



# THEODORE SCHOR MIDDLE SCHOOL

*A Community of Learners, Educating With Excellence*

## Strategic Plan 2014 – 2015



### Theodore Schor Middle School Mission Statement

*The Piscataway Middle School Community believes that youth in the middle grades are capable of learning and achieving at high levels. Therefore we dedicate our efforts to creating exemplary middle schools that provide equal access to quality education that is responsive to the developmental needs, talents, and interests of all students.*

*The mission of Theodore Schor Middle School, in partnership with our community, is to provide an environment that promotes the academic, social, artistic, physical, and psychological development of our students, preparing them to succeed in an ever-changing, culturally diverse world.*

**Richard A. Hueston, Principal**  
**Orsolina A Cetta, Ph.D., Assistant Principal**

For additional information, please visit the:

[Schor School Website](#)

## **THEODORE SCHOR MIDDLE SCHOOL NARRATIVE**

Theodore Schor Middle School is a multicultural learning community serving approximately 625 students in the sixth through eighth grades. Our central focus is a belief in the potential of every student and the development of targeted instruction that sets high expectations for the achievement of all. Our goal is to promote the academic achievement, social development, and personal growth of each child by allowing our students to engage in twenty-first century learning experiences through the use of a student centered team approach to learning that connects one-to-one technology (iPads), innovative, and traditional learning systems to each classroom experience.

At Schor, we seek to model wisdom and compassion for our children and to create the kind of relationships that will help our students develop self-respect, inner harmony, and a strong and healthy sense of community. We strongly encourage parents and guardians to get involved in our school and to help their children succeed both in school and in life.

Strategic goals, signaling a shift to a more rigorous academic focus, have enabled teachers to become highly prescriptive in diagnosing students' needs and developing specific programs to meet those needs. By providing challenging instruction in over twenty-one different subject areas, we are able to meet the charge of our Board of Education to offer a district wide rigorous curriculum. Through an interactive, child-centered classroom approach to instruction that allows our students to explore learning, they are able to take classes in visual, performing and applied arts. We have introduced classes in S.T.E.M. (Science, Technology, Engineering, Mathematics) for all our students to round out each students' individual program of study in creative arts. Also available to our students are academic and behavioral modification incentive activities; summer opportunity preview programs that allow students to "try out" upcoming coursework; an after-school club program; a district-wide after-school "Music Opportunity Program" in vocal and instrumental performance; a partnership with Rutgers University that awards full scholarships to our income eligible students who maintain a "B" average throughout middle and high school; a test prep "Challenge" activity; a support program that offers tertiary level support to those students who are missing specific foundational skills in mathematics and language arts; a F.O.C.U.S. (Focus on Curriculum, Understanding, and Standards) program to address student needs; a student advocate program that connects each student in the school with an adult; and, a WIN (Whatever I Need) period that is built into the daily schedules of students who have demonstrated a need for targeted intervention during the school day. These strategies assist us in enhancing student performance, differentiating instruction, improving attendance, building self-esteem, and fostering positive attitudes towards people and property.

To meet our strategic objectives to develop high expectations and a rigorous curriculum for all students, our school plan focuses on the need to create learning environments that successfully balance content, pedagogy, and student teacher relationships. It allows us to provide appropriate developmental and instructional programs that address disaggregate populations of the school, as well as ensure that all instructional programs at our school are supported by data informed decision making.

We are excited about the challenges of the journey and it is our intent that by the end of the eighth grade, all of our students will have received a quality middle school education and be well prepared for the rigors of high school and beyond.

**Piscataway Schools**  
**School Strategic Objectives**

**Strategic Objective:** Develop High Expectations for all Students

**Measure:** To increase the understanding and awareness of the staff when planning instruction in order to provide a comprehensive academic program of study that supports all students' success.

**Target:** To create learning environments that successfully balances content, pedagogy, and student teacher relationships.

<b>Project</b>	<b>Benchmarks</b>	<b><i>Persons Responsible</i></b>	<b>Costs (estimate \$)</b>	<b>Measures of Success/ Student Output</b>	<b>Data February/June</b>
Provide instruction, assessment, and classroom practice that addresses that population of Schor students indicated as not meeting performance targets in the ESEA Waiver for 2014. This plan will provide: <ul style="list-style-type: none"> <li>• The integration of higher level thinking skills</li> <li>• Critical learning in assessments.</li> <li>• Communication of the ethics and skills of test-taking in formative, summative, and standardized assessments.</li> <li>• The process that assessment results are reviewed and discussed with the class, students, teaching teams, and parents.</li> <li>• The manner remediation is arranged with those students who do not meet district learning targets.</li> <li>• The process that the teacher employs to arrange re-teaching and retesting to verify that students</li> </ul>	Report Cards, Quarterlies, Universal Screeners, Individual teacher lesson plans, team planning minutes and agendas, I&RS Minutes, RTI Process notes, Individual one-on-one teacher administrator meetings, Review of Teacher SGO's and teacher made assessments. School Climate Survey	Individual teachers, Grade level teams, Counselors, Administrators, Content Area Teams, Math and Language Arts Specialists, CST, Special Education Specialist	2014-15 budget  Cost of after school stipends for academic clubs  Professional Development Fees  Substitute teachers	Performance tracker reports will confirm student growth on common Math & LAL Learning Targets from 2013-14 to 2014-15 due to appropriate support structures that have been established  Genesis Comments  75% of staff will meet or exceed their SGO goals  School Climate Survey results	

