

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

<p><b><u>SCHOOL/DEPT/DISTRICT</u></b> South Orangetown Middle School</p>	<p><b><u>MEASUREABLE OBJECTIVES</u></b> 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><b><u>GOAL</u></b> Enhance Student Literacy</p>	
<p><b><u>PHASE</u></b> 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><b><u>YEAR(S) –</u></b> <u>2009-1012</u></p>
<p><b><u>CURRENT STATUS &amp; RATIONALE FOR CHANGE</u></b> 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><b><u>INTENDED OUTCOMES</u></b> Students will develop habits of mind and skills needed to be independent, efficient, critical readers, writers, thinkers, communicators and researchers.</p>	
<p><b><u>REQUIRED ACTION</u></b> 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><b><u>REQUIRED PERSONNEL</u></b> All staff Students Media Center Specialist</p>	

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