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| <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>9-12</b>            |
| <b>DIU Chairperson:</b>          | <b>Michael Merrill</b> |

| <b>Name/Title of Committee Members</b> | <b>Name/Title of Committee Members</b>  |
|--|---|
| Melissa Boldt, Social Studies Teacher  | Patrick Higgins, Social Studies Teacher |
| Walter Dyer, Community Member          | Michael Merrill, Social Studies Teacher |
| Nicole Glavin, Social Studies Teacher  | John Pangia, Social Studies Teacher     |
| Barbara Harvey, Social Studies Teacher | Brian Rea, 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. Continue to increase the application and effectiveness of student-centered use of technology in the classroom.
  - In effort to know if this above goal is accomplished there are three measures that can be evaluated during the 2018-2019 school year. First, by generating data of student usage of laptop carts within the department. This can be done by comparing usage through the laptop sign out sheets for the classroom carts year over year. An increase in sign-outs would signify increased application of technology in the classroom. A second measure, aimed at both application and effectiveness elements of the goal, would be feedback and sharing experiences among department members. Not all technology application and effectiveness can be measured simply by looking at usage. Department members will have to share their

experiences and what technologies they are utilizing with department members during department meetings and other staff development opportunities. By sharing feedback and experiences in these two forums (department meetings and staff development) this will enable more effective use of the technology. Department feedback and sharing experiences can be documented in department meeting minutes and staff development enrollment. A third measure to help determine if the department accomplishes its goal of increased application and effectiveness of student-centered use of technology in the classroom will be to analyze the results from the Regents Exams in Global History and US History. This third measure is focused on effectiveness as student achievement is a primary determination of effective use of technology. Comparing results year over year and over a 5-year time period will provide insight on whether or not the department has accomplished this goal.

- In order to best achieve the goal of increased application and effectiveness of student-centered use technology in the classroom, the department would require at least the resource of an additional laptop cart to circulate within the department. The addition of two laptop carts would provide each classroom within the department access to a laptop cart and avoid any conflicts of laptop carts being signed out at the same time. With the addition of one or two laptop carts, the application of technology would be much more achievable as access to technology would significantly increase.
  - An alternative to the above solution would be to provide each student with their own laptop. This solution would address both application and effectiveness of technology. To explain, when students use laptop carts in a classroom they have to physically pick up the laptop from the cart, log-in, have their files saved in the proper place, log-out, etc. These processes take time, particularly when there is a classroom of up to 30 students. If students were to possess their own laptops then this would increase classroom instruction time as many of those processes would be eliminated or reduced in duration. Saving 3-5 minutes each class period by eliminating carts and having each student have a laptop would increase effectiveness and efficiency of instruction by adding additional instructional time.
  - The budgetary impact of this goal would be the cost of a laptop cart with 30 computers or the cost of two laptop carts, 60 computers total.
2. Continue to increase department collaboration and sharing of materials that best align to the common core framework.
- There is one measure the department can look to in order to determine the accomplishment of this goal. The creation of a Classroom Notebook for Global History I, Global History II, and US History where materials and resources are shared by, and available to, all department members. The materials created, utilized, and borrowed will be materials that are teacher created and/or accessed from resources that are aligned with the common core framework. The materials shared on the Classroom Notebook will be organized into units/content that correspond with the Common Core. While this measure of creating a collaborative Classroom Notebook for each subject above can be achieved on a basic level in a single year it would need to be professionally developed and maintained in the school-years to come. The initial set-up of the Notebook and its infrastructure might take some significant time outside of classroom instructional day to do so effectively.
  - The budgetary impact of this goal would be minimal. Ideally, a day or two of staff development hours in the summer or release time for the department members in these three courses would be ideal for this goal to be properly executed.
3. Provide students learning opportunities that are similar to comparable schools.
- One way to know this goal is achieved is to offer a history elective for the 2019-2020 school-year in the program of studies. In fulfilling the district vision that we are a district of choice for students it would be logical that the department offers courses that are comparable to other area schools. Currently, when compared to most every other Monroe County School High School (I.E. Pittsford, Brighton, Fairport) we do not. The department has already done the necessary evaluation of other districts offerings in their Social Studies departments and will be proposing a course during the 2018-2019 school-year to be offered the following school-year considering if student enrollment allows for this offering with no additional staffing needed. Resources that may be needed, if a course is offered, may be the cost of textbooks and other materials.

### **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. Increase the application and effectiveness of student centered use of technology in the classroom.
  - For the 2017-2018 school year the Social Studies department received an additional laptop cart for use in their classroom. Based on comparing laptop sign out sheets year over year the department is using the laptop carts 34% more compared to the previous school year (16-17). Additionally, increasing effective use of technology has been targeted at department meetings as department members shared their various uses of technology including Classroom Notebook and members participated in micro-burst staff development technology sessions on Superintendent's Conference Day.
2. Provide students learning opportunities that are similar to other comparable schools.
  - We still are not currently offering any electives in Social Studies department course offerings. The department has viewed other schools offerings (I.E. Pittsford, Brighton, Fairport), brainstormed, and narrowed down possible options for elective courses to be potentially offered: Contemporary Events, Topic based ½ year courses (i.e. – Civil Rights Movement, Cold War, etc), AP Geography, Humanities, and Criminal Justice. Additionally, the department has discussed and will look to pursue other learning opportunities in current class offerings including the possibility of Skype speakers (as compared to field trips) and incorporating and expanding the use of virtual tours into classroom experiences.
3. Continue to develop literacy skills of students to better prepare them for collegiate level learning.
  - The department has continued to utilize Collins writing focus correction areas to help develop student writing skills. Also, department members have begun to utilize new primary sources resources such as New Visions and Engage NY to create more rigorous and relevant documents for students to analyze and better develop their literacy skills in preparation for the collegiate level.

### **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. 100% of students enrolled in Regents level social studies classes will pass the New York State Regents examinations. An additional goal of the department is for 75 percent of students to obtain mastery level on the Global History and Geography exam and to maintain a 75 percent mastery level on the United States History and Government (Mastery level is defined as a score of 85 percent or higher on the Regents Exam).
  - 98% of US History students passed the Regents and 91% achieved mastery level on the exam. 94% of Global History students passed the Regents and 63% achieved mastery level on the exam. \* Percentages include all enrolled students including home-schooled and students who were in self-contained classrooms.
2. Department members will have completed curriculum development to be best equipped for the new Regents Global History exam to be administered in June 2018 and the new Regents US History Exam to be administered in June 2019.
  - Curriculum writing was not completed due to a lack of clarity from the state regarding the summative assessment that students will now be taking in June 2019 for Global History and June 2020 in US History. Just recently the state released some samples of what summative assessment for Global will likely look like. Based on this the department now has some material to better develop curriculum at this point (Fall 2017) and will be doing so throughout the 2017-18 year and writing curriculum during the 2017-2018 school-year.
3. Increase the application and effectiveness of technology into classroom instruction.
  - For the 2016-2017 school year the Social Studies department received an additional laptop cart for use in their classroom. Based on comparing laptop sign out sheets year over year the department is using the laptop carts 24% more compared to the previous school year (15-16). Additionally, increasing effective use of technology was targeted at department meetings throughout the school year as department members shared their various uses of technology in the classroom and members participated in staff development technology sessions.