

**GOAL/ACTION PLAN**

*South Orangetown Middle School will foster a respectful learning environment.*

**SOMS  
June 27, 2016**

**THEORY OF ACTION**

If we continue to implement “student centered lessons” into our classroom to enhance intrinsic motivation so that all students are actively engaged, then all students will acquire the knowledge and skills to succeed as effective citizens, workers and leaders in the 21<sup>st</sup> century.

| <b>Approach<br/>(Goal with strategies &amp; rationale)</b>  | <b>Implementation<br/>(Action plans &amp; tasks)</b>   | <b>Outcome<br/>(Results/evidence/assessment process)</b>  |
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| <ol style="list-style-type: none"><li>1. Continue to implement the services provided by the district Social Worker into our programs to support the needs of our students.</li><li>2. Maintain PBIS modified- 3B's.</li><li>3. Identify DASA staff, continue to review Code of Conduct and DASA with all students.</li><li>4. Discipline Data will be analyzed to determine additional supports needed to decrease referrals.</li></ol> | <ul style="list-style-type: none"><li>● Arrange for the Social Worker to meet all teams and attend the SST meeting monthly (min).</li><li>● Every teacher will explicitly teach/discuss the expected behaviors related to the 3B's in their classroom. Each teacher will post the 3B's in their respective classrooms.</li><li>● AP/Dean will facilitate class meetings to review DASA and the 3B's of the café, hallways and bathrooms. Siobhan and Dan will host class meetings routinely to</li></ul> | <ol style="list-style-type: none"><li>1. Analysis of Monthly Discipline Reports – related to subgroups.</li><li>2. Student Support Team will continue to provide case management style to monitor individual student needs.</li><li>3. Analyze data related to the use of the Social Worker to support students.</li><li>4. New curriculum considerations will be piloted or recommended for full adoption.</li></ol> |

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| <p>5. Additional curriculum will be reviewed for consideration.</p> | <p>communicate that they are the “DASA” staff.</p> <ul style="list-style-type: none"><li>● School Support Team will review monthly discipline report and adjust class meetings, guidance services accordingly.</li><li>● Curriculum related to Mindfulness, Circle of Courage, and the Empathy Pledge will be reviewed and considered for integration in our Guidance, Health and Character Ed classes.</li></ul> |  |
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| <p style="text-align: center;"><b><u>GOAL/ACTION PLAN</u></b></p> <p style="text-align: center;"><i>South Orangetown Middle School students will transition to high school with the knowledge and experience of utilizing 21<sup>st</sup> century skills and exploring 21<sup>st</sup> century themes.</i></p> |   | <p style="text-align: center;"><b>SOMS</b><br/><b>June 27, 2016</b></p>  |
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|  |   | <p style="text-align: center;"><b><u>THEORY OF ACTION</u></b></p> <p>If we continue to implement “student centered lessons” into our classroom to enhance intrinsic motivation so that all students are actively engaged, then all students will acquire the knowledge and skills to succeed as effective citizens, workers and leaders in the 21<sup>st</sup> century.</p>  |
| <p style="text-align: center;"><b>Approach</b><br/><b>(Goal with strategies &amp; rationale)</b></p>   | <p style="text-align: center;"><b>Implementation</b><br/><b>(Action plans &amp; tasks)</b></p>  | <p style="text-align: center;"><b>Outcome</b><br/><b>(Results/evidence/assessment process)</b></p>   |
| <p>1. We will continue our revisionist practice to evaluate and/ or refine our current lessons to further enhance the integration of 21<sup>st</sup> century skills/themes in a student- centered interdisciplinary model.</p>   | <ul style="list-style-type: none"> <li>● We will continue to move all classrooms into the LATI format through the support of our IDE Coaches.</li> <li>● Each department/team will develop an interdisciplinary activity to demonstrate curriculum interconnectedness.</li> <li>● All staff will participate in the MakerSpace and/or technology professional development offerings.</li> </ul> | <ol style="list-style-type: none"> <li>1. Unit Work - To develop and implement new or refined units created through IDE consultation that will show greater evidence of 21<sup>st</sup> century skill teaching and assessment and embedded Essential Questions. Unit work will be captured in district Curriculum maps.</li> <li>2. Activity Work - Each department/team will implement an interdisciplinary activity.</li> <li>3. MakerSpace will be utilized by all grade levels to Increase interdisciplinary teaching through newly created or adapted units. The goal is to extend the class into the new MakerSpace to further enhance and teach 21<sup>st</sup> century skills including 3-D printing, inventing, robotics, etc.</li> <li>4. Professional Development will focus on the use of Essential Questions to enhance student engagement, assess the 4C’s and strengthen interdisciplinary teaching.</li> </ol> |

