

<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:	Special Area Home & Careers
Site:	6 - 8
DIU Chairperson:	Terri Northrup

Name/Title of Committee Members	Name/Title of Committee Members
Laurie Muscarella, Home & Careers Teacher	Caralyn Ross, Community Member
Terri Northrup, Home & Careers 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, 6th grade & 8th grade FACS students will participate in an enhanced Project Based Learning experience. The increase in rigor and relevance of this PBL will be a direct result of the incorporation of technology, tying both the current MS SIT goals and the 2017 FACS department review goals together.

Strategies:

- As a part of the entrepreneur unit, 8th grade students propose, develop and run a Not-for-Profit class business. Currently the students default to the use of posters and afternoon announcements to advertise the business. The FACS department would like to advance their thinking and expose them to other, and perhaps more current, ways of promoting products.

- Students will use Google Skype or a similar program to connect with local advertisers in order to seek advice of professionals in the advertising field. 8th grade businesses will employ these new advertising strategies into their advertising plan.
- The current 6th grade PBL incorporates all 3 grade level units of study, nutrition, human development and managing resources, into the "Create a Day Care" project. In order to increase accuracy and add a piece of accountability to the project, 6th grade students will use Google Skype or a similar program during the nutrition unit to connect with area day care providers/nutritionists in order to develop a healthy sample menu.

Resources/Budget Impact:

- Planning and instructional time with IT resource staff
 - List of day care providers employing nutritionists
 - Local advertising agencies or businesses that employ advertising strategies.
 - Curriculum development: have detailed information prepared to share with day cares and with advertisers regarding their role in this process.
2. By June 2019, consistent with state guidelines and department review suggestions, students will have the opportunity to reflect upon how their choices and actions can impact their personal lives and the greater community when they make conscious decisions to apply rules of sustainability and thoughts of community service into their class work.

Strategies:

- Resource management is one unit in the 6th grade FACS curriculum. In the past, students used a manufactured kit to read detailed instructions, follow technical directions and sew a stuffed creation. The company providing those resources has closed. With thoughts of continuing this valuable project while incorporating current thoughts around sustainability, 2018-19 FACS students will reuse fabric or re-purpose clothing in order to provide material for a revised 6th grade sewing project.
- Piloting an 8th grade Community Service/social consciousness sewing project to address local needs (Ryan's Cases for Smiles, Dress a Girl, nursing home Walker Bags, elementary school Chair Back Bags). FACS students currently participate in a Resource Management unit that requires students to understand technical vocabulary, follow technical directions and use technical equipment, resulting in a student constructed pillow/pillowcase or hat. Under the new plan, students will continue to develop and practice these valuable skills, but the end-product will be something given away to benefit or improve the life of a community member. This strategy is a re-designed piece of prior 2017-2018 goal.

Resources / Budget Impact:

- Material specific to the needs of the organization benefitting from the community service project
- Planning time to develop directions and rubrics for the revised sewing project
- Funds to cover cost of maintenance (needles, bobbins, etc.) and repair of current sewing machines
- Materials necessary to hand sewing (needles, straight pins, scissors, etc.)

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. Throughout the 2017-2018 budget year, the 8th grade Entrepreneur Business Project will continue to explore the possibility of creating a business that does not sell items to the school population and then donate any profit, but instead reaches out to the school population or the communities of Honeoye Falls, Lima or Mendon to raise awareness of needs in Monroe/Livingston counties and to collect funds to then help solve that void by creating those needed items (i.e. soup mixes, blankets, baby hats, surgery pillows, etc.).

Progress:

- As of 12/5/17, we have not made progress towards this goal. Students create business proposals in small groups and then present those ideas, Shark Tank style, to a panel of judges. Unfortunately, none of the community service "pitches" have been chosen by the panel. One thought is to save any profit from current businesses and use those funds to then make some of those needed items. Another thought is to redesign the goal to better fit the department. The FACS department does not want to eliminate the

goal. It is a worthy goal that fits in with both NY state requirements and department review goals. Unfortunately, it is not working within the framework of the current Entrepreneur PBL, which runs exceptionally well. A revised goal has been added to the 2018-19 school year goals.

- All 8th grade students will be required to participate in a revised peer-editing lesson that accompanies the résumé unit. This more relevant document will include a section for making changes and explaining their reasons for following or ignoring peer suggestions as well as a section for a reflection of the peer editing process that includes the opportunity for comment on how it helped make their final résumé better.

Progress:

- As of 12/5/17, all first semester 8th grade students used the revised peer-editing document. When FACS teachers were grading the student’s final resumes, specific attention was given to noticing the changes made to the resume rough draft because of the editor’s suggestions. More than 3/4 of the students made revisions based upon those suggestions. This was an improvement over previous years’ use of the peer editing. In order to continue making progress towards this goal, semester two students will be asked to participate in a reflection survey (either through PollEv, Forms, or Padlet) about the helpfulness of peer editing. Based on the results of that survey, additional changes could be made to the current process to help bring about positive results.

