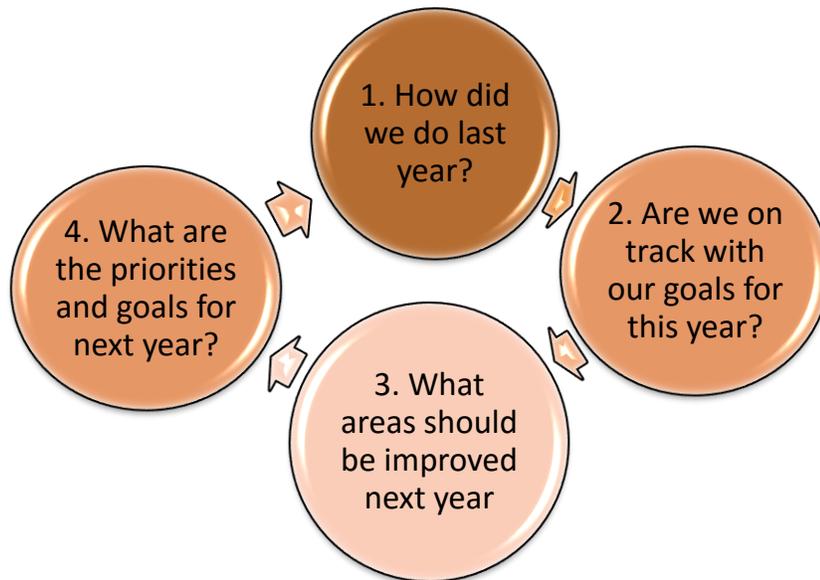


<p>HONEOYE FALLS-LIMA CENTRAL SCHOOL DISTRICT</p> <p>Quality Education Design: A Student-Centered Approach to Program Budget Development for the 2017-18 School Year</p> <p>Decision Input Unit Operational Plan 2017-2018</p>	
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(See [Guidance](#) for completing this form at the end of this document)

Decision Input Unit Name:	SPECIAL AREA – FAMILY & CONSUMER SCIENCE
Site:	6 - 8
DIU Chairperson:	Terri Northrup

Name/Title of Committee Members	Name/Title of Committee Members
Terri Northrup, Family & Consumer Science	Caralyn Ross, Community Member
Kim Lester, Art / Family & Consumer Science	



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. We will revise at least one unit of instruction (7th Grade Career Exploration Unit) to enhance its rigor and share with peers. The enhanced career unit will include the following:</p> <ul style="list-style-type: none"> • A Close Reading 2.0 activity • Common assessments (unit test, assignments, etc.) • An interdisciplinary based on PBL standards. 	<p>All 2015-2016 7th grade students completed the newly revised and more relevant Career Exploration Unit during the school year. After assessing themselves, students began the exploration piece by generating three questions that they would want to know the answers to before committing to career preparation. In addition to their personal questions, they also needed to investigate three general questions for their research. The purpose of this research was twofold: guiding them to look at the many aspects of job satisfaction and introducing them to as many opportunities as possible. While the “presentation on Edmodo” of these results saved class time allowing for more time devoted to</p>

	<p>personal finance, the department felt that students were not having access to the in depth knowledge of various career path through the Edmodo response. Many responses were cursory at best and some were not completed at all given the homework nature of the assignment. The department's intent with the goal was to ensure 100% participation in Career Exploration, not limited to the one or two personal career research choices of students.</p> <p>**In addition, the need for students to be comfortable in making public presentations is a skill valued by all employers and practice in that is lost through an online presentation method. Revisiting this will be a goal of the 2016-2017 school year.</p> <p>The quality of the response paper improved during the 2015-2016 school year with the help of the revised grading rubric and graphic organizers created to aide in this process.</p> <p>Common unit tests revealed a modest understanding of Career concepts but a greater need to either focus more on specific Career terms or focus more on application of those terms during testing instead of memorization.</p>
<p>2. Increase the relevance and authentic application of key FACS life skills and curriculum content. 100% of the students will have the opportunity to participate in additional "hands-on" performance based lab activities (food labs, sewing labs and business projects). These experiences will foster responsible decision making, positive conflict resolution and the development of leadership, management and organization skills.</p>	<p>Throughout the 2015-2016 school year, the Middle School FACS students spent more time participating in relevant and authentic performance based lab activities. The 6th graders created two homemade food items in correspondence with the vitamins and minerals nutrient unit as well as spent over two weeks in the sewing lab. 7th graders created a modified food in accordance with the USDA Dietary Guidelines as well as two homemade food items showcasing the Macronutrients. In addition, they were able to take their starting pay from their researched career to create a budget, incur expenses and write checks to pay those bills.</p> <p>8th graders had expanded time in the sewing lab, working hands-on to read a set of technical instructions to produce an end product and spent over two weeks creating a personal résumé, participating in an actual interview and then "working" in their acquired job.</p> <p>**adding to time in class for performance based instruction, the 2016-2017 school year finds the FACS department cataloging visual resources of sewing techniques for students to use independently in order to prep for that work in the classroom.</p>

