Establishing Goals:
7 Essential Elements

- A philosophy and mission that reflect the intellectual and developmental needs and characteristics of young adolescents.
- An educational program that is comprehensive, challenging, purposeful, integrated, relevant, and standards-based.
- An organization and structure that support both academic excellence and personal development.
- Classroom instruction appropriate to the needs and characteristics of young adolescents provided by skilled and knowledgeable teachers.
- Strong educational leadership and a building administration that encourage, facilitate, and sustain involvement, participation, and partnerships.
- A network of academic and personal support available for all students.
- Professional learning for all staff that is ongoing, planned, purposeful, and collaboratively developed.
Data Review

- STAR Data – Math and ELA
- Student Records -Report Cards, Progress Reports
- ALEKS Math Reports
- NYS Testing Data
  - Cohort data analysis to guide curriculum adjustments
- Achieve 3000
- Attendance
- Survey Data
- Instructional Rounds Data
- Goals
1.4.1 ELA Grade 3-8 Change Over Time

Notes:
This report may be used for Data Analysis purposes only. It should NOT be used for Accountability data verification or to determine Accountability status. Only Level 2 reports are the official reports used for Accountability purposes.

| DISTRICT ID: 500301 | DISTRICT NAME: SOUTH ORANGETOWN SCHOOL DISTRICT | SCHOOL: SOUTH ORANGETOWN MIDDLE SCHOOL |

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1.4.1 Math Grade 3-8 Change Over Time

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Survey Data

Strengths:

92% of our parents felt that we set high learning standards for their child.

96% of our staff agree that it is our primary focus to help students meet challenging academic goals.

89% of our students feel that their teachers tell them what I need to know to do well in school.

Areas of Challenge:

45% of our students feel teachers show them how our lessons relate to life outside of school. (Focus on Interdisciplinary Connection)

55% of our parents felt that we provide them useful information about how to help my child do well in school. (Student-Teacher-Parent Conferences)
## Goal 2014-2015

**GOAL/ACTION PLAN**  
(principal/building goal related to major district-wide goals)

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.

### Approach (Goal with strategies & rationale)

Our primary goal is to continue our revisionist practice to Evaluate and/ or Refine our current lesson to further enhance the integration of 21st century skills/themes in a student-centered interdisciplinary model.

### Implementation (Action plans & tasks)

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 will bridge with the CCLS in an interdisciplinary unit. All staff will participate in the MakerSpace professional development offerings. Units will be created that extend the classroom into the MakerSpace Lab focused on 21st century skills.

<table>
<thead>
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<th>Outcome (results/evidence/assessment process)</th>
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<tbody>
<tr>
<td>1. Observations will show an increased use of the LATI elements</td>
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<tr>
<td>2. Data will show student growth from Pre-test to Post-test for new/refined Explore Classes</td>
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<td>3. 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. These will focus on 21st Century problem-based learning specifically related to the Common Core Standards in ELA and Mathematics.</td>
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<td>4. MakerSpace- Increased interdisciplinary teaching related to the CCLS through newly created or adapted units to extend the class into the new MakerSpace to further enhance and teach 21st century skills including 3-D printing.</td>
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“Using the ‘Four Cs’ to engage students is imperative. As educators prepare students for this new global society, teaching the core content subjects—math, social studies, the arts—must be enhanced by incorporating critical thinking, communication, collaboration, and creativity.”

John Stocks
Exec. Director of the National Education Association
<table>
<thead>
<tr>
<th>Learning from a Felt Need</th>
<th>High Academic Standards</th>
<th>Focus on Higher-Order, Open-Ended Problem-Solving</th>
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<td>The Ten Principles of a Learner-Active, Technology-Infused Classroom</td>
<td>Connected Learning</td>
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<td>Working Well Collaboratively</td>
<td>Technology Infusion</td>
<td>Individual Learning Path</td>
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<td>High Social Capital</td>
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<td>Global Citizenship</td>
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Critical thinking has long been a valued skill in society. Today, every student—not just the academically advanced—needs it. While critical thinking and problem solving used to be the domain of gifted students, now it’s a critical domain for every student.

- Reason Effectively
- Use Systems Thinking
- Make Judgments and Decisions
- Solve Problems
In our classroom...

Hudson River Unit

- Connection to Students’ Lives: Students are fishing in the Hudson and bringing fish home to eat

- Real World Problem: A number of species of fish have unsafe levels of pollutants in them to eat (especially for pregnant women)

- Authentic End Product- Claim and counterclaim based tackle box informational packets
Expressing thoughts clearly, crisply articulating opinions, communicating coherent instructions, motivating others through powerful speech—these skills have always been valued in the workplace and in public life. But in the 21st century, these skills have been transformed and are even more important today.

