

<p><b>HONEOYE FALLS-LIMA CENTRAL SCHOOL DISTRICT</b></p> <p><b>Quality Education Design: A Student-Centered Approach to 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>Manor School 2 - 5</b>
<b>Site:</b>	<b>2 - 5</b>
<b>DIU Chairperson:</b>	<b>Jeanine Lupisella / Joelle Weaver</b>
<b>CARE Representatives:</b>	Rebecca Camobreco / Tricia Crabbe / Anna Erickson / Melinda Fleming / Jodie Kwiatkowski / Maria Nahum / Michelle Savard / Dana Sharp / Patrick Wilson

<b>Name/Title of Committee Members</b>	<b>Name/Title of Committee Members</b>
Rebecca Camobreco, Grade 5	Jeanine Lupisella, Principal
Cathy Colgan, Community Member	Julie Masterso-Smith, Library Media Specialist
Tricia Crabbe, Grade 4	Maria Nahum, Grade 3
Anna Erickson, Grade 2	Kimberlee Roberts, Grade 4
Melinda Fleming, Grade 2	Michelle Savard, Grade 5
Rebecca Fraser, Special Education	Dana Sharp, Speech Teacher
Deborah Fullerton, Para-professional	Kimberly Simpson, Grade 5
Julie George, Grade 4	Lisa Smith, Grade 3
Heather Graney, Grade 2	Joelle Weaver, Assistant Principal
Jodi Kwiatkowski, Special Education	Patrick Wilson, Grade 3
Kelly Lawrence, Community Member	

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.

- By June 2019, Manor School students will increase their ELA triangulated score by one point on the Manor School Literacy Scale. The Literacy Scale is a 1-12 point metric, which is calculated from equal weighting of iReady assessments, Lucy Calkins writing, and common curriculum-based measures.

### Example of Metric Guidelines for September (criteria is adjusted each testing period – Fall/winter/spring)

The first column includes the proficiency band or level of need four-point conversion. The next three columns identify the criteria needed to determine each level of proficiency. All assessment results are compared equally by converting them to a four-point scale. Any assessment can be easily replaced or updated with this method. The overall data score is where students land when all three scores are totaled. This system enables us to analyze data equally across grade levels and over time, as well as determine which students need intervention or enrichment. Tier 1 implies strong first instruction in the classroom, Tier 2 typically refers to small group intervention and Tier 3 is for our neediest students including a very small group or 1-1 intervention.

**Chart A**  
**Grade 3 September**

Level of Need	Curriculum Based (seasonal)	i-Ready (seasonal)	Lucy Calkins Overall 2016-17	Overall data score	Tiers of support
Above Benchmark (Blue) 4 points	Above 90%	561+ Above	4	11-12	Enrichment Tier 1
Benchmark (Green) 3 points	75-90%	515-560 mid- late	3-3.5	8-10	1 Tier 1
Strategic (Yellow) 2 points	60-75%	492-514 Early	2-2.5	5-7	2 Tier 1 + 2
Intensive (Red) 1 point	Below 60%	491 and below	0-1.5	Below 5	3 Tier 1 + 2/3

**Chart B**

Current data has been compiled and compared to expected data to attain of our two-year goal:

Grade Level	Enrichment (11-12)	Enrichment (11-12)	Benchmark (8-10)	Benchmark (8-10)	Strategic (5-7)	Strategic (5-7)	Intensive (3-4)	Intensive (3-4)
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
2 <sup>nd</sup>	12	55	101	74	30	15	4	3
3 <sup>rd</sup>	23	51	73	53	30	24	3	1
4 <sup>th</sup>	9	39	83	63	39	31	11	7
5 <sup>th</sup>	5	22	71	79	52	32	14	9

### Strategies to Accomplish this Goal

- Extend our collaboration model by creating time for teacher collaboration and clarity. Actions would include creating and evaluating viable, engaging, curriculum responsive to consistent student progress monitoring.

