


<p><b>HONEOYE FALLS-LIMA CENTRAL SCHOOL DISTRICT</b></p> <p><b>Quality Education Design: A Student-Centered Approach to Program Budget Development for the 2018-19 School Year</b></p> <p><b>Operational Plan 2018-19</b></p>	
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<b>Decision Input Unit Name:</b>	<b>Social Studies</b>
<b>Site:</b>	<b>6 - 8</b>
<b>DIU Chairperson:</b>	<b>Zachary Clarry</b>

<b>Name/Title of Committee Members</b>	<b>Name/Title of Committee Members</b>
Zachary Clarry, Social Studies Teacher	Cheryl Lavery, Grade 6 Teacher
Jana Gardner, Grade 6 Teacher	Jessica Valenti, Social Studies Teacher
Joanne Gravelle, Social Studies 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. By June 2019 all students will increase their Window 3 i-Ready reading test scores by at least one grade level (13-15 points) based on their September 2018 Window 1 baseline I-Ready reading test scores.

**Strategies:**

- More primary source and informational text within social studies class and curriculum
- Addition to NewsELA throughout the school year as a connection with the curriculum is present
- Differentiate reading when appropriate and possible to meet students level of rigor
- Modified expectations and assignments based on student ability
- Common text tagging reading strategies with ELA

- Common ACE strategy when writing with ELA and science
- Cross content planning on writing assignments with ELA
- Collaboration with library on leveled research sources
- Utilizing paraprofessional support when available for small group instruction
- Student choice in responses: hard copy or typing for better ability to show and demonstrate work

**Resources / Budget Impact:**

- In order to improve our ability to differentiate and meet the varied needs of students, we think incorporating a **co-taught model** into our 7<sup>th</sup> and 8<sup>th</sup> grade social studies class would be beneficial.
    - This could be accomplished without adding extra staff as long as we rearrange our class sizes in the non-co-taught classes. We have surveyed other Monroe County schools and many of them are utilizing the co-taught model within their integrated social studies classrooms with a lot of success (Penfield, Pittsford, Brighton, Rush-Henrietta).
    - Through the master scheduling process, make an effort to decrease our integrated class sizes (example: In current 2017-18 8<sup>th</sup> grade classes, our two non-integrated classes have class sizes of 21 and 24 but the integrated classes have 26, 27, 28)
    - Through the master scheduling process, we could purposefully scheduling students to reduce the span of reading levels to avoid placing students who are significantly above grade level with students who are 2 or more years below grade level.
    - Another resource could be the flexible scheduling between paraprofessional and special education teacher pushing into general education classes based on needs of each particular day between different subject areas (ex. ELA and Social Studies), in order to support the varied learning needs of students with regards to reading and writing tasks. At least one other Monroe County school is using this model (Brockport).
    - Consider providing a summer reading / writing program for students that do not meet the reading improvement goal by June.
2. By June of 2019, students will see a decrease in lost instructional time due to technology problems / issues based on the amount of help desk calls and tickets.

**Strategies:**

- Teachers will continue to call the help desk when student computer issues present themselves.
- Teachers will provide extra hard copies of assignments / worksheets if needed based on technology/computer problems that emerge.

**Resources / Budget Impact:**

- Reliable, in house, full time tech support to assist with student technology in a time sensitive matter
- It would be beneficial to attempt to model our tech support after common business and/or university practices. A smaller ratio of in-house tech support to students and teachers will alleviate lost instructional time.

**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. In order to better support the wide-range of learners through Differentiated Instruction within our classes, we hope to measure student success by determining how well they understand and use informational text.

By June 2018 all students will increase their Window 3 i-Ready reading test scores by at least one grade level (13-15 points) based on their September 2018 Window 1 baseline I-Ready reading test scores.