2. What is the status of the current year’s goals and programs, as listed in the 2016-2017 operational plan?

<u>2016-17 Goals</u>	<u>Initial Progress Toward 2016-17 Goals</u>
<p>1. By June 2016, we will revise an additional unit of instruction (8th grade résumé writing) to enhance its rigor and relevance and to create a student friendly peer review component. In addition, by June 2017, 100% of our 8th grade students will participate in this rigorous and relevant résumé writing unit.</p>	<p>Throughout the 1st semester of the 2016-2017 school year, all 8th graders currently taking Home and Careers have utilized the enhanced peer review format. Preliminary results show that the process is extremely valuable and is taken seriously but that all students do not effectively use the feedback to improve their original work. Making further revisions to the form and building in class time will be part of the continued work towards meeting this goal.</p> <p>Currently, 100% of 8th graders enrolled in Home and Careers have participated in the résumé writing unit. This piece of extremely technical writing is then used by interviewers to review each student’s qualifications for specific jobs in the class run business.</p>
<p>2. By June 2017, the 8th grade Entrepreneur Business Project will pilot and implement a community service outreach which will benefit a non-profit charity in the local area.</p>	<p>Out of 30+ business proposals presented from the Spring semester of 2016 through the current classes, only two of those groups have chosen to propose a Business Project that would benefit a local charity by providing the organization with goods instead of a monetary contribution, which is generally how businesses contribute. Unfortunately, neither of those proposals were chosen by the panel as being a viable class business option. 8th graders in the second semester of 2016-2017 will again be encouraged to propose a community service outreach.</p>

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. Using an item analysis of common unit tests, students continue to struggle with mastering technical vocabulary. Perhaps it is wise to revamp those assessments in order to address those technical terms in a way that encourages students to understand them in practice instead of rote memorization.</p>
<p>2. Students are participating in a peer review of their résumé but are not implementing suggestions resulting from that review to improve upon their original work. Work needs to be done to ensure the time spent providing feedback turns into a valuable exercise.</p>
<p>3. Alternating day scheduling continues to hamper homework completion. More and more students are coming to class without having completed assignments, preventing the class as a whole from moving ahead as planned. Many of those assignments are used as building blocks for subsequent work. Looking at using an online class notebook as a tool to monitor and communicate regularly with students, even on “off” days, may be a way to encourage outside work. In addition, the class notebook will be a resource for student driven instruction/practice, either in the classroom or at home</p>
<p>4. For students to thrive in a world that values oral communication, they need to practice those skills. Reflecting on the department’s decision to remove that piece from the curriculum and recognizing the ever constant need for students to feel skilled in public speaking, adding the Career Presentation piece back into unit might be advisable.</p>

