

SOUTH ORANGETOWN MIDDLE SCHOOL GOALS 2009-2012

Goal 1 – 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.

Goal 2: South Orangetown Middle School will address the diverse needs of learners.

Goal 3 : South Orangetown Middle School will foster a respectful learning environment.

Goal 4: South Orangetown Middle School will continually search for avenues that Enhance Student Literacy.

Goal 1 – 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.

<p><u>SCHOOL/DEPT/DISTRICT</u> South Orangetown Middle School</p>	<p><u>MEASUREABLE OBJECTIVES</u></p>
<p><u>GOAL</u> SOMS students will transition to the high school with the knowledge and experience of utilizing 21st century skills.</p>	<ul style="list-style-type: none"> • Students will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. • Students will use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others. • Students will apply digital tools to gather evaluate and use information. • Students will use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. • Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. • Students will demonstrate a sound understanding of technology concepts systems and resources.
<p><u>PHASE</u> 2009-2010 – Dialogue about 21st Century Skills and Study Framework. Identify Team Theme, Rewrite 2 units 2010-2011 – Plan 4 units (revisit original 2 with Kathy Mason) and implement 1 Team Theme 2011-2012 – Review units established, continue revision and evaluate goal.</p>	<p><u>YEAR(S)</u> – 2009-2012</p>
<p><u>CURRENT STATUS & RATIONALE FOR CHANGE</u> Society, education and the demands of the workplace e are rapidly changing as a result of a highly competitive and global complex economy. School systems must keep pace by ensuring that graduates are prepared for life and beyond school and on the right side of the emerging digital divide.</p>	
<p><u>INTENDED OUTCOMES</u> Students will acquire the knowledge and skills to succeed as effective citizens and workers and leaders in the 21st century. Teachers will research and refine lessons so as to integrate and evaluate the progress of their students in attaining the skills necessary to compete in the 21st century. Administrators will continue to research and provide staff development in areas that emerge from teacher needs assessments regarding the integration of the 21st century skills and themes.</p>	

<p><u>REQUIRED ACTION</u></p> <p><u>Year 1 (09-10) – Staff will review the Framework for 21st Century Learning and discuss curriculum implications in department and team meetings. They will begin re-writing a minimum of 2 units to integrate these skills as well as discuss assessing student attainment of these skills. Each team will identify one 21st Century Theme and design a team experience around the developed theme for 2010. Staff will perform a needs analysis with regard to professional development and classroom materials needed.</u></p> <p><u>Year 2 (10-11) – Staff will continue studying the framework and continue re-writing units and assessing students attainment of 21st century skills. Team Theme concept will be implemented and evaluated. Staff will perform a growth and needs analysis.</u></p> <p><u>Year 3(11-12) –Staff will continue to research the framework and have all curriculum units embedded with 21st century learning skills. Teams will evaluate and refine their instructional units to investigate additional themes..</u></p>
<p><u>REQUIRED PERSONNEL</u></p> <p><u>All Staff/ Students/ Parents/Community Representatives</u></p>
<p><u>RESOURCES</u></p> <p><u>Framework for 21st Century Learning, Tech Support Members, Consultants, Curriculum Maps, Team Planning Time.</u></p>
<p><u>EVALUATION COMPONENTS</u></p> <p><u>Assess 21st Century Learning skills attainment by students</u></p> <p><u>Staff Needs Assessment</u></p> <p><u>Team Theme- Project Based learning Experiences assessed by rubric.</u></p>

Goal 2: South Orangetown Middle School will address the diverse needs of learners.

<p><u>SCHOOL/DEPT/DISTRICT</u> South Orangetown Middle School</p>	<p><u>MEASUREABLE OBJECTIVES</u></p>
<p><u>GOAL</u> Address the diverse needs of learners at SOMS</p>	<p>All members of the instructional staff will be equipped with the knowledge and skills to deal with the demands of a diverse classroom.</p> <p>All teachers will use this knowledge base to differentiate lessons and assessments in order to maximize student potential.</p>
<p><u>PHASE</u> 09-10 Study, Assess current strengths and engage in Staff development around weaknesses 10-11 Rewrite curriculum and assessment based on study. Integrate the Consultant Model at Grade 6. Integrate the Challenge Lab for GT. 11-12 Assess , study and continue implementation.</p>	<p><u>YEAR(S) – 2009-2012</u></p>
<p><u>CURRENT STATUS & RATIONALE FOR CHANGE</u> There is a range of academic diversity within each classroom with every grade-level cohort. The middle school student faces tremendous change and growth spurt both socially, emotionally and academically during Middle school . However, no two students go through this stage exactly the same, therefore the middle school needs to focus on instructional strategies that nurture, accept and cater to the needs of the young adolescent learners they teach.</p>	
<p><u>INTENDED OUTCOMES</u> All students will be provided with instruction that matches their individual learning needs and maximize their potential</p>	
<p><u>REQUIRED ACTION</u> <u>Year 1 – (09-10) Staff will use dedicated meetings, article reviews and discourse to fully develop their skill and knowledge base of differentiated instruction as a tool to meet the needs of diverse learners. Specifically all staff will engage in work with the IDE consultants. Complete Co-teach rubric to evaluate implementation and dialogue about program. Implement RTI staff and evaluate RTI interventions and adjust as necessary..</u></p> <p><u>Year 2 – (10-11) Staff will begin to work within their teams and departments to re-write and implement units to allow for greater differentiation, flexible grouping and alternative assessments, assess the unit and revise if necessary. RTI will refine its processes and further enhance Tier 1 interventions. The consultant Model will be implemented at grade 6. AThe Challenge Lab concept for GT introduced.</u></p> <p><u>Year 3 (11-12) Staff will continue to work on rewriting units and continue analyzing their progress in meeting the needs of the diverse learner by</u></p>	

<p><u>using growth portfolios, assessment data and professional discourse to validate that SOMS is meeting the needs of diverse learners.</u> Define academic diversity, differentiation and tools to uncover student learning styles and preferences.</p>
<p><u>REQUIRED PERSONNEL</u> All instructional Staff, Support Staff and consultants</p>
<p><u>RESOURCES</u> Common text to be identified Articles Staff developers Consultants</p>
<p><u>EVALUATION COMPONENTS</u> Self assessment Growth Portfolios</p>

Goal 3 : South Orangetown Middle School will foster a respectful learning environment.