**Current Progress:**

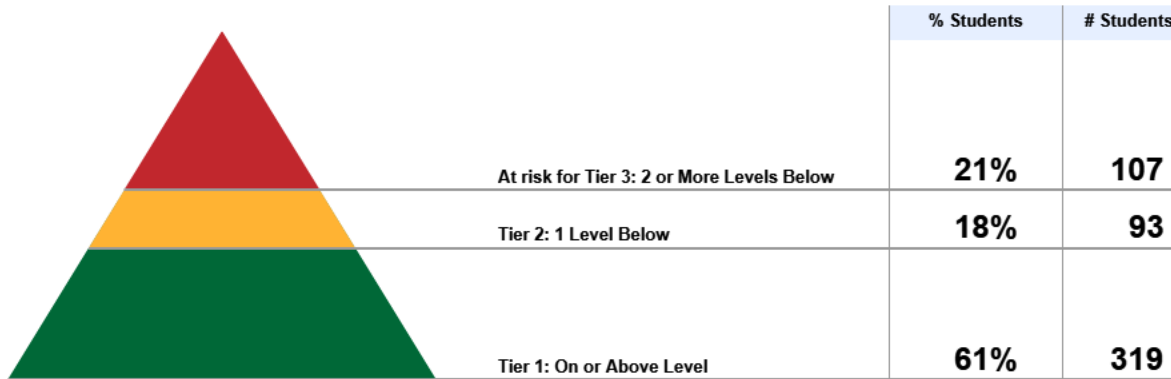
- ELA teachers provided notes for other departments regarding 2017 Window 1 iReady reading results.
- The Social Studies is currently implementing a variety of strategies to improve those test scores.

**Current Baseline Data:**

**Intervention Screener** Academic year: Current (2017-2018) Define "On Level": Standard View  
Subject: Reading Show: Window 1 - 09/05/2017 - 09/29/2017 Back Print

**School Summary** ?

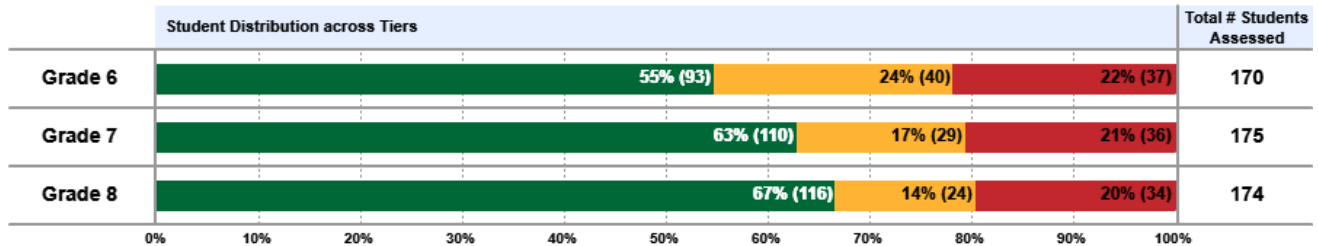
519 out of 520 Students Tested



**Intervention Screener** Academic year: Current (2017-2018) Define "On Level": Standard View  
Subject: Reading Show: Window 1 - 09/05/2017 - 09/29/2017 Back Print

**Detail by Grade** ?

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



**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. The Middle School student population will show a 5% increase in performance on the Informational Texts portions of the state ELA NYS Assessment. [Multiple Choice and Constructed Response].

**Results:**

ELA Grade 6	% Meeting Standards Levels 3 & 4	HFL Ranking in Monroe 1 BOCES (10 Districts)	% Exceeding Standards Level 4	HFL Ranking in Monroe 1 BOCES (10 Districts)
2015-16	44.0%	6 <sup>th</sup> (Pittsford 69.0%)	18.0%	7 <sup>th</sup> (Penfield 37.0%)
2016-17	42%	5 <sup>th</sup> tied (Pittsford 66%)	16%	

ELA Grade 7	% Meeting Standards Levels 3 & 4	HFL Ranking in Monroe 1 BOCES (10 Districts)	% Exceeding Standards Level 4	HFL Ranking in Monroe 1 BOCES (10 Districts)
2015-16	72.0%	2 <sup>nd</sup> (Pittsford 74.0%)	31.0%	3 <sup>rd</sup> (Pittsford 40.0%)
2016-17	55%	5 <sup>th</sup> (Pittsford 82%)	23%	

ELA Grade 8	% Meeting Standards Levels 3 & 4	HFL Ranking in Monroe 1 BOCES (10 Districts)	% Exceeding Standards Level 4	HFL Ranking in Monroe 1 BOCES (10 Districts)
2015-16	69.0%	3 <sup>rd</sup> (Brighton 78.0%)	27.0%	3 <sup>rd</sup> (Penfield 37.0%)
2016-17	71%	4 <sup>th</sup> (W. Irondequoit 78%)	39%	

Years in which a significant portion of students “opted out.”  
Computer Based Testing