


<p>HONEOYE FALLS-LIMA CENTRAL SCHOOL DISTRICT</p> <p>Quality Education Design: A Student-Centered Approach to Program Budget Development for the 2018-19 School Year</p> <p>Operational Plan 2018-19</p>	
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Decision Input Unit Name:	Administrative
Site:	9-12
DIU Chairperson:	David Roth

Name/Title of Committee Members	Name/Title of Committee Members
Sarah Harvey, Secretary	David Roth, Principal
Wendy Jarvis, Library Media Specialist	Garrett Ruff, Student Representative
Betty Mandak, School Nurse	Robert Sanford, ITS (TOSA)
James Nelson, Assistant Principal	Kathy Shah, Para-professional
Nancy Pool, Secretary	Antonio Vitale, Dean of Students

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, 2018, teachers will individually or collaboratively create/enhance a unit through the incorporation of technology. This can happen through continued focus on:
 - ✓ Rigor and Relevance
 - ✓ SAMR/TPACK Model
 - ✓ Hattie’s Visible Learning
 - ✓ Common Assessments

As evidenced by a completed unit in eDoctrina. This is year 3 of unit updating

- Targeted Professional Development – Build awareness and preparedness to support staff
 - October 6, 2017 Staff Development Day – Technology Microbursts (Formative Assessment, Engagement, Facilitation and Communication Tools)
 - December 3, 2017 Staff Meeting – Technology Microburst (Turn-It-In, Track Changes and Class NoteBook)
 - SAMR Exemplar Share Activity
 - Targeted Student Program Development – To identify trends and needs
 - September 2017 High School Tech Skill Session for Students
2. By June 30, 2018, we will increase staff preparedness to support student wellness and address needs related to mental health, substance abuse, and inclusion from weighted average of 2.1 to 3.0, as evidenced by the High School Staff Preparedness Survey.
- Targeted Professional Development – Build awareness and preparedness to support student wellness.
 - November 10, Professional Development Day (Confronting Ourselves: Building for Inclusive Excellence in Our Schools, and Mental Health Microbursts on Anxiety, Body Image and Trauma)
 - Lesson on Decoding Social Media Bias
 - Mental Health Training at Faculty Meetings
 - Substance Abuse Task Force – To identify trends and needs
 - Youth Risk Survey
 - Student Focus Group
 - Targeted Student Program Development – To promote student wellness.
 - Student Summit on Race- Roc2Change

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. Teachers will work towards, individually or collaboratively, creating/enhancing a unit's rigor or relevance, including the incorporation of technology at the modification or redefinition levels of the SAMR model. The evidence will be shared with building leadership.
- Numerous walkthroughs and evaluations were completed focusing on observing SAMR/TPACK activities (especially Modification and Redefinition). Feedback was provided to the faculty during Staff Meetings.
 - SAMR/TPACK training continues to be provided for all faculty and staff.
 - Time has been provided to staff during previous Summer Curriculum Writing and Superintendent's Conference days to infuse technology and enhance lessons/units.
 - There has been an addition of more "above the line" SAMR activities (Modification and Redefinition) to build students technology skills and increase engagement.

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. All high school teachers will integrate non-fiction text to support the Common Core Standards satisfying more evidence based questioning, close reading and fluency of academic vocabulary. In addition, it is recommended that all teachers administer at least one non-fiction piece per quarter.
- A review of library non-fiction resources (print, digital) to support close reading was provided to four departments (Science, SS, ELA, Special Ed).
 - A 30/70 shift has been made to the use of nonfiction reading and writing materials at the High School.
 - Close reading training continued to be provided for all faculty and staff.
 - Numerous walkthroughs and evaluations were completed focusing on observing close reading activities. Feedback was provided to the CAREs for follow-up with the Departments.
 - NoodleTools projects from September-October have tracked from 80 in 2013 to 573 in 2014 to 211 in 2015. However, all measurement of tracked digital resources (Subscription Databases) are up by 91% to date.
 - English department continued to transition to the new Common Core ELA standards

2. Teachers will individually or collaboratively revise/create and share one unit to enhance its rigor and relevance.
 - Rigor and relevance training continued to be provided for all faculty and staff.
 - Time has been provided to staff during previous Superintendent's Conference days to enhance lessons.
 - An increase in number of thematic based units to increase relevancy.
 - Increase in project based assessments and group presentations.
 - Infusion of more nonfiction (close reading documents) to build real life connections to literature.