<table>
<tr><td colspan="2">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</td><td>(logo)</td></tr>
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(See Guidance for completing this form at the end of this document)

Decision Input Unit Name:	**SOCIAL STUDIES**
Site:	**High School**
DIU Chairperson:	**Michael Merrill**

Name/Title of Committee Members	Name/Title of Committee Members
Nicole Glavin, Social Studies Teacher	Michael Merrill, Social Studies Teacher
Barbara Harvey,.Social Studies Teacher	John Pangia, Social Studies Teacher
Patrick Higgins, Social Studies Teacher	Brian Rea, Social Studies Teacher
Melissa Boldt, Social Studies Teacher	Roth Wetzel, Student
Walt Dyer, Community Member	
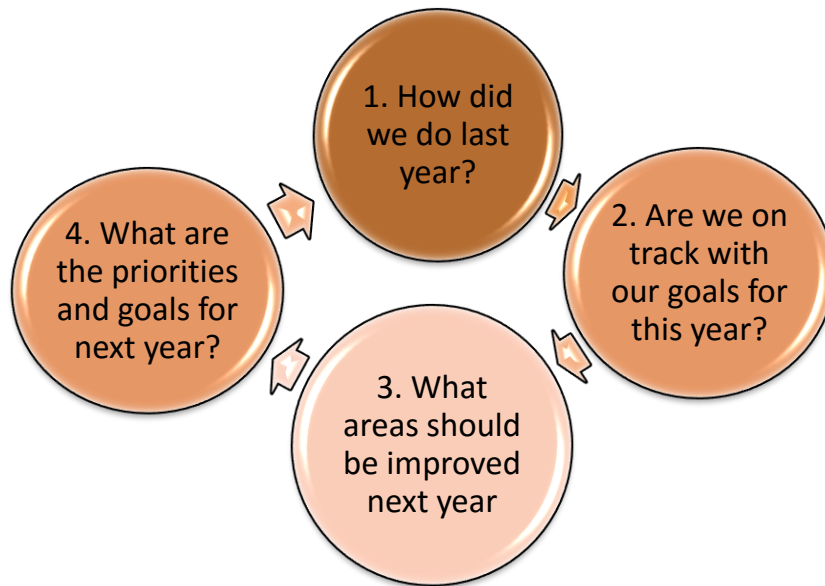
1. What were the goals in 2015-2016 and what results were achieved?

<u>2015-16 Goals</u>	<u>2015-16 Results</u>
1. 100% of students enrolled in Regents level social studies classes will pass the New York State Regents examinations. An additional goal of the department is for 75 percent of students to obtain mastery level on the Global History and Geography exam and to maintain a 75 percent mastery level on the United States History and Government (Mastery level is defined as a score of 85 percent or higher on the Regents Exams).	96% of students enrolled in Regents level social studies classes passed the New York State Global History and Geography examination. This percentage includes students in self-contained classrooms. This percentage passing was #2 in Monroe County. 99% of students enrolled in Regents level social studies classes passed the New York State United States History eximination. This percentage passing was tied for #1 in Monroe County. Additionally, 81% of Global History students achieved mastery level. This mastery rate was #1 in Monroe County. 92% of United States History students

	achieved mastery level. This mastery level was #1 in Monroe County.
2. Continue to collaborate in the creation of interim assessments that are aligned with the Common Standards Global History and United States History courses.	Department members have collaborated on interim assessments and aligning them to the Common Core Standards. Addition of multiple choice questions that are more aligned with what *might* be on the future exams along with the addition of longer primary source passages and questions have been added to these assessments.

