Teacher
Kimberly McCarty, Spanish 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. 83% of all students enrolled in French and Spanish will demonstrate mastery on the 8th grade final exam as measured by and 85% or higher on the test.</p>	<p>RESULTS:</p> <p>French – 98% passing, 87% mastery Spanish –100% passing, 86 % mastery</p> <ul style="list-style-type: none"> • WL teachers are continuing to develop common unit assessments and proficiency based final exams. • All assessments include listening, reading, speaking and writing and model the NYS regional exam format. • All 8th grade students continue to read Poor Anne in the target language. • Teachers are continuing to modify activities that will increase students' reading comprehension.

	<ul style="list-style-type: none"> • WL teachers are incorporating higher levels of rigor into class activities and assessments. • WL teachers continue to learn about SAMR and discuss opportunities to use technology in our classes.
<p>2. 95% of all grade 6 students will have completed and passed an exploratory LOTE program in both French and Spanish with a 65% or higher.</p>	<p>Last year, only 84% of grade 6 students were enrolled in LOTE due to special education needs and math/reading lab needs. These students had to choose a language to study in grade 7 without having experienced both languages.</p>

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

<u>2016-17 Goals</u>	<u>Initial Progress Toward 2016-17 Goals</u>
<p>1. 83% of all students enrolled in French and Spanish will demonstrate mastery on the grade 8 final exam as measured by an 85% or higher on the test.</p>	<ul style="list-style-type: none"> • WL teachers completed a program evaluation in 2015 and outlined a 5-year plan to achieve our goals. • WL teachers reviewed results on the 2015 regional proficiency exam and went through each question to highlight strengths and weaknesses and made a plan to incorporate these into practice activities for this year. • WL teachers are working to identify at-risk students so that they can receive necessary reinforcement in French or Spanish. • LOTE resource teachers have arranged their schedule to optimize their availability to meet the needs of IEP students • WL teachers maintain weekly communication with the LOTE resource teachers. • WL teachers met with Mr. Williams and a grade 8 Special Education teacher to discuss the needs of the 9 students enrolled in grade 8 Spanish who did not take grade 7 Spanish. As a result of the meeting, we have implemented an innovative program which is designed specifically to meet the needs of the 9 students who are beginning their WL instruction in grade 8. A WL teacher is either added into the classroom or students are taken out to work with a WL teacher two times a week depending on the needs of the students and the content for the week. • This summer, French teachers developed "I can" statements for the grade 8 curriculum for implementation in 2016-17. • This summer French teachers updated the grade 8 curriculum map to include common vocabulary lists and the implementation of technology in each unit
	<ul style="list-style-type: none"> • Spanish teachers are using their "I can" statements with their students and these "I can" statements are what drive the curriculum. • "I can" statements are being used in French 8 with the hope to rewrite curriculum for French 7 and implement "I can" statements in French 7 for the following year.

	<ul style="list-style-type: none"> • We continue to promote the HS goal of grade 8 to 9 retention by discussing with students the importance of continuing a language in high school to be college and career ready and by sharing the video made by HS students to showcase the advantages of continuing their language study in the HS. • Discuss retention of WL students in grades 8 and 9 with both administration and school counselors. • Continue to share the WL laptop cart among the 4 members of the department to incorporate technology into classroom activities and projects. • WL teachers continue to learn about SAMR and discuss opportunities to use technology in our classes
<p>2. 95% of all grade 6 students will have completed and passed an exploratory LOTE program in both French and Spanish with a 65% or higher.</p>	<ul style="list-style-type: none"> • Current grade 6 students complete a unit on why learning a foreign language is important, a unit on French and a unit on Spanish. In addition, they study a cultural component related to each language as well. • Current students have exposure to both languages to make a more informed decision about which language they would like to study more in depth next year. • Students will come to grade 8 with some background knowledge of their language of choice. • WL teachers, along with Mr. Williams, will share a presentation to grade 6 students in February or March to give them information about making their choice for grade 7 and what the process entails.

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.)

<u>2016-17 Program Gaps or Areas for Improvement</u>
<p>1. There are currently 9 students enrolled in Spanish 8 who did not take Spanish 7 as 7th graders. Some of these students are new to our district, but others were delayed and now need to try to pass the Proficiency exam with only 1 year of language in order to fulfill their requirement.</p>
<p>2. Due to the increased expectations around technology use, we have a greater need for technology support within our building so that we can use these tools to their potential.</p>
<p>3. The French 7 curriculum needs to be rewritten so that the entire MS French program is up to date.</p>
<p>4. Last year we had a common planning time and this year we do not, which makes it very difficult to collaborate as a department.</p>
<p>5. Reading comprehension in the target language – making inferences</p>

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

<p>Goal # 1: 83 % of all students enrolled in French and Spanish will demonstrate mastery on the grade 8 final exam as measured by an 85% or higher on the test.</p>

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

- WL teachers will create unit assessments that incorporate all 4 skills, speaking, listening, reading and writing.
- WL teachers will encourage students to come in for extra help after school, during study halls and lunch time.
- WL teachers will encourage students to make up/correct quizzes that are below mastery.
- WL teachers will continue to work on a World Language Project Based Learning experience for grade 7 students.
- WL teachers will continue to incorporate close reading strategies into some reading activities.
- WL teachers will incorporate more listening and reading activities into the classroom based on authentic documents.
- WL teachers will incorporate skills-based practice to prepare students for the grade 8 final examination / assessment.

What innovation and technology is needed to support Goal 1?

- BYOD and the WL laptop cart provide many opportunities for students to use technology such as Kahoot, Powtoon, Toondoo, Plickers, Quizlet, Quia, etc.

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

- A full-time technology specialist in the MS to meet the demands of increased technology use in the classroom. We envision this person being able to provide co-teaching support when incorporating new technology into the classroom. We also see this person as providing technology “classes” for teachers throughout the year to learn how to use new apps and to incorporate more SAMR types of technology into our curriculum.

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

- The results on the Regional Proficiency exam in June 2017 will be reviewed and analyzed to look for program gaps for the following year.

Goal # 2:

- 95% all of all grade 6 students will have completed and passed an exploratory LOTE program in both French and Spanish with a 65% or higher.

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

- Students will discuss and identify why learning a Foreign Language is important.
- Students will be introduced to basic vocabulary and culture in both French and Spanish.
- Students will complete speaking tasks and projects in both languages.

What innovation and technology is needed to support Goal 2?

- 6th grade students have all been assigned a laptop this year. These laptops have been very useful in learning about the world and exploring languages. We would like to see this initiative continue next year.

What resources, including professional development and team time, are needed to implement Goal 2?

- A full-time technology specialist in the MS to meet the demands of increased technology use in the classroom. We envision this person being able to provide co-teaching support when incorporating new technology into the classroom. We also see this person as providing technology “classes” for teachers throughout the year to learn how to use new apps and to incorporate more SAMR types of technology into our curriculum.

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

- A variety of formative and summative assessments as designed by the teacher.

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 # ()**.