


<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:	Mathematics
Site:	6 - 8
DIU Chairperson:	Michelle Bauer / Katherine Joint

Name/Title of Committee Members	Name/Title of Committee Members
Michelle Bauer, Math Teacher	Kathrine Joint, Math Teacher
Lawrence Czubinski, Math Teacher	Lori Lomker-Rayburn, Grade 6 Teacher
Robert Gillis, Community Member	Diane McLane, Grade 6 Teacher
Laura Holmes, Math Teacher	Christine Merrill, Math 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. 100% of HF-L Middle School students will show growth, as measured by the i-Ready diagnostic tests comparing Window 3 results (May/June 2019) with Window 1 baseline results (September 2018).
2. 70% of HF-L Middle School students will meet their individual i-Ready growth goals for the year (typically 13-15 points of growth per year) comparing Window 3 results (May/June 2019) with Window 1 baseline results (September 2018).

Strategies:

This can happen through continued and / or increased focus on:

- Utilization of i-Ready targeting passed lessons versus time spent, dedicating time in Math Lab and other resource sets for i-Ready, ensuring that all support staff have access to i-Ready data for students they service.
- Implement staff development on effectively utilizing i-Ready as an instructional tool. Students need to know how to access good resources for helping them successfully complete i-Ready lessons. This could be utilized as an instructional component of digital citizenship training.
- Increased focus on vocabulary development / fluency and application of vocabulary to problem solving as a means to increase comprehension. Each grade level will create a list of 10-20 vocabulary words that must be mastered by the end of that grade level. From these lists, we will prioritize 10-15 terms that cross all grade levels for increased focus in Math Lab and other AIS settings (Reading/Writing Lab, Resource, etc.).
- Align 5-8 Math instruction to create best practices by topic / process constants for better consistency across the grade levels. Implement more consistent instructional strategies that focus on efficient methods for solving math problems would have an immediate positive impact on our students and overall program.
- Incorporating summer school as a means to bridge/maintain skills for our AIS students over the summer. (i-Ready could be utilized as a differentiating tool.)

Resources / Budget Impact:

- Apps for Vocab. Development - some free / some subscription fee: VocabularySpellingCity.com, Studystack, Quia, Make your own Kahoot, Plickers, Quizlet, Quizizz
- Staffing for summer monitoring of continued i-Ready usage.

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.

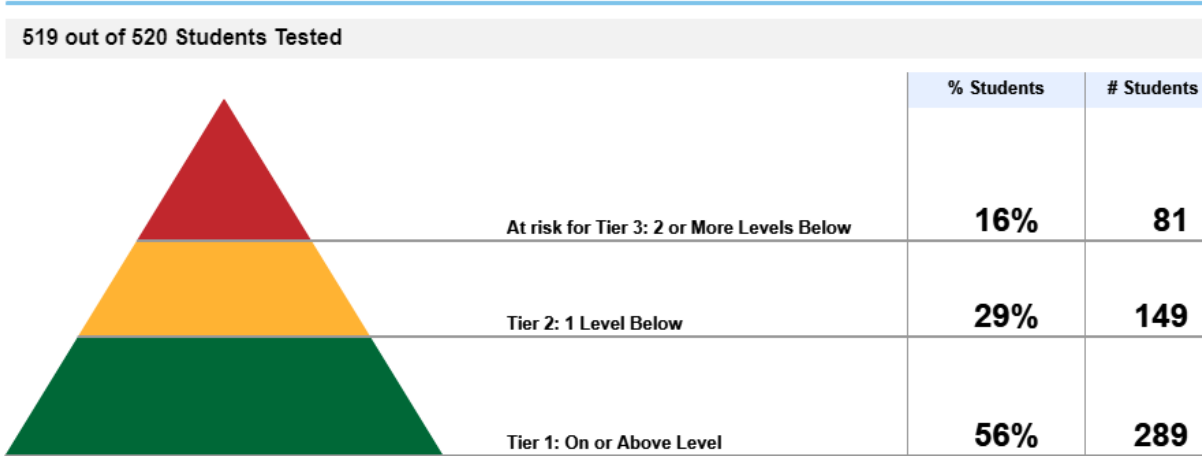
1. 100% of HF-L Middle School students will show growth, as measured by the i-Ready diagnostic tests given throughout the year.
2. 70% of HF-L Middle School students will meet their individual i-Ready growth goals for the year (typically 8-10 points of growth per year).
 - *We changed our percentage from 85% to 70%, due to the fact that we were gauging 8-10 points of growth per student, and the projected growth set by i-Ready is 13-15. Therefore, our percentages meeting this higher growth will naturally go down. Also last year, only 61% of school achieved their target of growth (understandable since this was our first year using the program). We wanted our goal to be reachable.*

Current Strategies / Progress:

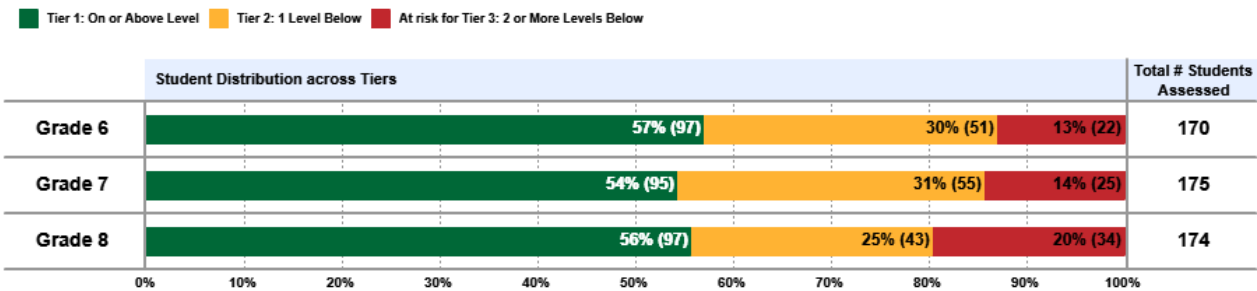
- Varied / multiple methods of instruction
- Common assessments across grade levels
- Common planning time
- Use of stations to differentiate and provide time for practice
- Interactive websites and apps
- Problem-solving investigations and inquiry labs to increase comprehension and application opportunities
- Class levels differentiated to meet the learning needs of our students (Blended Classrooms, Team Taught, accelerated, etc.)

Window 1 (September, 2017) Baseline Results:

School Summary ?



Detail by Grade ?



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. On the 2017 final exam, 60% 7th and 8th grade students will perform at mastery level on their final exam.

Actual 2017 final exam results were as follows:

Grade 6	Math 6 Mastery: 46%	Passed: 82%
Grade 7	Math 7/8 Mastery: 75%	Passed: 96%
	Math 7 Mastery: 42%	Passed: 87%
	Math 7 CT Mastery: 33%	Passed: 86%
	Math 7 TT Mastery: 8%	Passed: 78%
Grade 8	Algebra Mastery: 98%	Passed: 100%
	Math 8 Mastery: 64%	Passed: 95%
	Math 8 CT Mastery: 26%	Passed: 69%

CT = Co-Taught (1 math teacher + 1 special education teacher)
TT = Team Taught (2 math teachers)