**Chart C**

**Honeoye Falls- Lima CSD  
Manor School Curriculum Implementation Plan**

<b>Year/ Content</b>	<b>ELA</b>	<b>Social Studies</b>	<b>Science</b>	<b>Math</b>	<b>Pro- gress</b>
<b>2016-17</b>	Clarified Reading Standards With i-Can statements and vertical alignment	Began to write units		Realigned math pacing/maps	Done
<b>2017-18</b>	Integrate with SS	Curriculum maps and unit writing for New Standards	Familiarize with new standards	Common assessments data analysis	
<b>2018-19</b>	Complete integration/Cross check with New Generation Standards	Complete integration/Cross check with New Generation Standards	Start to integrate Science into unit plans  Write common assessments	Familiarize math standards	
<b>2019-20</b>	Complete integration with Science  Write common assessments		Complete integration with Science with common assessments	Curriculum map/unit plan for new standards and possible science integration  Realign common assessments	
<b>2020-21</b>	New NYS assessment		New NYS Assessment?	Complete unit development. New NYS assessment	

- a. involve entire grade level teams work jointly on common assessment
  - b. continue to enable grade level teams to collaboratively develop units together
  - c. as a result of data analysis, continue to access teachers' expertise, professional resources and/or consulting services (e.g., reading, math, and technology) to help learn current, effective, best practice strategies as needed for our students; including enrichment opportunities
  - d. provide collaborative time to review and integrate new science and social studies standards, develop common assessments, and develop unit lessons as a grade level team
2. Update student progress reports.
  3. Continue to explore resources for literacy integration and STEAM.
  4. Continued professional development for technology tools and resources.

**Evidence**

Current evidence that these strategies will be successful in accomplishing this goal are:

- Results in Margaret Allen's class after restructuring her curriculum.(LEAP) –evidence of ongoing focused, articulated, collaborative planning
- Results of math work – conversations a about data, instruction and common assessments and spiral reviews
- Interim results to this current year's work on power standards.
- Research on best practices – John Hattie, Merilee Springer, TLT book study

**Budget Request**

- Modify schedule and/or provide some additional student supervision so teacher teams can meet collaboratively at least one hour a week
- Create a training and curriculum budget and plan with sufficient time and resources to accomplish this goal 300 hours of Summer curriculum work per grade
- Provide time to align progress reports and funding for Schooltool work
- Maintain supply/textbook budget to support curriculum work and to boost access to authentic literature and documents
- Maintain 1:1 access to technology – consider shift to touch screen combination

2. All students will select one of seven Habits of Minds (e.g, persistence, creativity,). Over the year, each student will show evidence of their work towards becoming more proficient in the identified habit and will save this evidence to their Office 365 account. This work will be reviewed and reflected upon by faculty, students and their family. This work will be ungraded. However, in addition to increasing social and emotional learning, it will reinforce the literacy skills outlined in Goals #1.
3. By June 2019, all students will increase their engagement and achievement by applying at least one Habit of Mind to their academic work through creating and sharing integrated HOM portfolio.

## **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. By June 2019, Manor School students will increase their ELA triangulated score by one point on the Manor School Literacy Scale. The Literacy Scale is a 1-12 metric, which is calculated from equal weighting of iReady assessments, Lucy Calkins writing, and common curriculum-based measures.

Actions from analysis for this current school year (highlighted actions were supported budget requests):

- For Lucy Calkins (writing) we have learned that we need to focus on the heart of the story, synthesis and evaluation. Individual goals are set with students based on their specific results.
- We are teaching too many standards and need to narrow our focus, exploring key standards in depth. **Our four reading teachers have been essential to this transition.**
- Planned schedule changes to implement in 2017-18 school year were made to enable integrated instruction for ELA/SS and ELA intervention blocks that allow for more targeted instruction.
- **Curriculum work for writing ELA/SS** integrated units was done at the end of June 2017 and has continued throughout the school year with the development of common assessments.
- Grade level teams work collaboratively once a week for 30 minutes to focus on four questions:
  1. What do students need to know and be able to do? (creating and ensuring a viable, consistent curriculum)
  2. How will we know when they have learned it? (Monitoring and discussing student progress and or creating common assessments)
  3. What will we do when they have not learned it? (Intervention and classroom instructional strategies/plans)
  4. What will we do when they have already learned it? (Enrichment and classroom instructional strategies and plans)

Holly Sidebottom has been essential in supporting the teams in this collaborative work as well as forming effective team collaboration norms.