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade)
- Use multiple media and technologies, and know how to assess impact and their effectiveness
In our classroom...

Ms. Avantifiori, Ms. Spatz, Dr. Solomon-Hollander
Assignment

Capítulo 7: Llamada #1

Leave a message in Spanish at (845) 372-5150. Include the following for 100% homework credit:

Begin with a proper greeting for the time of day to Doctora Solomon: (“Good morning/afternoon/evening”).

Identify yourself: «Habla (nombre y apellido) del período (5, 6, o 8).»

One sentence stating where you went on vacation last year.

One sentence stating to where you would like to go on vacation this year.

State three (3) things you would like to do (on vacation) and with whom.

Finish with a proper good-bye expression.
Student Work Samples

French

Italian

Spanish
Collaboration

Collaboration is essential in our classrooms because it is inherent in the nature of how work is accomplished in our civic and workforce lives. Fifty years ago, much work was accomplished by individuals working alone, but not today. Much of all significant work is accomplished in teams, and in many cases, global teams.

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member
In our classroom...

Take A Veteran to School Day
& Patriot’s Pen Essay Contest

Ms. Sorensen
Ben Laddis
Toby Stone
Derek Peltz
Creativity

In the past, Americans perceived creativity and innovation as secondary in our national curriculum. Today, creativity and innovation are key drivers in the global economy.

• Elaborate, refine, analyze, and evaluate original ideas to improve and maximize creative efforts
• Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
• Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur
In our classroom...

Mr. James Amandola
Lucy Barsanti
Juliana Guaracino
Justin Lee
Peter Shine
Rebecca Zachariah
Rachel Zachariah
Native American tradition provides that each individual is connected with nine different animals / symbols that will accompany each person through life, acting as guides. Different guides come in and out of our lives depending on the direction that we are headed and the tasks that need to be completed along our journey.

Native beliefs further explain that a totem symbol is one that is with you for life, both in the physical and spiritual world.

For this project we explored the most important aspects of our life and culture.

Each student chose nine symbols that represent their family, individual traits, dreams, and overall culture? (It did not have to be an animal because our culture is vastly different than that of Native Americans)
Writing Component

All student wrote a personal explanation for their 9 Totem Symbols.

All students used Google Apps to write, share, and edit their work.

Writing Example
Design Component

Tinkercad is an easy-to-use tool for creating digital designs that are ready to be 3D printed into physical objects.

Using the 3D design program all 7th grade students designed their own Totem Poles in the Maker Space.
The project was Collaborative, Creative, Cross-Curricular, and focused on STEM related activities.

Moreover it was FUN!

All of the projects are viewable on the class blog.
Dedicated areas in which students have opportunities to create STEAM infused creations.

- Use emerging technology tools to design, invent and create
- Learn engineering and design concepts
- Exploring ideas that are personally meaningful
6th Grade Explore: Design Thinking and 3D Printing

• Explore design thinking – Kaylei Wong
• Use Computer Aided Design to make objects of personal importance
• Competition-based challenges
  • Future Engineers
  • Thingiverse Monthly Challenges
  • Teacher Challenges
7th Grade Social Studies: Native American Totem Poles

- Cross-curricular project (SS, Math, Engineering, Character Education)
- 100% Student Participation across the grade level (Amandola, Kukla, Foley)
- Provided an opportunity for students to explore content in a different way.
8th Grade Studio in Art: E-Textile Digital Quilt

- Cross-curricular project (Art, Technology)
- Students will use digital electronics and LEDs to create a digital quilt that integrates student artwork.
- Students will employ knowledge about electricity, conductivity and electronics to bring their artwork to life
SOMS Makerspace

Numbers thus far… (September – December)

365+
Number of students who have worked in Makerspace.

150+
Number of hours 3D Printers have been in use.

9
Number of teachers involved this year.
In all our work the 4C’s are present!

- Google Docs are used in many classrooms in all grade levels. This allows multiple students to work on documents together and has resulted in increased self-reflection and peer-to-peer evaluation.
- SOMS Writing Process
- Close Reading
- Research and Debate
- 3B’s
- Chromebooks
Looking Ahead ...

Dec. 2014- Professional Development- Book Study

Jan. 2015- SOMS First Annual STEM Team Challenge
PTA Partnership

May 2015- SOMS First Annual Brain Day-
NiKi Partnership

Sept. 2015- All grade levels will have embedded units
and all students will have access to the
MakerSpace

June 2015- Schools To Watch Feedback