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| <p><b>HONEOYE FALLS-LIMA CENTRAL SCHOOL DISTRICT</b></p> <p><b>Quality Education Design: A Student-Centered Approach to<br/>Program Budget Development for the 2018-19 School Year</b></p> <p><b>Operational Plan 2018-19</b></p> |  |
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| <b>Decision Input Unit Name:</b> | <b>Lima Primary</b>                                        |
| <b>Site:</b>                     | <b>K - 1</b>                                               |
| <b>DIU Chairperson:</b>          | <b>Lisa Moosbrugger / Adrienne Ripley / Scott Schaefer</b> |

| Name/Title of Committee Members     | Name/Title of Committee Members        |
|-------------------------------------|----------------------------------------|
| Savannah Buschang, Kindergarten     | Kevin O'Connell, Physical Education    |
| Maureen Carroll, Para-professional  | Tammy Pulver, Library Media Specialist |
| Brittney Goodyear, Community Member | Adrienne Ripley, Grade 1               |
| Wendy Harrison, Kindergarten        | Scott Schaefer, Kindergarten           |
| Barbara Marshall, Grade 1           | Kati Tobin, Grade 1                    |
| Lisa Moosbrugger, Principal         | Amy Ward, Special Education            |
| Debbie Mros, Secretary              |                                        |

The DIU/PBAC process is one of continuous improvement. Please developed goals by considering the questions listed in the diagram below. For additional information, see the presentation on *“What is a Strong Goal”* and the *HFL PBAC Guidelines* document.



### **Goals for 2018 - 2019**

Select approximately three goals to prioritize for the 2018-2019 budget year. For each goal, describe how you will know if you accomplish each goal. Please detail the budget impacts and resources you will need to accomplish each goal.

1. By May 1, 2019, teachers will individually, or collaboratively, create/enhance another unit through the incorporation of technology. This will be evidenced by the completed unit in eDoctrina. The unit will include rigor and relevance, SAMR/TPACK, Hattie’s Visible Learning, and common assessments.

Success will be evidenced by:

- Completion of the unit in eDoctrina

- The incorporation of TPACK- technology that is driven by the standards addressed
- Staff sharing their units and ideas at grade level and faculty meetings
- Application of completed units
- Ordered books that enhance the instruction of the unit
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Budget implications:

- We will continue to put additional funds into the purchase of rich texts to support the units
- Continue to find time for teachers to collaborate and reflect on their units
- Continue staff development on SAMR, TPACK, Visible Learning, rigor and relevance

2. In the 2018-19 school year, grade level teams will develop materials and their personal practice in order to support students' reading comprehension, higher thinking skills, text analysis and application. This will include:

- Analysis of grade 2 and 3 gaps on ELA assessments
- Vocabulary instruction and application
- Book clubs
- Short, frequent assessments to assess smaller comprehension skills
- Incorporation of dialogue
- Purchase of rich texts

Success will be evidenced by:

- The number of PLCs held and the content addressed (PLCs to deepen knowledge, discuss research based practice, analyze data, and apply knowledge to classroom practice)
- Scope and sequence created for comprehension skill instruction
- Completion of vocabulary lists
- Alignment of K-2 vocabulary lists
- The creation of small, periodic comprehension assessments
- Assessment results
- The number of book clubs held, student dialogue during the book clubs
- Texts purchased to support comprehension

Budget implications:

- We will continue to put additional funds into the purchase of rich texts to support comprehension and book clubs
- PLCs and staff development time, including substitutes
- Time for teachers to collaborate and reflect on their practice

## **Goals for the current School Year (2017-2018)**

Please list your DIU goals for the current school year. For each goal, please indicate if we are on plan with this goal and what measures you are tracking.

1. Long-term goal: By September 2020, every kindergarten and grade 1 child will have access to an iPad and Recordex Board.

Short-term goal: In the 2017-18 school year, we will increase the number of iPads and Recordex boards available to kindergarten students.

**Success!**

- All Recordex Boards were installed in December 2017. Every room is updated!
- Staff development was held to train the new board users.
- An additional cart of iPads were assigned to Lima Primary. They are being piloted in a kindergarten classroom. This room was chosen based on an application process.
- The kindergarten class with iPads have used them in a variety of applications.

2. Throughout the 2017-18 school year, we will increase UPK, kindergarten, and grade 1 teacher skills through occupational therapy classroom coaching/consulting, Tier 1 Rtl brainstorming, strategy implementation and use of resources to support fine motor practice and skills.

**Results: We have accomplished what we set out to do!**

- We have modified this goal a number of times this year. We were lucky enough to have a paraprofessional available to assist. She worked closely with Sarah Ayers our Occupational Therapist.
  - Every K and grade 1 child was assessed using a pre test for specific skills.
  - A post assessment will be used on all children that were below benchmark.
  - Scissor skills were taught to every UPK, K and grade 1 student.
  - Some specific strategies were taught to teachers for use with students in their room.
  - A UPK staff development was held to broaden teacher knowledge.
  - Maureen Carroll works in classrooms during center time. She has specific fine motor activities that she works with children on, based on their needs. Those activities are designed in conjunction with Sarah Ayers.
  - Maureen does some whole class lessons with fine motor activities to work on motor development.
  - Maureen is seeing some specific children for letter formation and handwriting skills.
  - Maureen has created a cache of activities that teachers can use now and in the future to assist with motor development of students.

**We believe this fine motor gap will be a trend that continues for incoming students. Teachers have additional skills and activities to better address student weaknesses. We believe this work will be sustainable!**

**Goals for the previous School Year (2016-2017)**

Please list your DIU goals for the school year just finished this past June. For each goal, please indicate if we achieved this goal and the measures you tracked.

1. Every classroom teacher will move from a guided reading model to a reading workshop model.
  - This reading workshop format will include starting with a mini lesson that shares what good readers do, independent reading time to practice what good readers do, pure reading blocks that focus on reading skills, guided reading differentiated groups, and student reflection five days a week.

**Results:** We continue to tweak our reading workshop model. Amy Ward coaches and plans with kindergarten teachers on a weekly basis. As other needs or best practice research arise, we have time during grade level and faculty meetings to discuss and move forward. We are pleased with how the reading workshop model has strengthened our students as readers.

2. We will create 90-minute MORNING blocks of uninterrupted time for learning in all 14 classrooms (research-based, high intensity learning time).

**Results: Accomplished!** Year 2 we are still able to make this happen! Every teacher has a large chunk of their morning that they can dedicate to instruction. We believe we will be able to maintain this schedule over time!