- We explored literacy resources. **Students have 1-1 access to technology, which has supported integration of technology into lessons on a regular basis.** We have purchased or use digital resources such as Office 365, NEWS ELA, Epic, Read Theory, Discovery, flip grid, See Saw, and True Flix to enhance our selection of reading resources as well as purchased traditional reading materials and publications.
- Special area teachers have focused on vocabulary development and supporting literacy in their classes.
- Students taking ownership for learning; reflecting on their progress and setting goals
- Year 2 of parent volunteers supporting our Millions of Minutes Program (talk to students about independent reading books or read with students who do not read at home). Students have surpassed our reading minutes from last year at this time.
- Reading teachers attended NYS Reading conference and will begin to weave in learning through collaboration time, coaching and faculty meetings. Key findings – Amount of time spent reading matters; strategic reading needs to be modeled and taught; discussion is critical prior to writing. Student interest and choice matter.
- School counselors continue to be integral in supporting social/emotional needs as well as proactively supporting student development. Teachers are more focused on academics than behaviors.
- Updated homework policy. We included a reading weekly review for homework in addition to math weekly review, reading minutes and math fact fluency practice.

- By June 2019, all students will increase their engagement and achievement by applying at least one Habit of Mind to their academic work through creating and sharing an integrated HOM portfolio.

\*ONE YEAR GOAL- By June 2018 30% of students will demonstrate proficiency in their understanding of the 7 power habits as measured by HOM (7 power habits) post survey.

- In September of 2017 all students in grades 3-5 completed a survey based on prior knowledge of our Habit of Mind and TRACKS initiative. Below are the summary outcomes from the survey. These outcomes are the basis for growth with regards to our SIT goal. 5% of the students in grades 3-5 correctly identified all 7 of the Power Habits
- 56% of our students correctly identified 1-3 of the Power Habits
- 36% of our students could not identify any of the Power Habits
- We also learned that 76% of our students could correctly match the Power Habits with the Character Education tenants found in our TRACKS. 71% of our students recognized that the Habits of Mind help them become better citizens and help them learn every day in school.
- Below is the 3-year action plan that guides the work of our PBIS committee. This plan is reviewed and edited at each of the monthly PBIS meetings. Action items highlighted in green have been accomplished, yellow are action items currently in progress and items not highlighted are future actions.

### 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.

- Manor School will enhance student achievement through data analysis to determine next steps toward targeted instruction that is challenging and engaging. Evidence will be measured using three common assessments.

Chart D

2016 – 2017 Summary Data for i-Ready, GRA, Lucy Calkins and State Test Scores

School Summary	Progress Towards Targets (Average Across All Students) on GRA	Total Students On or Above Spring GRA	Total Students Tested in Spring	iReady Percentage Reading	iReady Percentage Math	STATE SCORES ELA	STATE SCORES MATH
Manor School	 79.50%	488	614	58%	63%		
School Detail By Grade	Progress Towards Targets (Average Across Grade Level) on GRA	Total Students On or Above Spring GRA	Total Students Tested in Spring	iReady Percentage Reading	iReady Percentage Math	State Score ELA	State Score Math
Grade 2	 84%	113	135	77%	72%		
Grade 3	 85%	131	154	59%	55%	57%	62%
Grade 4	 71%	110	156	57%	62%	56%	64%
Grade 5	 79%	134	169	42%	63%	42%	70%

Grade Level	Narrative Writing				Informative Writing				Opinion Writing			
	Pre Points	Pre Level	Post Points	Post Level	Pre Points	Pre Level	Post Points	Post Level	Pre Points	Pre Level	Post Points	Post Level
Grade 2	17.1	1.7	27.7	2.7	18.8	1.9	27.6	2.7	19.9	2.1	28.6	2.8
Grade 3	14.9	1.6	24.0	2.4	17.8	1.8	26.2	2.6	17.5	1.8	25.7	2.6
Grade 4	14.1	1.5	19.2	2.0	17.1	1.9	22.3	2.3	16.1	1.8	24.8	2.5
Grade 5	13.6	1.5	21.3	2.2	16.4	1.7	24.0	2.4	17.9	1.9	25.8	2.6

**Reflection:**

- Dipping our toes into using this data in a triangulated format (illustrated in this year's goal) NYS Math results were celebratory – especially grade 5.
- GRA was not consistent with results for student performance on iReady and NY State Test.
- iReady results were reflective of how students performed on the state test.