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. By June 2017, 100% of students enrolled in Regents level social studies classes will pass the New York State Regents examinations. An additional goal of the department is for 75 percent of students to obtain mastery level on the Global History and Geography exam and to maintain a 75 percent mastery level on the United States History and Government (Mastery level is defined as a score of 85 percent or higher on the Regents Exam).	Department members are continuing to alter their instruction as necessary to meet the common core standards while at the same time recognizing the regents exams still remain the culminating assessment for students this year for both Global and US History. Unit and lesson sharing continues in both Global and US History. Additionally, review schedules for midterm and final exams will be created by department members to offer to students.
2. Department members will have completed curriculum development to be best equipped for the new Regents Global History exam to be administered in June 2018 and the new Regents US History Exam to be administered in June 2019.	Curriculum development for both Global and US has been moved to the summer of 2017 as we hope to get a clearer picture of the Common Core assessment from the State.
3. To increase the application and effectiveness of technology into classroom instruction	Department members have been actively using the laptop carts made available to them. Some department members are learning and using Microsoft Class Notebook increasingly. Technological inconsistencies with the wireless connectivity in the high school has made consistent and dependable use of technology in the classroom difficult at times although recently the wireless consistency has been more reliable. Department members have begun to learn and work with Edoctrina in effort to transition to this program.

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. As student computer use increases in Social Studies instruction, the number of computers student have access to in the classroom has remained the same thus sometimes creating a lack of access to computers for student use in the classroom do to overlap in booking laptop carts amongst teachers in the department.
2. The department's course offerings compared to comparable schools (as seen in the department's program evaluation) remain deficient.
3. Student literacy continues to be an area for improvement and attention.

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

Goal # 1:
To increase the application and effectiveness of student centered use of technology in the classroom.

What strategies and major activities are needed to accomplish Goal # 1?
Each department classroom would benefit in having a laptop cart (or each individual student being issued a laptop) for classroom use, this would ensure a 1 to 1 rate of computer to student in most sized classrooms. A 1 to 1 would increase the usage as currently conflicting/overlapping scheduling of the laptop carts occurs in the department as only 2 carts are available for use on most days.   Additionally, staff development directed by teachers in the district sharing their use of technology in the classroom would be useful in the application of improved classroom technology for all teachers. Lastly, the district's continued maintenance of the wire connectivity is crucial to increasing effectiveness and efficiency of use of technology in the classroom.

What innovation and technology is needed to support Goal 1?
Technology needed to support Goal 1 would be laptop carts with supporting software downloaded for each department classroom. Additionally, wireless connectivity would need to be consistent and dependable in its performance.

What resources, including professional development and team time, are needed to implement Goal 1?
Resources needed are mentioned above (laptops, software, and wireless connectivity). Additionally, ample staff development would be necessary for the department (and district) to effectively execute a more technology based instructional model.

What method and timeline will be used to assess the effectiveness of this initiative?
At the beginning of the 2017-2018 school year department members can determine the effectiveness by counting the number of laptop carts available to the department. Additionally, some sort of record keeping of wireless connectivity could be developed to measure its dependability during classroom instruction.

Goal # 2:
To provide students learning opportunities that are similar to other comparable schools.

What strategies and major activities are needed to accomplish Goal # 2?
A comprehensive review of other department offerings amongst comparable schools is necessary.

What innovation and technology is needed to support Goal 2?

What resources, including professional development and team time, are needed to implement Goal 2?
Department members will need to analyze other comparable schools and their course offerings, propose the new course, and devote planning time to the implementation of any new courses.

What method and timeline will be used to assess the effectiveness of this initiative?
The department aims to analyze the data of course offerings at comparable schools during the 2016-2017 and 2017-2018 school year. The effectiveness of the this initiative will be measured in the 2018-2019 school year by viewing the course offerings for high school students

Goal # 3:
To continue to develop literacy skills of students to better prepare them for collegiate level learning.

What strategies and major activities are needed to accomplish Goal # 3?
Department members plan on continuing their instruction of Collins Writing and Close Reading techniques and strategies. Additionally, department members will continue to expand their use of longer primary passages as part of their instruction to more closely align with shifts in the common core and align with collegiate level reading expectations.

What innovation and technology is needed to support Goal 3?
Department members will create a database of primary sources used in their respective subject areas on a shared folder in OneDrive.

What resources, including professional development and team time, are needed to implement Goal 3?

What method and timeline will be used to assess the effectiveness of this initiative?
Department members will have a shared database and by the end of the 2016-2017 school year of primary passages and will continue to expand this shared database during the 2017-2018 school year.

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 # ( )**.