


<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:	LOTE (Language Other Than English)
Site:	9-12
DIU Chairperson:	Beth Hoffman

Name/Title of Committee Members	Name/Title of Committee Members
Leslie Barkin, Community Member	Catherine Nye, French Teacher
Beth Hoffman, Spanish / French Teacher	Sharon Pawlak, Spanish Teacher
Laura Knox, Spanish Teacher	Chelsea Sanchez, Spanish 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.



High School SIT Statement for 2018 – 2019

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.

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:

- staffing: teachers to address academic needs and counselors to address metal health concerns
- location-a safe environment with separate entrance within a school building
- 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
- education/counseling: for staff, students and families managing this diagnosis

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.

World Language Mission Statement

The HF-L High School World Language department aims to develop the invaluable assets of linguistic diversity and intercultural competence in our students. This year's targets have distinct objectives for students transitioning to the high school from the middle school, as well as from HF-L to higher learning institutions. We wish to ensure that our student body values learning language and culture while at HF-L, and ultimately has a competitive edge so they can access the colleges and careers of their choice.

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. **GOAL: To ensure college readiness and competitiveness, world-readiness standards will be reinforced in upper level classes. World Languages enrollment will be sustained at 50% of juniors and 25% of seniors, and the department will strive for improved gender balance.**
 - a. **STRATEGY** – Inculcate the long-term importance of World Language skill and assets during lower levels and offer distinctions at junior year and graduation.
 - b. **TACTICAL PLAN** -
 - i. Develop higher awareness of upper level options, and show how these opportunities distinguish students as college candidates.
 1. **Individual Language Exploration (ILE) with online Tell Me More program** for juniors and seniors show student independent **initiative**
 2. MCC Honors and AP language tracks offer **rigor**.
 - ii. Capitalize on students' **current extracurricular experiences**
 1. Communicate to all other students' private initiatives **highlighting travel, service learning, and volunteer work**.
 - a. **The Foreign Language Club** adopted this approach in the current school year, and the club has had an extraordinary renaissance.
 - b. We will encourage ongoing communication from our WL influencers to share the experiences with the larger classroom audiences.
 - iii. Provide **consistent information during course selection period**.
 1. Create a brochure / infographic for all counselors' use during the course selection period.
 2. Reinforce this with a common PP presentation for use in all classes in December.
 3. Enlist grads during winter break to offer their perceptions of WL at college
 - iv. Promote distinctions in Language learning
 1. Initiate / Pilot the **NYS Seal of Biliteracy** program. The program requires **additional staff remuneration** to be determined (Exhibit 1.1)
 2. Reinforce the French / Spanish Honor Societies
 - v. Analyze data gleaned from **January 2018 survey**
 - vi. Determine the reason why **foreign exchange students** no longer attend HF-L promote the return of the program
 - vii. Follow up directly and conference individually with students who plan to drop language
2. **GOAL: Students will demonstrate mastery of checkpoint B material and to be prepared for the challenge of advanced World Language study. 75% of all students enrolled in World Languages will demonstrate mastery (85%) on the Comprehensive Checkpoint B exam.**
 - a. **STRATEGY** – establish a *structured SUPPORT program outside of the classroom*, and provide more opportunity for 1:1 experiences in the classroom by adopting **pedagogical recommendations of the ACTFL organization**. (Exhibit 2.1)

b. TACTICAL PLAN

- i. To better **measure checkpoint B outcomes**, we may transition from the Monroe County to the **FLACS Consortium** . In 2017-2018, we are investigating the merits of this option.
- ii. To **promote healthy social interaction, optimal student sectioning** is required for essential communicative and collaborative classroom environment. Due to increased enrollments over three consecutive years, we are poised to **add staff**.
 1. Maintain class sizes to ACTFL recommendation: 15-20 students (Exhibit.2.2)
- iii. To **address needs of increasing populations of students with IEP and 504 plans, and the socio-emotional needs for those at risk as emphasized in the HS SIT statement**.
 1. Establish the **HS World Languages Resource Lab** similar to the middle school **TAP services program**
- iv. To update the current **Spanish program**, we expect to
 1. Investigate program options in 18-19 for adoption in 19-20
 2. Upgrade curriculum in summer 2019
- v. To enhance independent learning, promote conversation and better pronunciation, we will use a variety of **on-line services**.
 1. Continued subscriptions to online service providers
- vi. To enhance and optimize classroom climate , when possible we will move units pertinent to **SEL – Socio-emotional learning** -- to the beginning of the year.
- vii. To reinforce essential questions, we expect **TPACK & SAMR applications** will characterize student assessment. In particular, we can focus on C (content) of TPACK and C of World Language standards (culture).
 1. We will begin to assess **technology needs for the 2019-2020 school** year when we leave the B-wing and are re-located.
 2. We will evaluate **student furniture options** that optimize learning in the WL classroom to be included in the capital project renovation.

