



# **Quibbletown Middle School Strategic Plan 2015-2016**

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[Quibbletown School Website](#)



# *Quibbletown Middle School*

## **MISSION STATEMENT**

*The Piscataway Middle  
School Community believes  
that youth in the middle*

## **A Profile of Quibbletown Middle School**

Quibbletown Middle School has an enrollment of approximately 560 students in grades 6 through 8. The population is diverse with approximately 32% African-American, 3% Multiracial, 29% Asian, and 36% White. Our Hispanic students comprise 25% our student body. Grade 6 students are from the two intermediate schools in the district. The National Middle School Association recognizes five key components in identifying effective middle schools. They are (1) interdisciplinary teaming, (2) advisory programs, (3) varied instruction, (4) exploratory programs which include a range of academic, vocational and recreational subjects and (5) transition programs that allow for a smooth change of schools for the young adolescent. Quibbletown integrates these elements in our school program. A committee of stakeholders continues to examine national research concerning outstanding middle schools, Piscataway's current middle school structure and our vision for the future. Small learning teams are established at each grade level and academic instruction in science, social studies, mathematics and language arts are sixty minutes each. Instruction in World Language is provided to all students. A tiered intervention program titled, "*WIN*" (What I Need), provides students with support in reading, literacy, mathematics, behavior, or organization and also provides opportunities for enrichment. The Response to Intervention implementation plan focuses the selection process and monitoring of effective intervention strategies to improve student performance.

The curriculum presented to our students is aligned with the Common Core Standards. Understanding by Design (UBD) is the model framework for curriculum development, which guides lesson presentation. It is research based and provides a viable, guaranteed curriculum to our students. Our curriculum addresses the academic diversity of our students that includes general education students, accelerated students, at-risk students and special needs students. All students are a part of interdisciplinary teams at each grade level. The core academic courses include Mathematics, Language Arts Literacy, Science and Social Studies. Spanish is also in the academic program. Our creative arts courses include Art, Music, STEM (an engineering program utilizing the Project Lead the Way Curriculum), and Media/Technology. Physical Education and Health are also subjects in which all students participate. Students have the opportunity to join our Band, Orchestra, and Chorus. Student success is celebrated with an Honor Roll celebration and breakfast that recognizes their achievement, National Junior Honor Society and a Grade 8 award segment at our annual Promotional Assembly.

In 2015, students in Grades 6, 7 and 8 take the P.A.R.C.C. (Assessment of Readiness for College and Careers) summative assessment. This test measures proficiency in Language Arts Literacy, Mathematics and Science. The data we receive from these tests is analyzed and used to formulate our strategic action plan that supports teachers' instructional planning and is aligned with our district strategic plan. Our school is accountable for student outcomes. Goals for the 2015-2016 school year are focused on increasing scores in both literacy and mathematics as well as providing tiered support for students via the WIN program or one of three support specialists (reading, literacy or mathematics). We will be measuring our progress in meeting these goals through quarterly reviews and assessment of student outputs. Outputs include portfolios, benchmarks, quarterlies, and universal screeners.

The Quibbletown Counseling program is proactive and supports our school community with monthly classroom guidance lessons. The counseling staff meets regularly with students and families and provides individual and small group counseling sessions. The Counseling Department coordinates a variety of school and community programs. One program, Project Health Links provides Grade 8 students with connections to health care careers and healthy lifestyles. Additionally, our school provides an after-school program that includes a variety of clubs and activities that address diverse student interests and includes additional academic support. Our Parent Teacher Group (PTG) is involved in various school programs during the school day and after regular school hours that are both social and educationally beneficial to our students.

We are proud of the supportive environment that allows our students to develop academically and socially. Our middle school strives to provide a quality education that meets the needs of all students and helps them achieve at high levels.

