


<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:	9-12
DIU Chairperson:	Patricia Tasikas-Gitsis

Name/Title of Committee Members	Name/Title of Committee Members
David Bacon, English Teacher	Mark Luxemberg, English Teacher
Andrea Borrelli, English Teacher	Maggie Robb, Community Member
Kaitlin Fisher, English Teacher	Kelly Tucker, English Teacher
Patricia Tasikas-Gitsis, English Teacher	Antonio Vitale, Dean of Students (TOSA)
Jean Hoffend, English Teacher	

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. During the 2018-19 school year we will continue to strive to maintain the 80% mastery level on NYS exam.
 - In order to accomplish this goal, the department will design and implement unit plans based on the new common core state standards. We will also align all midterms and local final exams to the common core state standards. In addition, we will review and analyze the data from previous tests to focus instruction on areas in which the students need extra assistance.

2. By May 1, 2019, implement the work as described on the Essential Standards Charting. 80% of students will master these performance indicators on the common assessments.
 - In order to accomplish this goal, the department will design and implement unit plans based on the essential common core state standards. We will also align all midterms and local final exams to the essential common core state standards. We will continue to review and analyze the data from previous tests to focus instruction on areas in which the students need extra assistance. In addition, we will utilize programs such as Turnitin.com, NoRedInk.com, Microsoft Office Notebooks, etc. in order to achieve this goal.
3. Mental health has a direct impact on a student's ability to learn and process information. A survey of high school staff shows there is increased concern about student anxiety and depression. 80% of staff report student anxiety as the #1 concern; stress management was #2.
 - a. The high school staff believes programming must be designed specifically to address needs of the students struggling with mental health issues like anxiety/depression. A comprehensive program should consider issues of:
 - i. staffing: teachers to address academic needs and counselors to address metal health concerns
 - ii. location-a safe environment with separate entrance within a school building
 - iii. academic options: flexibility-in credit earning and course pacing, with access to computer credit bearing and credit recovery programs, and/or scheduling-later start to the days or Saturday options as well as full or part time placement
 - iv. education/counseling: for staff, students and families managing this diagnosis
 - b. A program with structured counseling, problem solving and strategy building would benefit students that struggle within a traditional classroom setting. We recognize that with declining enrollment across the District a specific commitment still must be made to address the learning needs of this population with appropriate resource allocation.

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. We will continue to strive to maintain the 80% passing level on the NYS exam.
 - To accomplish this goal the department will design and implement unit plans based on the new common core state standards. We will also align all mid-terms and local final exams to the common core state standards. In addition, we will review and analyze the data from previous tests to focus instruction on areas in which the students need extra assistance.
2. Provide balanced class sizes in writing intensive courses with opportunities for new technology in classrooms.
 - NoRedlink, an online grammar program, is currently part of the English 9 curriculum. In addition, an English teacher is piloting Schoology in the classroom. In addition, all English teachers are using Turnitin.com as an assessment for essays and papers
3. Opportunities for real life applications of lesson (field trips, guest speakers).
 - AP English classes visit and conduct research at a local college library. In addition, the English department has been collaborating with the Library Media Specialist to provide guest speaker opportunities for the students.

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. We will continue to strive to maintain the 80% passing level on the NYS exam.
 - To accomplish this goal the department will design and implement unit plans based on the new common core state standards. We will also align all mid-terms and local final exams to the common core state standards. In addition, we will review and analyze the data from previous tests to focus instruction on areas in which the students need extra assistance

2. Provide a balanced curriculum including incorporation of close reading units to meet CCSS and improve close reading skills at all grade levels.
 - Close reading units and lesson were implemented at all grade levels
3. Provide balanced class sizes in writing intensive courses with opportunities for flipped classrooms.
 - Additional classroom computer carts and smartboards allowed for workshop style lessons