


<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:	English Language Arts
Site:	6 - 8
DIU Chairperson:	Sarah Pollard / Linda Willey

Name/Title of Committee Members	Name/Title of Committee Members
Tricia Connors, Community Member	Donna Merritt, English Teacher
Jennifer Clark, Grade 6 Teacher	Sarah Pollard, English Teacher
Nicholas DiMartino, English Teacher	Linda Willey, Reading Specialist

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. 50% of students, 6-8, will be proficient (level 3 or 4) on a common grade level writing assignment, in January 2019, graded with the NYS Grades 6-8 Writing Evaluation Rubric. The MS ELA department will pre-determine the writing tasks for each grade level, and all middle school ELA teachers will grade a pre-determined number of papers that are not their students.

A. Strategies / Resources:

- MS ELA department will identify and communicate the reading and writing skills used in each task for each grade level, 6-8, using the Essential Standards Chart and ELA Program Evaluation recommendations.
- MS ELA department will determine the writing prompts for grades 6-8.
- MS ELA department will identify grading leaders for grades 6-8, for training purposes and grading day management.
- MS ELA teachers will request common grading and reflection time.
- MS ELA department will develop a grading table and means of data collection (quantitative).
- MS ELA department will develop a reflection sheet for teachers' reflections both during and after grading (qualitative).
- Continue to use iReady to support students' reading development.
- Continue to explore ways to maximize the support of students through co-teaching with 2 English teachers or special education support to better serve the students' varied needs.
- Continue to explore ways to maximize the support of students through flexible AIS support, both in English classes and lab classes.
- Consider a summer school program for students identified as likely to meet standards with added instruction and practice (Summer Enrichment Academy [SEA] by Monroe One BOCES or in-house program to service 30-60 students in grades 6-8).

B. Budget Impacts:

- Continued subscription of iReady
- Review potential writing oriented help resources (iXL, no red ink); consider purchasing a subscription.
- Whole/half day substitutes for common grading day and reflection time.
- Continue to explore ways to maximize the support of students through co-teaching with two English teachers or special education support to better serve the students' varied needs.
- Summer school program for students identified as likely to meet standards with added instruction and practice (Summer Enrichment Academy [SEA] by Monroe One BOCES or in-house program to service 30-60 students in grades 6-8).

2. 80% of students, 6-8, will be proficient with the performance indicators on common assessments based on the ELA standards identified on the Essential Standards Chart (completed by May 1, 2018) based on the ELA Program Evaluation.

A. Strategies / Resources:

- MS ELA department will complete Essential Standards Chart, 6-8 (May 1, 2018).
- MS ELA department will request to participate in professional development for identified Essential Standards and their performance indicators.
- MS ELA department will develop common lesson ideas and assessments for identified Essential Standards and performance indicators.
- Continue to use iReady to support students' reading development.
- Continue to explore ways to maximize the support of students through co-teaching with 2 English teachers or special education support to better serve the students' varied needs.
- Continue to explore ways to maximize the support of students through flexible AIS support, both in English classes and lab classes.
- Consider a summer school program for students identified as likely to meet standards w/ added instruction and practice (Summer Enrichment Academy [SEA] by Monroe One BOCES or in-house program to service 30-60 students in grades 6-8).

B. Budget Impacts:

- Professional development for Essential Standards and their performance indicators.
- Continued subscription of iReady.
- Continue to explore ways to maximize the support of students through co-teaching with 2 English teachers or special education support to better serve the students' varied needs.

- Summer school program for students identified as likely to meet standards with added instruction and practice (Summer Enrichment Academy [SEA] by Monroe One BOCES or in-house program to service 30-60 students in grades 6-8).

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.