3. GOAL: Create an optimal transition from middle to high school, as measured by the retention of students and maintaining student teacher ratios and services provided at the middle school.

- a. STRATEGY - adopt services, procedures and class environments that are typical in the middle school that are appropriate in the high school setting, and assess students in a consistent fashion to other Monroe County districts (Exhibit 3.1 and 3.2).
- b. TACTICAL PLAN
 - i. **Continuity of TAP services program**, but similar to the delivery system of other high school support systems such as math lab and ELA reading resource.
 - ii. **Communicate effectively with “transitional players”**. Middle and high counseling offices and middle and high school WL teachers need to make sure no students “fall through the cracks” during course selection.
 - iii. Endorse the proposal for the final average calculation of middle school level 1 for the High school transcript. (50%/50% plan) Adoption beginning with the class of 2022.

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 begin the implementation of a Language Resource program similar to what has been offered at the Middle School level for years to students with IEPs and 504s who need additional support in Spanish and French. It is our hope that the benefits of this program will be to increase the retention of students between Checkpoint A and Checkpoint B and to increase mastery rates to 70%-75% on the Regional Checkpoint B exams.
 - The proposed HS TAP program continued to be rejected 16-17 through 17-18. This is a staffing problem due to the current posture of the district to avoid hiring staff. **It is important to note that World Language enrollment increased overall again.** Subsequently, not only was the TAP program not implemented, our class sizes at Freshman and Sophomore levels have exploded to the upper 25-30 range in numerous sections. Additionally, three of four of our staff is working a sixth assignment. The ramifications of this ongoing posture:
 - makes 1:1 support for students in class nearly impossible

- **compromises positive and productive social interaction** that is a foundation of effective language classrooms
 - makes teacher / student connections more difficult
 - saturates teachers' student rosters and may precipitate teacher burn-out
 - favors receptive skill assessment while limiting productive assessment options
2. We would like to make a concerted effort to go deeper into cultural aspects (products, perspectives, practices) of the target countries in all levels so that students understand the connection between cultural practices and the language when reaching the upper levels.
- Performance assessments that have been implemented or are planned this year include cultural inquiry projects that make cross-cultural examinations at each level. To provide an umbrella and point of departure to fine-tune our goal, the six main AP Themes of Global Challenges, Beauty and Aesthetics, Science and Technology, Contemporary Life, Personal & Public Identities, and Family & Communities have guided our vision for this goal. Where applicable, the units pertinent to these themes are driving project work in the lower levels. Examples include:
 - French 2: Selfie project (Personal & Public Identities), Holidays / cooking authentic food (Family and communities) and cultural comparisons in each unit: Lives of Teens, food & meal-taking and education
 - Spanish 3: Protecting our Planet Project (Global Challenges), Cooking project (Contemporary Life)
 - French 3: Haute Couture project (Beauty and Aesthetics) and Travel project (Contemporary Life)
 - French 4H: Fine Arts Presentation (Beauty and Aesthetics) App development project (Technology)

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. World Language Department will increase their junior enrollment from 44% in 2015-16 to up to 50% in 2016-2017. We will increase Senior enrollment from 24% in 2015-2016 up to 30% in 2016-2017. We will work to retain more of the incoming 9th graders moving from Middle School to High School.
- We achieved the goal set for 2016-2017 for juniors with 54% outcome. Subsequently in 2017-2018 we hit the goal for that year as well with 25% of seniors enrolled
 - While we did not sustain this goal in 2017 – 2018, we did see an increase in independent study students who have continued to level 2 in Italian and German, and one student who has reached level 3 in Chinese.
2. College readiness of our students: Our department needs to implement improved support to our IEP and 504 students to move them successfully through levels 2 and 3 and to improve the mastery rates on the Checkpoint B regional exam. These students will encounter foreign language in college and we need to help them acquire enough high school credits for a possible exemption from the foreign language requirement in college. We need to maximize the number of students who gain exposure to a successful study of language and culture so as to give them the opportunity to become comfortable and confident in a multicultural world. We are proposing a continuity in the high school of the TAP services offered to Level 1 French and Spanish students in the middle school.
- The TAP program proposed continued to be rejected in both DIU for 16-17 through 17-18. Again, this is a staffing problem and the current posture of the district is to avoid hiring. In 2016-2017 enrollment actually increased in 2016-2017, but the district elected to cancel the MCC senior class section and assign two 6th assignments to “cover” other classes.
 - Feedback from recent graduates is resoundingly positive: MCC transfer credit is well-received and students feel well-prepped for the current demands in their college classes. Additionally, AP &/or MCC credit afforded students exemption from language requirements.