**GOAL/ACTION PLAN**

*South Orangetown Middle School will address the diverse needs of learners.*

**SOMS  
June 27, 2016**

**THEORY OF ACTION**

If we continue to implement “student centered lessons” into our classroom to enhance intrinsic motivation so that all students are actively engaged, then all students will acquire the knowledge and skills to succeed as effective citizens, workers and leaders in the 21<sup>st</sup> century.

| <b>Approach<br/>(Goal with strategies &amp; rationale)</b>   | <b>Implementation<br/>(Action plans &amp; tasks)</b>   | <b>Outcome<br/>(Results/evidence/assessment process)</b>   |
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| <ol style="list-style-type: none"><li>1. Analyze data and student work related to subgroups and identify strengths and needs.</li><li>2. Evaluate/Refine current lessons to further enhance the use of differentiation in our classroom around subgroups identified.</li><li>3. Continue to support SOMS ENL Learners.</li><li>4. Schedule AIS/ Institutes based on data review.</li></ol> | <ul style="list-style-type: none"><li>● Teams will meet to identify needs for identified subgroups and brainstorm possible supports for extended leadership and administration to consider for implementation.</li><li>● We will dedicate professional development time with all staff to develop common language around the term differentiation. Specifically we will discuss differentiation in process, product and content.</li><li>● Teachers will “21<sup>st</sup> Century-Tune” a unit and will share out ways</li></ul> | <ol style="list-style-type: none"><li>1. Team meeting minutes showing evidence of collaboration in looking at student work and student data.</li><li>2. Team analysis of subgroups work and presentation to the staff or departments.</li><li>3. Evidence in RTI student files showing implementation of AKOM.</li></ol> |

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| <p>5. Continue to use the RTI Process to strengthen AKOM usage.</p> | <p>that they differentiated for that unit.</p> <ul style="list-style-type: none"><li>● ELL supports will include push in and standalone support periods.</li><li>● AIS/Institutes will use the remediation guidelines to differentiate for the students requiring additional support. Through pre and post assessments (including STAR), student will show attainment of skills they had been previously identified as struggling in.</li><li>● RTI Team will continue working on embedding AKOM into their procedures.</li><li>● RTI Procedures will be reviewed and adjusted to collect stronger data and build greater communication.</li></ul> |  |
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| <b><u>GOAL/ACTION PLAN</u></b>  |  | <b>SOMS</b><br><b>June 27, 2016</b>  |
| <i>South Orangetown Middle School<br/>will enhance student literacy.</i>  |  | <b><u>THEORY OF ACTION</u></b>   |
|   |  | If we continue to implement “student centered lessons” into our classroom to enhance intrinsic motivation so that all students are actively engaged, then all students will acquire the knowledge and skills to succeed as effective citizens, workers and leaders in the 21 <sup>st</sup> century.                                      |
| <b>Approach</b><br><b>(Goal with strategies &amp; rationale)</b>  | <b>Implementation</b><br><b>(Action plans &amp; tasks)</b>   | <b>Outcome</b><br><b>(Results/evidence/assessment process)</b>   |
| <ul style="list-style-type: none"> <li>● We will Increase Informational Reading and Writing in all Curriculum Areas.</li> <li>● We will support and strengthen the connections between our curriculums as related to the CCLS.</li> <li>● We will identify key Academic Vocabulary words and bring clarity to each subject.</li> <li>● We will provide greater opportunity for student choice in reading and writing activities.</li> </ul> | <ul style="list-style-type: none"> <li>● The ELA department will adjust their units by reflecting on the modules presented in the TC Reading and Writing Project.</li> <li>● Each ELA teacher will continue to implement key components of the Readers/Writer’s workshop model.</li> <li>● All staff will provide opportunities for students to reflect, analyze and improve upon their work.</li> </ul> | <ol style="list-style-type: none"> <li>1. Unit revision will be captured on the district curriculum maps to reflect change in our ELA curriculum as a result of our TC work.</li> <li>2. Review of student data in RTI/Wilson.</li> <li>3. Minutes of Professional Development opportunities for faculty throughout the year.</li> </ol> |