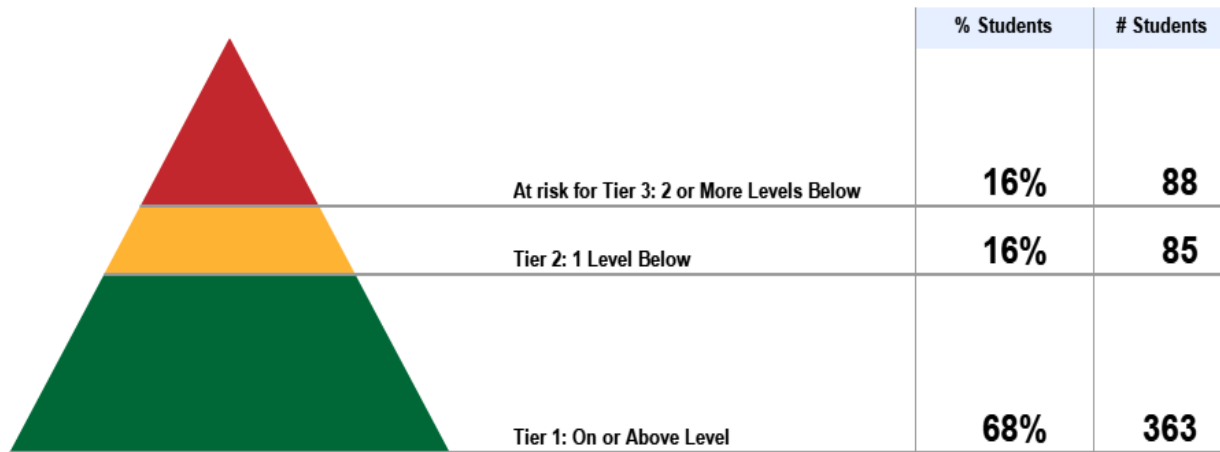
1. 85% of students will show growth on i-Ready diagnostic scaled scores by the end of the 2017-18 school year as compared to the initial assessment given in September of 2017.
 - September 2017 baseline results:
 - Grade 6: 55% on/above grade level; 24% 1 level below; 22% 2+ levels below
 - Grade 7: 63% on/above grade level; 17% 1 level below; 21% 2+ levels below
 - Grade 8: 67% on/above grade level; 14% 1 level below; 20% 2+ levels below
 - Middle school combined results:
 - 61% on/above grade level; 18% 1 level below; 21% 2+ levels below
 - iReady is discussed at every monthly ELA department meeting to share strategies, results on weekly assignments, and how kids are feeling about it.
 - All students, 6-8, made a goal about iReady reading performance using the district software, Naviance.
2. All ELA teachers will revise one activity within a unit of instruction to enhance its rigor and relevance using appropriate SAMR model activities.
 - All 8th graders (DiMartino and Pollard) are using a weekly grammar review in OneNote, created by Nicholas DiMartino. Whole class instruction is variable depending on the skill and week of instruction, independent work is expected and reviewed formatively, and quizzes occur after every 4 weeks of instruction to check individual and group mastery levels.
 - 7th graders with Donna Merritt have to put together a movie preview of 1 minute to show class as a preview of the short story they created. Rob Sanford will be coming in to assist/instruct. Sarah Pollard's classes use Padlet to ask questions during reading to help improve their comprehension, and they use Go Formative to make connections with thematic concepts in short stories.
 - 6th grade is planning to add a common technology component to its Animal Research/Rights project.

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. 50% of students will reach mastery (85%) on a common grade level writing assessment using the NYS writing rubric in each grade level.
 - Actual results:
 - 6th grade: 90/172= 52% mastery passing rate
 - 7th grade: 91/161= 57% mastery passing rate
 - 8th grade: 153/187= 82% mastery passing rate
2. 50% of students will reach mastery (85%) on a common grade level reading/multiple choice assessment using the NYS CCLS at each grade level.
 - Actual results for iReady Diagnostic (May/June 2017):
 - Total for Middle School:
 - 68% on/above grade level; 16% 1 level below; 16% 2+ levels below

536 out of 537 Students Tested



- Results for grade 6: 60% on/above grade level; 23% 1 level below; 18% 2+ levels below
- Results for grade 7: 70% on/above grade level; 13% 1 level below; 17% 2+ levels below
- Results for grade 8: 73% on/above grade level; 12% 1 level below; 15% 2+ levels below

Intervention Screener

Academic year: Current (2016-2017) Define "On Level": Standard View
Subject: Reading Show: Window 1 - 05/10/2017 - 06/08/2017

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Detail by Grade ?

■ Tier 1: On or Above Level
 ■ Tier 2: 1 Level Below
 ■ At risk for Tier 3: 2 or More Levels Below