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

<p>Goal #1:</p> <p>Throughout the 2017-2018 budget year, the 8th grade Entrepreneur Business Project will continue to explore the possibility of creating a business that does not sell items to the school population and then donate any profit, but instead reaches out to the school population or the communities of Honeoye Falls, Lima or Mendon to raise awareness of needs in Monroe/Livingston counties and to collect funds to then help solve that void by creating those needed items. (ie. soup mixes, blankets, baby hats, surgery pillows, etc.).</p>
<p>What strategies and major activities are needed to accomplish Goal #1?</p> <ul style="list-style-type: none"> • Research and identify a list of non-profit recipients, goods and services/products they will accept, how to fund the project through donations, etc. (i.e.: Students would donate a \$1 to purchase two dog biscuits that would be made for animals at Lollipop Farm). • Provide students with specific examples of ways to accomplish this goal. • The Entrepreneur Business Project will continue to offer a for profit method of raising money for a local charity but we are expanding the project to include the non-profit option to offer students more voice and choice and to raise awareness of other’s needs and ourselves as assets to those needs.
<p>What innovation and technology is needed to support Goal 1?</p> <ul style="list-style-type: none"> • Modify managerial expectations to reflect the new direction of the Business Project. (for example, the advertising department might need to call, email or write letters to area charities to determine advertising strategies currently in use or they might need to create Twitter/Instagram or other social media advertising campaigns instead of creating posters to hang around the school). • Familiarize ourselves with reputable search engines to discover what is needed by the community, who in our community will accept “homemade”/ student produced products, develop communication strategies to ask for donations and donated supplies, and investigate how to present the donated items to the charity, etc.
<p>What resources, including professional development and team time, are needed to implement Goal 1?</p> <ul style="list-style-type: none"> • Accessibility of a network system (Student Shares, Google Docs, OneNote) to keep students aware of the activities and communications of each other so that many are not reaching out to the same individual or organization. • Donations of additional supplies, reallocation of resources and allocated funds, department time to coordinate projects will also be needed. • Teacher will need training to become familiar with Twitter/Instagram or other social media advertising strategies.
<p>What method and timeline will be used to assess the effectiveness of this initiative?</p> <ul style="list-style-type: none"> • We will continue to pilot and implement the revised focus for the business project throughout the 2016-2017 school year. We will assess the effectiveness of the non-profit focus to see if it is sustainable, if it is productive and meaningful through student self-reflection, establishment of community connections and development of pride in their work.

<p>Goal # 2:</p> <p>By June 2018, all 8th grade students will be required to participate in a revised peer editing lesson that accompanies the résumé unit. This more relevant document will include a section for making changes and explaining their reasons for following or ignoring peer suggestions as well as a section for a reflection of the peer editing process that includes the opportunity for comment on how it helped make their final résumé better.</p>
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What strategies and major activities are needed to accomplish Goal # 2?

- The department needs to create a revised peer editing form and look at setting up a Class Notebook in OneNote to allow for more direct interaction between editor and creator.

What innovation and technology is needed to support Goal 2?

- Creating the résumé using OneNote could be a good resource for students. Using this application might allow the peer editor to mark directly on the original document, text tagging and highlighting areas that need improvement and making the final revisions easier and less time intensive for the students. In addition, this interactive document editing practice will be very relevant for future high school and college work.

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

- The FACS department used a Social Studies peer editing sheet as a guide to create the current form and as a means of adding consistency across curriculums. Time to collaborate and share with other departments might help add a reflection piece that also mirrors what is happening in other classes throughout the school.
- Additionally, teacher and student training in the use of OneNote will be needed and computers will need to continue to be available to the students in the Home and Careers classes.
- Students should be trained in positive and effective ways of providing constructive criticism and feedback. Utilizing the school counselors for this will be an important part of the implementing the goal.

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

- The department will need the next year to pilot and implement the revised form. Student performance on the final copy of their résumé as compared to their rough draft will be a good indicator of the effectiveness of this initiative.

Goal # 3:

By June 2018, Home and Careers classes will have access to a Class Notebook in order to modify current practices, organize and have access to their work, collaborate with fellow classmates and review lessons taught in class for deeper understanding.

What strategies and major activities are needed to accomplish Goal # 3?

- The FACS department will need to create notebooks for each class with necessary materials in them, including, but not limited to, the peer editing sheet, the résumé template, chart of work experience, many entrepreneur project resources and several videos on sewing machine threading and use for the 8th grade classes.
 - 6th grade classes will need threading and stitching videos placed in their class notebook.
 - 7th grade classes will need food lab recipes, a lab planning sheet and a food lab rubric placed in their notebook.

What innovation and technology is needed to support Goal 3?

- Continuing the availability of computers for all students in the Home and Careers classes will be essential or look at using Tablets as another option.
- Adding a Smartboard to the classroom would aid in the instruction and demonstration of skills.

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

- Teachers will need time to learn the various features of a OneNote class notebook in order to best instruct students how to optimize their use of the program.
- Department members will need time to collaborate and collect resources to place in the collaboration spaces in the class notebook. The department will also need time to create and stock the class notebooks for each class.

- Continuing the availability of computers for all students in the Home and Careers classes will be essential or look at using Tablets as another option.
 - Adding a Smartboard to the classroom would aid in the instruction and demonstration of skills.
- What method and timeline will be used to assess the effectiveness of this initiative?**
- The FACS department will need the 2017-2018 school year to pilot the use of the class notebook. Less late work logged into School Tool, more collaboration among students and less class instruction time used to re-teaching will help to determine the effectiveness of this initiative. In addition, students will be asked to reflect on their work and those reflections will also help gauge the effectiveness.

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 # ()**.