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November, 2015

**Strategic Objective: Offer a Rigorous Curriculum**

**To increase the percent of students moving to accelerated mathematics courses.**

**Measure: 35% of students will score an average over 85 on Quarterlies 1-3**

**70% Proficient on variable section of Science Quarterlies and labs**

<b>Project</b>	<b>Benchmarks</b>	<b>Persons Responsible</b>	<b>Measures of Success/ Student Output</b>	<b>Data February/June</b>
<p>Develop a strong understanding of the relative value of different forms of numbers (i.e. fraction, decimal, and percent) and their location on the number line.</p> <p><u>Grade 6:</u></p> <ul style="list-style-type: none"> <li>• Develop and understanding of numbers smaller than zero (throughout the school year)</li> <li>• DO NOW's to spiral throughout the school year.</li> <li>• Development of the placement of rational numbers on a number line and incorporate number lines in all units.</li> <li>• Reinforce fraction, decimal and percent conversions on a number line</li> </ul> <p><u>Grade 7:</u></p> <ul style="list-style-type: none"> <li>• Develop and demonstrate an understanding of the constant of proportionality, as a fraction, decimal, and percent as it applies in different situations.</li> <li>• Extend the understanding of negative values, as applied to relative location and expressions, and real-life situations.</li> </ul> <p><u>Grade 8:</u></p> <ul style="list-style-type: none"> <li>• Cumulative Reviews throughout the year.</li> <li>• Simplify and approximate square and cube roots,</li> <li>• Use multiple forms of numbers in ordering/matching activities (include number line)</li> <li>• Convert between fractions and decimals including repeating decimals.</li> <li>• Compare and place rational and irrational numbers on a number line.</li> </ul>	<p>Quarterly Exams and Cumulative Reviews</p>	<p>Math Teachers Building Administration Math Specialists Departmental Supervisors</p>	<p>6<sup>th</sup> Grade: Quarterly I and Quarterly 2</p> <p>7<sup>th</sup> Grade: Quarterly I and Quarterly 2</p> <p>8<sup>th</sup> Grade: Quarterly And/or Cumulative Reviews</p>	
<p>To extend understanding of arithmetic operations to include positive/negative real numbers.</p> <p><u>Grade 6:</u></p> <ul style="list-style-type: none"> <li>• Continue exposure to negative numbers (graphing on number line; and real world applications</li> <li>• Utilize multiple representations on a number line (counters, walking a</li> </ul>	<p>Quarterly Exams and Cumulative Reviews</p>	<p>Math Teachers Building Administration Math Specialists Departmental Supervisors</p>	<p>Quarterlies And/or Cumulative Reviews</p>	

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<p>number line, number line, money, up/down)</p> <ul style="list-style-type: none"> <li>• Incorporate negatives/positives in all units (i.e. geometry, measurement, etc.)</li> </ul> <p><u>Grade 7:</u></p> <ul style="list-style-type: none"> <li>• Extend the understanding of negative values, as applied to relative location and expressions.</li> <li>• Utilize multiple representations to introduce operations (counters, walking a number line, number line, money, up/down</li> <li>• Incorporate all forms of rational numbers in all units.</li> <li>• Revisit often through That Quiz.</li> </ul> <p><u>Grade 8:</u></p> <ul style="list-style-type: none"> <li>• Incorporate negatives/positives in all units (i.e. geometry)</li> <li>• Revisit often through That Quiz and cumulative reviews.</li> </ul>				
<p>Science :</p> <ul style="list-style-type: none"> <li>• Properly identify variables in science investigations</li> <li>• Create and Interpret scientific data using graphs</li> </ul>	<p>Quarterlies</p>	<p>Science Teachers Building Administrators Department Supervisor Math Specialist</p>	<p>SGO's Labs</p>	

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**Strategic Objective: Offer a rigorous curriculum**

**To increase the percent of students moving to accelerated language arts courses.**

**Measure: 65 % Proficient on LAL Quarterlies (1-3)**

**60 % Proficient on SS DBQ (1-3)**

**3 - 5% increase in number of students entering accelerated LAL in 7<sup>th</sup> and 8<sup>th</sup> grade**

<b>Project</b>	<b>Benchmarks</b>	<b>Persons Responsible</b>	<b>Measures of Success/ Student Output</b>	<b>Data February/June</b>
<p>Immersion in the writing process from ideas through publication.</p> <p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Writer’s Workshop – units of study</li> <li>2. Students will use the writing process for one piece of writing each marking period</li> </ol>	Quarterly	LAL Teachers Building Administration Departmental Supervisors LAL Specialists	Quarterlies Student work Writer’s notebook Student conferences	
<p>Students will effectively apply pre-writing strategies appropriate to the type of writing.</p> <p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. All teachers will model multiple pre-writing strategies.</li> <li>2. Students will apply the above to their writing.</li> <li>3. Teacher will require use of pre-writing strategy prior to their first draft.</li> <li>4. Student will produce organized first draft.</li> </ol>	Quarterly	LAL Teachers SS Teachers Building Administration Departmental Supervisors Specialists	Quarterlies Social Studies DBQs Student work	
<p>Students will effectively write a Written Constructed Response in all subject areas to include fiction and non-fiction text.</p> <p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Direct teaching of:                             <ol style="list-style-type: none"> <li>a. Marking and annotating the text;</li> <li>b. Citing text accurately and effectively</li> <li>c. Explain the evidence and what it indications in our own words.</li> </ol> </li> <li>2. Give models                             <ol style="list-style-type: none"> <li>a. Score</li> <li>b. Provide evidence of an increase.</li> </ol> </li> </ol>	Quarterly	LAL Teachers SS Teachers Building Administration Departmental Supervisors Specialists	Quarterlies Social Studies DBQs	
Students will be required to read independently.	Quarterly	LAL Teachers	Quarterlies	