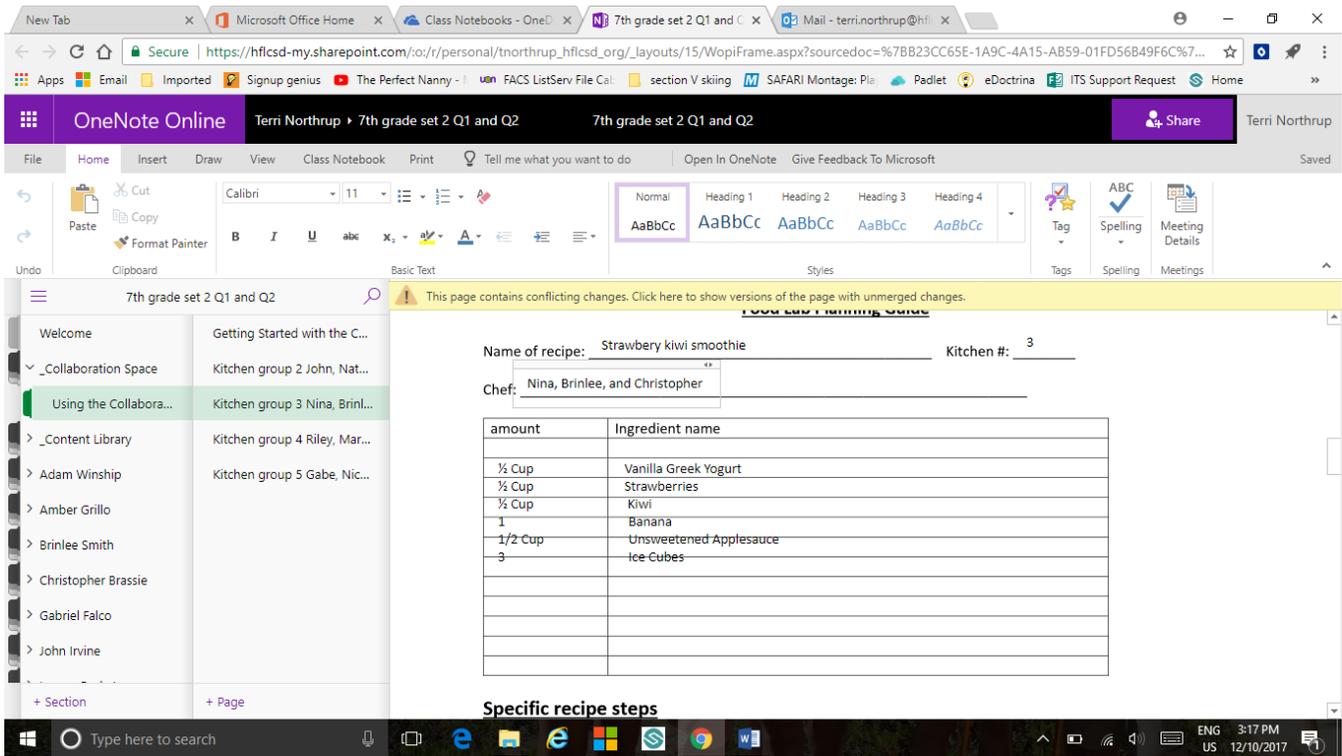
Resume Author:		Set:	
Peer Editor:			
	YES	NO	COMMENT
FORMAT Centered headings Adequate spacing Tabs for uniform appearance	Highlight the 5 MAJOR HEADINGS		
Work Experience Complete contact information (name, address & phone) JOB TITLE in noun form Job description with action verbs Are the dates of employment stated?	Circle the title, action verbs, and dates		
References Variety of appropriate references Complete contact information (name, address & phone) (3 types should be circled)	Relevant Teacher Coach Club Advisor Employer Scout Leader Minister / Youth Group Advisor		
Spelling and Grammar are correct		Underline any errors	
The strongest part of this writing piece is:			
The area of this writing piece that needs some more work:			

What peer edit suggestion did you use to improve your rough draft?

3. Home and Careers classes will have access to a Class Notebook in order to modify current practices, organize and have access to their work, collaborate with fellow classmates and review lessons taught in class for deeper understanding.

Progress:

- As of 12/5/17, half of the 7th grade population collaborated on a Dietary Guidelines modification food lab using Class Notebook. They also collected information and organized information using a graphic organizer on Class Notebook which allowed the teacher to highlight and comment on exemplars. This organizer was also used as a tool for studying for tests. Some students used this well. Continued support and clarification will allow for all 2nd semester students to participate in Class Notebook collaboration. Teachers need training in order to feel comfortable using Class Notebook and to gain troubleshooting techniques. Students need continued practice navigating the program and reminders of digital citizenship best practices. Additional resources need to be added to the Notebook for students to use as study tools.



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 revise an additional unit of instruction (8th grade résumé writing) to enhance its rigor and relevance and to create a student friendly peer review component. In addition, by June 2017, 100% of our 8th grade students will participate in this rigorous and relevant résumé writing unit.

Results:

- All 8th grade students participated in the revised peer review unit. All students' final resumes were graded and assessed with attention to corrections made as a result of the editing process. Unfortunately, only 60-70% of those students used the information they received from their peer to better their personal writing. As a result of initial findings, this goal was revised for the 2017-18 school year to encourage implementation of those editing suggestions. Progress towards that goal is much more favorable.

2. The 8th grade Entrepreneur Business Project will pilot and implement a community service outreach, which will benefit a non-profit charity in the local area.

Results:

- Due to the nature of the proposal process, none of the charity proposals were chosen as the class business. Currently, small groups of students work collaboratively to design a business. They then pitch that proposal to a panel of judges, "Shark Tank" style, in hopes of getting their proposal chosen to be the business that the entire class will develop and run. The judges look at the business model, advertising ideas and utility of the proposals when making their decisions. Unless that portion of the PBL was modified, charity based businesses cannot be guaranteed. The current entrepreneur program runs extremely well and the FACS department is hesitant to alter current practices in order to fulfill the goal. Looking to find a better area of the curriculum to incorporate this plan, the DIU team has laid a revised community service outreach goal for the 2018-2019 school year.