<p><u>SCHOOL/DEPT/DISTRICT</u> South Orangetown Middle School</p>	<p><u>MEASUREABLE OBJECTIVES</u> Staff will align current or develop, adapt, adopt other programs to provide students with social/emotional support/skills for the young adolescent.</p>
<p><u>GOAL</u> South Orangetown Middle School will foster a respectful learning environment</p>	<p>Students, faculty and staff will use common language, themes and set of practices that foster a positive climate for the young adolescent.</p>
<p><u>PHASE</u> 2009-2010- Study the characteristics of young adolescents, Implement Classroom/team expectations with lessons and form a sub committee to review Character Education programs available.</p> <p>2010-2011 - Implement school-wide character education program selected in 09 -10. Evaluate effectiveness of program. Refine if necessary,</p> <p>2011-2012- Refine lessons, continue discourse about character education programs</p>	<p><u>YEAR(S) –</u> <u>2009-2012</u></p>
<p><u>CURRENT STATUS & RATIONALE FOR CHANGE</u> All students’ academic success depends on his/her school connections and self esteem. In order to be an exemplary middle school , we must provide a framework to guide the turbulent transition to young adulthood with programs that explore, model and exemplify appropriate social, healthy emotional and moral behaviors.</p>	
<p><u>INTENDED OUTCOMES</u> All students will be provided with the opportunity to become successful, connected and respectful citizens.</p>	

<p><u>REQUIRED ACTION</u></p> <p>2009-2010- As a school we will review/study the characteristics of the young adolescent. We will implement Classroom/team expectations with lessons describing the expected behaviors and form a common language around these behavioral expectations. We will assess the effectiveness of this model. SOMS will form a sub- committee to review Character Education programs available.</p> <p>2010-2011 - We will continue to implement the lessons on expected behaviors. Implement school-wide character education program selected: “Heroes and Cool Kids” and “7 Habits of Highly Effective Teens”.. We will continue to research the young adolescent and use this knowledge to guide all conversations. We will assess the effectiveness of this character education program by looking at increased involvement and decreased discipline.</p> <p>2011-2012- Refine lessons, continue discourse about character education programs and the young adolescent. Review clubs, courses etc. to insure their support of this goal.</p>
<p><u>REQUIRED PERSONNEL</u></p> <p>All Staff, Administration Sub-committee (parents) Students Support Team Members</p>
<p><u>RESOURCES</u></p> <p>Substitutes for visits to other schools to explore different programs Web sources to gather research reviewed Database of disciplinary referrals Consultants Conferences</p>
<p><u>EVALUATION COMPONENTS</u></p> <p>Disciplinary data Staff Survey, Exit Student Survey? Parental feedback Student involvement in school activities.</p>

Goal 4: South Orangetown Middle School will continually search for avenues that Enhance Student Literacy.

<p><u>SCHOOL/DEPT/DISTRICT</u> South Orangetown Middle School</p>	<p><u>MEASUREABLE OBJECTIVES</u> ELA curriculum maps will be aligned with standards and input into Tech Paths. Children will interact daily with text through reading, writing, listening and/or speaking. Formative and summative assessments are on going Grade level research skills and expectations will be developed with other curriculum areas.</p>
<p><u>GOAL</u> Enhance Student Literacy</p>	
<p><u>PHASE</u> 09-10 Study/Review/Assess, establish a writing process and create rubrics for assessing writing 10-11 implement Big 6 research protocol and writing rubrics 11-12 implement digital growth portfolios</p>	<p><u>YEAR(S) –</u> <u>2009-1012</u></p>
<p><u>CURRENT STATUS & RATIONALE FOR CHANGE</u> Aligning of curriculum is essential and needs to be completed. Although staff development in the components of the effective workshop model was provided, further development is required for full implementation. Middle school students need clear guidelines in order to be successful in the writing process. Differentiation of content, product and process based on student learning styles is not present in all classrooms.</p>	
<p><u>INTENDED OUTCOMES</u> Students will develop habits of mind and skills needed to be independent, efficient, critical readers, writers, thinkers, communicators and researchers.</p>	
<p><u>REQUIRED ACTION</u> Year 1 – (09-10) Staff will Study/Review/Assess the current state of the writing process, if necessary refine and establish a clear writing process and create rubrics for assessing writing to be used by each team. These will then become a springboard for creating a school wide writing process and rubric for assessing writing. Each team will develop a reading book policy. Year 2 (10-11) SOMS will implement a writing process and assessment rubric school wide. They will assess the current status of classroom/building resources and establish a process to renew these resources. They will use the Big 6 to establish research protocols and rubrics at each grade level. They will assess the team theme , refine if necessary. Year 3 (11-12)- Staff will continue to refine and discuss ways to enhance student literacy through the creation of digital growth portfolios.</p>	
<p><u>REQUIRED PERSONNEL</u> All staff Students Media Center Specialist</p>	

Professional Readings
<u>RESOURCES</u> Consultants Conferences
<u>EVALUATION COMPONENTS</u> Improved results on the ELA State Assessment using the growth reports for students Increased performance on the NYSLESLAT for ELL learners Noted student improvement through the use of the digital growth portfolios.