**Piscataway Schools  
School Strategic Objectives**

<p>reach minimal standards.</p> <ul style="list-style-type: none"> <li>• The method the teacher employs to assist students in self-evaluation of their performance.</li> <li>• Strategies for how the teacher plans for future instruction and determines the effectiveness of that instruction.</li> <li>• Implementation of one-to-one initiative using the My Big Campus learning platform</li> <li>• How assessments are used to confirm that there is understanding of concepts and skills.</li> <li>• A process that teachers use to determine a students' knowledge of concepts (What a student knows and why they know it.)</li> <li>• Provides evidence that the teacher provides work for students that is engaging.</li> <li>• Schor "Heroes"- student(s)/staff recognition program that is designed to recognize students/staff for their exemplary academic efforts, community service, citizenship, volunteer service, and overall positive contributions to the Schor community in order to begin changing the culture of our building.</li> </ul>					
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**Piscataway Schools  
School Strategic Objectives**

**Strategic Objective:** Offer a Rigorous District Wide curriculum

**Measure:** Increase the understanding and awareness of the staff in planning instruction that addresses cultural, socio-economic, and racial/ethnic make-up of the school.

**Target:** Provide instructional programs that address the ethnic, racial, and cultural populations of Schor Middle School

<b>Project</b>	<b>Benchmarks</b>	<b><i>Persons Responsible</i></b>	<b>Costs (estimate \$)</b>	<b>Measures of Success/ Student Output</b>	<b>Data February/June</b>
Provide instruction, assessment, and classroom practice to address the closing of the achievement gap with respect to culture, ethnicity, and socio-economic standing for all students.	Faculty and Common Planning meeting agendas, Observations, walkthroughs, RTI/I&RS data, Comparative Data from Performance Tracker, Team minutes, Faculty meeting agendas, Learning Conference, professional Development Opportunities One-to-One Initiative	Teachers, Administrators, Counselors, Grade level teams, Content area teams, Principal, Asst Principal, Counselors, CST, Non-certified staff	2014-15 budget  Professional Development Fees  Substitute teachers	Performance tracker reports will confirm that the gap between subgroups will diminish in mathematics, language arts and science (Grade 8) as measured by student performance on district designed learning targets.  A personal education plan that addresses the identified needs of each WIN student will be developed	

Piscataway Schools  
School Strategic Objectives

				<p>to address the results of common district learning targets with progress monitoring.</p> <p>In-service opportunities for staff will be provided to develop strategies that will assist “at risk” students in strengthening the connection that allows them to retain, understand, and apply what they have learned. (Self-regulated Learning Grant)</p> <p>Articulation between subject area teachers across grade level teams as well as across the grades: (5-9) will be instituted with in school action meetings (6-8) weekly.</p>	
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**Piscataway Schools**  
**School Strategic Objectives**

**Strategic Objective:** Offer a Rigorous District wide Curriculum

**Measure:** To assess the effectiveness of existing School Programs in order to determine whether or not those programs should be continued, modified, or eliminated.

**Target:** Provide information that supports that all instructional programs at Schor Middle School are data driven.

<b>Project</b>	<b>Benchmarks</b>	<b><i>Persons Responsible</i></b>	<b>Costs (estimate \$)</b>	<b>Measures of Success/ Student Output</b>	<b>Data February/June</b>
<p>Provide classroom instruction, assessment and practice that align to the Charlotte Danielson Framework for Teaching to effectively examine instruction, planning and presentation of curriculum.</p> <p>Provide multi-level, tiered instruction that coordinates and aligns primary, secondary, and tertiary phases of instruction (RTI &amp; WIN) with the implementation of district curriculum.</p>	<p>Personal Education Plans (PEPs), class performance, performance tracker comparative reports, Faculty and Common Planning meeting agendas, Observations, walkthroughs, RTI/I&amp;RS data, Exit data for WIN periods, Benchmarks, Formative and Summative assessments, results of School safety Survey</p>	<p>Principal, Asst Principal, Counselors, Teacher Teams, CST, Language arts and Math Specialists, Special Education Specialist</p>	<p>201-15 Budget</p> <p>Substitute teachers</p> <p>Professional Development Fees</p>	<p>Performance tracker reports will confirm student growth on common Math &amp; LAL learning targets from 2013-14 to 2014-15 due to appropriate support structures that have been established</p> <p>Common Planning Minutes, Lesson plans.</p>	