

<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 Support Service
Site:	6 - 8
DIU Chairperson:	Susan Henderson

Name/Title of Committee Members	Name/Title of Committee Members
Andrea Berends, Special Education	Suzanne Muehleisen, Special Education
Kathryn DeSimone, Special Education	Karen Nelson, Special Education
Daniel Englert, Special Education	Kristin Quinn, Community Member
Marybeth Fortunato, Special Education	Catherine Roberts, Special Education
Susan Henderson, Reading	Cynthia Tillman, Speech Teacher
Jennifer Kirby, Special Education	Linda Willey, Reading

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. 80% of the students with disabilities will demonstrate one year’s growth on their i-Ready reading scaled score by May 2019 (Window 3). One year’s growth will be determined by i-Ready guidelines.

Strategies:

- Students practice i-Ready 45 minutes each week or complete and pass one lesson.
- Students chart their own work.

- Implement a reward system; PBIS drawing for those who complete the 45 minutes or one passed lesson.
- Sensory regulation.
- Student reflection, with the special education teacher, at the end of each marking period.
- Student reflection, with the counselor, after each test.
- Provide summer programming and online monitoring to encourage active reading and math participation with i-Ready during the summer.
- Consider making summer school available to students significantly below grade level based on teacher recommendations, i-Ready scores, and New York State Test scores. One teacher per grade level is recommended.

Technology:

- Continue to support the 1:1 laptop initiative.
- Continue to support the Naviance program to set goals and track progress
- Consider allowing students to use the computer lab after school to complete i-Ready or allow students to take computers home.
- Teachers would like additional training to deepen their understanding and use of i-Ready.
- IXL for ELA/Reading for resource students.

Resources:

- Consider adding a literacy coach to help analyze data and to assist teachers with developing strategies.
- Provide special class reading at all three grade levels.
- Leveled Literacy Intervention reading program
- Counselors continue to provide Naviance goal setting lessons for students during ELA and resource classes.

Timeline:

- Three benchmarks – September, January, May.
- Growth will be determined by comparing the score improvement from September 2018 to May 2019.

2. 80% of the students with disabilities will demonstrate growth in i-Ready vocabulary scaled score.

Strategies:

- Mini vocabulary units in all subjects
- Center-based opportunities in resource
- Vocabulary extensions in Speech Therapy
- Pre-teach content specific vocabulary
- Consider a continuation of vocabulary instruction during summer programming and online monitoring and/or during a summer school program.

Technology:

- i-Ready, personal laptops; teacher made tests and quizzes

Resources:

- Unit vocabulary lists for social studies and science for each grade level.
- Staff development to create vocabulary activities and place on One Drive
- Summer programming and online monitoring.
- Summer school

Timeline:

- Baseline i-Ready in September, follow-up in January and May.

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. 80% of the students with disabilities will demonstrate growth in i-Ready reading scaled score.

	Special Education Average Growth Score	Special Education % meeting goal	Reading/ Writing Lab Average Growth Score	Reading/ Writing Lab % meeting goal	School-Wide Average Growth Score	School-Wide % meeting goal
Grade 6 – 7 (Growth target- 15 points)	23	64% (14/22) (82% improved)	10	47% (9/19) (63% improved)	16	52% (86/165)
Grade 7 – 8 (Growth target- 13 points)	13	56% (14/25) (67% improved)	23	75% (15/20) (85% improved)	12	51% (86/168)

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. Students will demonstrate improvement in two out of eleven executive functioning skills (average of student and teacher scores) as measured on Dawson and Guare's Executive Functioning Scale for middle schools to improve student achievement, engagement, and pride.
 - The executive functioning skills are working memory, sustained attention, planning and prioritizing, time management, flexibility, response inhibition, emotional control, task initiation, organization, goal directed persistence, and metacognition.
 - We initially used the form as it was developed but need to revise the document due to the difficulty of the language. In addition, the students were overwhelmed with having five choices to complete the document, and a revision might be better with three choices. In order to make revisions, we can use the fourth and fifth grade version to help make the revisions. This survey helped increase student and teacher awareness of the students' specific strengths and weaknesses in all the executive functioning skills. In some cases, students lacked insight to their own weaknesses. Due to some of these shortcomings, we do not have data to show the students' improvement. The survey discussions and discussions at report card time were quite beneficial for the students.