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<p>6<sup>th</sup> grade – ≥ 60 minutes a week (Reading logs &amp; Projects) 7<sup>th</sup> grade – ≥ 60 minutes a week (Reading logs &amp; Double entry diaries) 8<sup>th</sup> grade – Independent Novel Projects (4 Minimum and Reading Logs)</p> <p><b>Strategy:</b> 1. Reader’s Workshop</p>		<p>Building Administration Departmental Supervisors LAL Specialists</p>	<p>Benchmarks Projects Reading logs</p>	
<p>Vocabulary Instruction</p> <p>Direct Instruction in prefixes, suffixes, and root words. Direct Instruction on strategies to determine unfamiliar word meanings. -context clues -dictionary -Vocabulary.com</p>	<p>Quarterly</p>	<p>LAL Teachers Building Administration Departmental Supervisors LAL Specialists</p>	<p>Quarterlies Sadlier Connect</p>	
<p>Students will be able to analyze nonfiction text, charts, and visual data sources, to enhance understandings of topics in Social Studies by:</p> <ul style="list-style-type: none"> <li>- Determining the central ideas of information of a primary or secondary source distinct from prior knowledge or opinions</li> <li>- Citing specific textual evidence to support analysis of primary and secondary sources</li> <li>- Identifying aspects of a text that reveal an author's point of view or purpose</li> <li>- Analyzing the relationships between sources that focus on the same topic</li> </ul> <p><b>Strategies:</b> 6th grade - - Use of a guided essay for pre-writing. - Demonstration of source citation. 7th grade - - Practice developing a thesis statement and road map - Allow students to develop own questions to analyze a primary/secondary source 8th grade - - Independently complete document analysis charts for primary source/chart/visual data - Develop cross-referencing skills in essay writing</p>	<p>Social Studies DBQs/Quarterlies</p>	<p>SS Teachers Building Administration Departmental Supervisors LAL Specialists</p>	<p>Quarterlies</p>	

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<p><b>Science</b></p> <p>Grades 6, 7, &amp; 8</p> <ul style="list-style-type: none"> <li>• Writing formal conclusions using the district wide conclusion format           <ul style="list-style-type: none"> <li>○ Paragraph 1: Answer the problem question</li> <li>○ Paragraph 2: Interpret the data and analyze the hypothesis</li> <li>○ Paragraph 3: Male a prediction</li> </ul> </li> <li>• Using data evidence to support conclusions</li> </ul>	<p>SGO          Lab Conclusions</p>	<p>Science Teachers          LAL Teachers          Building Administration          Departmental Supervisors          Specialists</p>	<p>Lab reports using          district lab format          Quarterlies</p>	
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**Objective:** To implement an effective program responsive to all students' needs.

**Measure:** Reduce the number of students in WIN who have marking period scores below 70 by 20%

<b>Project</b>	<b>Assessments</b>	<b>Persons Responsible</b>	<b>Measures of Success/ Student Output</b>	<b>Data February/June</b>
Use existing data to identify student needs. Data to include curriculum based assessments (both formative and summative)	DRA 2 CARS Teacher Recommendations /previous academic performance	Teacher Teams MS Specialists Building Administration Counselors Departmental Supervisors	MP Grades	
Group students in WIN period based on needs. Needs are assessed by formative and summative assessment. Tier 2 students will work with classroom teachers while Tier 3 students will receive intensive intervention by math and literacy support specialists.	Quarterly Tier 3 ILPs DRA 2	Teacher Teams MS Specialists Building Administration Counselors Departmental Supervisors	Progress Monitoring Quarterlies Exit Slips DRA Progress/monitoring MP Grades	
WIN period to have a skills based focus (ex. Extended Constructed Responses, writing process, developing knowledge of mathematical concepts) Will include (but not limited to): <ul style="list-style-type: none"> <li>• Reading and responding to non-fiction text with an emphasis on science and social studies</li> <li>• Application of higher level skills to problem solving</li> </ul>	Quarterly	Teacher Teams MS Specialists Building Administration Counselors Departmental Supervisors	Daily Work Social Studies DBQs Quarterlies Use of strategies evident in classroom work MP Grades	