- iReady gives us the best information in a timely manner with target skills and instructional recommendations. All students in grades 2-5 take this assessment. Results have led to a renewed focus on vocabulary instruction school wide and in phonics for grade 2.
- Through performance on Lucy Calkins assessments, students are demonstrating progress and are more positive about writing; continue to strive for an average of 3 out of 4 on the rubric.
- Analysis from NYS has helped us focus on power standards 1-4 and 8 regarding Reading for Information and Literature as our results fluctuated on these 5 standards over time.
- Need to continue to use and refer to Reading Standard documents created this year by the reading committee.

2. By June 2017, all students, parents and staff will be able to identify 16 Habits of Mind that relate to TRACKS. Evidence will be provided by completing the eight action steps prepared by the PBIS committee.

- All plans highlighted in green have been accomplished. Yellow are in progress.

**Chart E**

<u>Year 1: 2016-2017</u>	<u>Year 2: 2017-2018</u>	<u>Year 3: 2018-2019</u>
<p><u>Focus: (Acquisition)</u> Staff and Parent understanding the shift in tracks and knowing the 16 habits. (Teaching each separately) All staff and students identify what the HOM are and how they relate to the TRACKS.</p> <p><u>Action Steps:</u></p> <ul style="list-style-type: none"> <li>• PBIS committee will do a book study and have grade level reps take concepts back to grades; anyone else who wants to join is welcome.</li> <li>• September: 16 habits lessons rolled out in the order of tracks</li> <li>• Create student questionnaire</li> <li>• Students will complete questionnaire in January 2017 (moved to 2017)</li> <li>• Every room will have a tracks board- as the class participates in a lesson to learn the habits, they can add a completion ticket to their tracks board- also assist with accountability</li> <li>• PBIS committee will develop 16 videos to introduce habits of mind with follow up activities- when classes finish, shout out on Cougar News, certificate and name on bulletin board "Making a Habit of Being on Track".</li> <li>• Presentation to SIT</li> <li>• Parent training nights</li> </ul>	<p><u>Focus: (Application/Analysis)</u> Embed 16 habits into curriculum mapping- math, science, etc. Apply habits to the common core and embed the HOM into daily language.</p> <p><u>Action Steps:</u></p> <ul style="list-style-type: none"> <li>• 7 Power Habits chart provided to all Manor Teachers</li> <li>• Pre-test (questionnaire from 2016-17) grade 3-5 for identification of HOM</li> <li>• Introducing "I can" statements for lessons and teachers can choose to select which ones fit their lessons.</li> <li>• Students will reflect on understanding and progress of "I can" statements.</li> <li>• Facilitate a 'make and take' for Habits related "I can" statement visual</li> <li>• Research HOM portfolio options</li> <li>• Choose and trial one portfolio option</li> <li>• Support individual teachers through updates to the OneNote PBIS resources</li> <li>• Provide re-teach lessons for January</li> <li>• Continue to provide resources to all grade levels through PBIS meetings and grade level representation</li> </ul>	<p><u>Focus: (Adaptation)</u> 5<sup>th</sup> Grade Students to own and teach the habits of mind to incoming 2<sup>nd</sup> graders through the 5<sup>th</sup> grade buddy program. All students will complete a first year Habit Portfolio.</p> <p><u>Action Steps:</u></p> <ul style="list-style-type: none"> <li>• 5<sup>th</sup> graders- habits of mind with the 5<sup>th</sup>/2<sup>nd</sup> grade buddies. Takes care of the loop back around and introduction of HOM to new students.</li> <li>• 3<sup>rd</sup> and 4<sup>th</sup> graders are working to analyze and apply concepts through "year 2" lessons</li> <li>• *Update the report card</li> <li>• Designing 5<sup>th</sup> grade buddy HOM activities that are linked to their current ELA and/or Math expectations</li> <li>• "Habits for Life" celebration at each grade level, which invites parents to share their Habits of Mind experiences (example: photographer, engineer, fire-fighter, veterinarian, etc.).</li> <li>• Community posters for HOM</li> </ul>