DATA & RESEARCH APPENDICES

GOAL 1:

Exhibit 1.1 Candace Black spoke at the annual NYSAFLT conference as a trusted professional regarding implementing the Seal of Biliteracy

Re: seal of biliteracy

CB Candace Black <nysaflt.rochester@gmail.com> Tue 10/17, 6:18 PM
Beth Hoffman

Inbox

You replied on 10/18/2017 10:26 AM.

Beth,

That's unfortunate that at this meeting it was implied or stated that the "point person" for the SSOB at any school can handle the work without any compensation/release. The only reason was able to do this was because I had a .2 release for department chair. The SSOB is feasible to fit into the normal department chair duties, but not with a full class load. This is a really valuable program and if districts want it offered, then they have to provide the time and space to make it happen. We simply cannot continue to load more and more responsibility onto teachers without making this time and space available. There was some pushback from the administrators that attended the sessions last year, so my suggestion as a compromise was to release the "point person" for the SSOB from a duty at least once a week. This provides a reasonable amount of time to do the work, but isn't overly onerous for the school. Now keep in mind, this is only for the primary person responsible for making the SSOB program work at your school - it is NOT for the whole SSOB committee, but there needs to be someone to pull it all together and keep the committee on track.

I'm actually giving a presentation on the SSOB at the NYSAFLT Annual Conference this weekend, so you can find documents to help support your case (specifically a document called SSOB Coordinator Responsibilities) on my wikispace: cblack.wikispaces.com (look for the NYSAFLT AC 2017 tab on the right margin).

As far as FLACS goes, HUGE THUMBS UP!! \$60 total cost to the school for field tested exams in 5 languages and two levels (checkpoints A & B) with no work on the teachers' parts to create the exam or attendance at BOCES writing workshops, not to mention the fact that it is the ONLY statewide bench and

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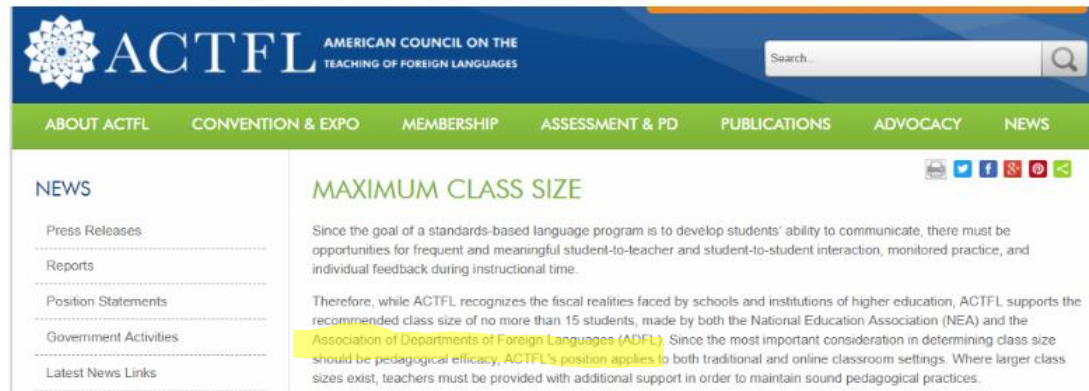
DATA & RESEARCH APPENDICES

GOAL 2:
Exhibit 2.2

Maximum Class Size | American Council on the Teaching of Foreign Languages

Saturday, December 2, 2017 2:17 PM

Clipped from: <https://www.actfl.org/news/position-statements/maximum-class-size>



Goal 3:
Exhibit 2.1

2017 – 2018 Data for Students with IEPs or 504 Plans taking language

Grad Class:	2023 & 2022	2021	2020	2019
# of students with IEPs or 504 Plans*	33 IEP students receive the service	French 16 of 60 Spanish 18 of 106	French 2 of 50 Spanish 14 of 111	French 0 of 37 Spanish 3 of 44

At middle, only IEP students are officially scheduled for TAP

Exhibit 3.2 :

2017- 2018: Differences in Class Size Composition Middle School versus High School

	Grade 7	Grade 8	Grade 9	Grade 10
French	20.6	20.6	21	25
Spanish	21	20	24	25
Average Size	20.6		24.2	
Range of Size	17 to 25		15 to 29	