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**Objective:** Offer a rigorous curriculum in Spanish  
Improve communication skills in Spanish in the World Language Classroom.  
**Measure:** Improve scores on open ended questions and speaking skills by 10%

<b>Project</b>	<b>Benchmarks</b>	<b>Persons Responsible</b>	<b>Measures of Success/ Student Output</b>	<b>Data February/June</b>
Students will effectively respond to Extended Constructed Responses in the target language.	10/2015 2/2016 Writing Samples (Pre and Post Assessments)	WL Teachers	Rubrics Self-assessments	
Students will conduct interviews with classmates on a regular basis.	Quarterly  Formative Assessment  Interview activities	WL Teachers	Rubrics Self-assessments	

**Strategic Objective:** Offer a rigorous curriculum via a strong PE, fine arts, and creative arts program.  
**Measure:** 70% of students will score 70% or higher in the third marking period.

<b>Project</b>	<b>Benchmarks</b>	<b>Persons Responsible</b>	<b>Measures of Success/ Student Output</b>	<b>Data February/June</b>
To create awareness of how sports science and physics are Inter-related. <ul style="list-style-type: none"> <li>• First draft of video and commercial</li> <li>• PE/ Stem/ Media-Tech</li> <li>• Analysis of survey results</li> </ul>	3/2016 6/2016	PE/STEM/Media Tech Teachers	Participation in school wide survey	
Students will acquire the individual musicianship and musical skills necessary to strengthen performances of their musical ensemble.	2/2016 6/2016	Music Teachers Department Supervisor	Pre-test and Post Test  Individual	

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<ol style="list-style-type: none"> <li>1. Identify areas of needed improvement, and develop instruction accordingly.</li> <li>2. Utilize technology to facilitate and deepen learning experiences.</li> <li>3. Assess students individually during rehearsals and lessons.</li> <li>4. Utilize data to further drive instruction</li> </ol>			performance tests throughout year	
<p>Students will demonstrate musicianship and musical skills through ensemble music-making.</p> <ol style="list-style-type: none"> <li>1. Prepare and perform in Winter, Spring, and Pop Concerts</li> <li>2. Prepare and perform in adjudicated festivals (In and Out of District)</li> <li>3. Reflect and analyze performances</li> </ol>	12/2015 6/2016	Music Teachers Department Supervisor	Combined Rehearsals  Performances  In-Class Discussions and Lesson Activities	
<p>Art and Literary Magazine - Opportunity for all students school wide to showcase their visual art and creative writing.</p> <p>*Students will meet strict guidelines for selection for publication: Creative, original, error free writing, and original art measured against the elements and principals of design.</p>	March 2016- submission deadline June 2016- Publication	Art Teacher	Final Publication	
<p>Grades 6 and 7 will learn, expand understanding and increase their proficiency in visual art technology skills.</p> <p>* Rubrics measuring creativity, understanding of app tools, (such as layers and color applications), and elements and principals of design,</p> <p>* Assessment of photography skills (understanding of cropping, creating dynamic compositions, fine tuning focus.)</p>	December 2015 / May 2016 photograph, outlines, finished art	Art Teacher	Finished printed art work Rubric	

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**Strategic Objective: To improve school climate through recognition of positive student contributions to the school community**

**Measure: 10% improvement in school climate survey**

<b>Project</b>	<b>Benchmarks</b>	<b>Persons Responsible</b>	<b>Measures of Success/ Student Output</b>	<b>Data February/June</b>
<p>Quibbletown Shines- student of the month recognition program that is designed to recognize students for their exemplary academic efforts, community service, citizenship, volunteer service, and overall positive contribution to the Quibbletown family.</p> <ul style="list-style-type: none"> <li>- Discuss characteristics of "student of the month" during advisory</li> <li>- Create "reward package" for students who are nominated for student of the month</li> <li>- At the end of every month each team of teachers will nominate one student to be a "student of the month" who will be recognized for their efforts</li> <li>- Post Cards mailed home communicating outstanding achievement/ Random Acts of Kindness.</li> <li>- Positive Behavior Support Committee</li> </ul>	<p>Data Analysis of 2014-2015 referrals.</p> <p>Quarterly examination of points/student demerits.</p>	<p>Building administration Counseling Dept</p>	<p>Improvement in school climate survey.</p> <p>Decrease in the number of discipline referrals.</p> <p>Increased participation in school sponsored events/PTG</p>	<p>Monthly Meetings</p>