

<p><u>GOAL/ACTION PLAN</u></p> <p><i>South Orangetown Middle School will enhance student literacy</i></p>		<p><u>SCHOOL: SOMS</u></p> <p><u>DATE: July 29, 2015</u></p> <p><u>THEORY OF ACTION:</u> If we continue to implement “student centered lessons” into our classroom so that all students engage in our lessons then all students will be provided with instruction that will enhance student literacy.</p>
<p>Approach (Goal with strategies & rationale)</p>	<p>Implementation (Action plans & tasks)</p>	<p>Outcome (Results/evidence/assessment process)</p>
<ul style="list-style-type: none"> • We will implement student centered lessons in all classrooms. • We will Increase Informational Reading and Writing in all Curriculum Areas. • We will support and strengthen the connections between our curriculums as related to the CCLS. • We will identify key Academic Vocabulary words and bring clarity to each subject. 	<p>By taking the following actions:</p> <ul style="list-style-type: none"> • The ELA department will adjust their units by reflecting on the modules presented in the TC Reading and Writing Project. • Each ELA teacher will continue to implement key components of the Readers/Writer’s workshop model. <p>All staff will continue implementing the SOMS writing process in their classroom and share out samples of their writing with faculty related to the Essential Questions of the units.</p>	<p>We will gauge our progress by:</p> <ol style="list-style-type: none"> 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. 2. Data review of Instructional rounds related to the SOMS writing process and writing across all curriculum. 3. Presenting evidence of the 4th unit from all 3 grade levels with interdisciplinary connections to Social Studies. 4. Review of student data in RTI/Wilson with Data Inquiry Team 5. Minutes of Professional Development opportunities for faculty throughout the year.

<u>GOAL/ACTION PLAN</u> <i>South Orangetown Middle School will foster a respectful learning environment.</i>		<u>SCHOOL: SOMS</u> <u>DATE: July 29, 2015</u>
Approach (Goal with strategies & rationale)		<u>THEORY OF ACTION:</u> If we continue to implement “student centered lessons” into our classroom so that all students engage in our lessons then All students will be provided with the opportunity to become successful, connected and respectful citizens.
Approach (Goal with strategies & rationale)	Implementation (Action plans & tasks)	Outcome (Results/evidence/assessment process)
<p>We will:</p> <ol style="list-style-type: none"> 1. Implement the services provided by the district Social Worker into our programs to support the needs of our students 2. Integrate PBIS modified- 3B’s 3. Identify DASA staff, review Code of Conduct and DASA with all students 	<p>By taking the following actions:</p> <ul style="list-style-type: none"> • Arrange for the Social Worker to meet all teams and attend the SST meeting monthly (min). • 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. • 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 communicate that they are the “DASA” staff. 	<p>We will gauge our progress by:</p> <ol style="list-style-type: none"> 1. Analysis of Monthly Discipline Reports – related to subgroups 2. Student Support Team will continue to provide case management style to monitor individual student needs. 3. Create and analyze data related to the use of the Social Worker to support students. 4. New curriculum considerations will be piloted or recommended for full adoption.

<p>4. Discipline Data will be analyzed to determine additional supports needed to decrease referrals.</p> <p>5. Additional curriculum will be reviewed for consideration :</p>	<ul style="list-style-type: none">• School Support Team will review monthly discipline report and adjust class meetings, guidance services accordingly.• 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.	
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<p>GOAL/ACTION PLAN (principal/building goal related to major district-wide goals)</p> <p><i>South Orangetown Middle School will address the diverse needs of learners.</i></p>		<p>SCHOOL: SOMS</p> <p>DATE: July 29, 2015</p> <p>THEORY OF ACTION: If we continue to implement “student centered lessons” in our classroom so that all students engage in our lessons then all students will be provided with instruction that matches their individual learning needs and maximize their potential.</p>
<p>Approach (Goal with strategies & rationale)</p>	<p>Implementation (Action plans & tasks)</p>	<p>Outcome (Results/Evidence/Assessment Process)</p>
<p>We will:</p> <ol style="list-style-type: none"> 1. Analyze data and student work related to subgroups and identify strengths and needs. 2. Evaluate/Refine current lessons to further enhance the use of differentiation in our classroom around subgroups identified. 3. Increase support for SOMS ELL Learners. 	<p>By taking the following actions:</p> <ul style="list-style-type: none"> • Data Team will meet to identify needs for identified subgroups and brainstorm possible supports for extended leadership and administration to consider for implementation. • 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. • Teachers will “21st Century-Tune” a unit and 	<p>We will gauge our progress by:</p> <ol style="list-style-type: none"> 1. Team Meeting Minutes showing evidence of collaboration in looking at student work and student data 2. Data Inquiry Team analysis of subgroups work and presentation to the staff or departments 3. Review of data from department meetings showing evidence of “Tuning Protocol” 4. STAR MATH/ELA Growth Reports 5. Data from NYS Test scores will be used to create focus areas for unit review. 6. Evidence in RTI student files showing implementation of AKOM.

<p>4. Schedule AIS/ Institutes based on data review.</p> <p>5. Adjust the RTI Process to strengthen AKOM usage</p>	<p>will share out ways that they used pre-assessment to differentiate for that unit.</p> <ul style="list-style-type: none">• ELL supports will include push in and standalone support periods.• 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.• RTI Team will continue working on embedding AKOM into their procedures.• RTI Procedures will be reviewed and adjusted to collect stronger data and build greater communication.	
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GOAL/ACTION PLAN (principal/building goal related to major district-wide goals) <i>South Orangetown Middle School students will transition to the high school with the knowledge and experience of utilizing 21st century skills and exploring 21st Century Themes.</i>		SCHOOL: SOMS DATE: July 29, 2015 THEORY OF ACTION: If we continue to implement “student centered lessons” into our classroom so that all students engage in our lessons then all students will acquire the knowledge and skills to succeed as effective citizens, workers and leaders in the 21 st century.
Approach (Goal with strategies & rationale)	Implementation (Action plans & tasks)	Outcome (Results/Evidence/Assessment Process)
We will continue our revisionist practice to evaluate and/ or refine our current lessons to further enhance the integration of 21st century skills/themes in a student- centered interdisciplinary model.	<ul style="list-style-type: none"> • We will continue to move all classrooms into the LATI format through the support of our IDE Coaches. • Every Teacher will “21st Century-Tune” a minimum of 1 unit and actively participate in the “tuning” of a unit throughout the year during department meetings. • Each department/team will continue developing interdisciplinary units. • All staff will participate in the MakerSpace/Technology professional development offerings. • Units will be created that extend the classroom into the MakerSpace Lab focused on 21st century skills. 	<ol style="list-style-type: none"> 1. Unit Work- To develop and implement new or refined units created through IDE consultation that will show greater evidence of 21st century skill teaching and assessment and embedded Essential Questions. Unit work will be captured in district Curriculum maps. 2. 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 21st century skills including 3-D printing, inventing, robotics, etc. 3. Professional Development this year will focus on the use of Essential Questions to enhance student engagement, assess the 4C’s and strengthen interdisciplinary teaching.