

**Luther Burbank Improvement Plan  
2015 - 2019**

**Submitted by Laura Friend, Principal**

**Vision of Our Future**

The Luther Burbank Middle School's purpose is to build wisdom, knowledge, respect, responsibility and compassion by engaging the head, hands and heart of each student. Students will embrace the challenges that the school offers in order to achieve academically, artistically and athletically. A life-long curiosity, love of learning and willingness to take appropriate risks will be developed.

## Burbank Improvement Plan 2015 - 2019

### Mission

The mission of the Luther Burbank Middle School is to educate each child to his or her fullest potential in a safe, caring environment and to create life-long learners who are responsible, contributing members of society.

### School Improvement Plan Focus Areas

- **Climate and Safety:** Luther Burbank Middle School will provide an environment where students feel physically and emotionally safe. This environment requires an acceptance of personal responsibility by all students.
- **Curriculum and Instruction:** A broad-based curriculum, aligned with the Massachusetts Curriculum Frameworks will provide students with equal opportunities and challenges. This curriculum requires recognition and accommodation of different learning styles, needs and abilities for life-long learning.
- **Parent Involvement and Communication:** A cooperative link will exist between home, school and community which recognizes that the education of our students is the responsibility of everyone in these three arenas.

## **District Core Values**

We value excellence through . . .

Achievement and growth of all students through high quality and coherent practices

Active environments in which students' diverse backgrounds, identities, strengths and challenges are respected.

Digital learning, communication and collaboration

Family and Community Engagement

Safe and healthy environments

Shared responsibility for all learners: student and adult

## **District Core Beliefs**

We believe education is a shared responsibility among students, schools, families and the community.

All students can learn.

All students have abilities and talents

All students need to have their voices heard

Families play an active role in education

Family input is valuable and necessary

Families are a resource

Our educators are highly motivated, highly qualified and deeply committed

Our educators need time for collaboration, planning and professional development

Our educators are an integral part of the leadership of our schools

Our communities expect, value and support excellence

Our community input is valuable and necessary

Our communities are resources

Goal	Baseline	SY 2016	SY 2017	SY 2018	SY 2019	Vision
<b>Goal 1</b>	<b>Curriculum and Instruction: To foster and sustain educational services and programs that support, enrich and extend the curriculum for all students.</b>					
<b>1 A Academic Achievement</b>	<p>Based on current ESE criteria, LBMS is identified as a Level 1 school for reducing proficiency gaps for all students. Currently, our students with special needs sub group is making growth but not meeting target.</p>	<p>ELA Research efficacy of current vocabulary program and make data-informed recommendation for FY17.</p> <p>Research readers and writers workshop methodology, 6-8, to support MRE methodology, K-5.</p> <p>Integrate writing across the curriculum. Explore opportunities for interdisciplinary connections amongst content areas.</p> <p>Develop writing skills of students participating in portfolio assessment, in accordance with the criteria on the state developed rubric</p> <p><b>MATHEMATICS</b> Develop and strengthen CCSS units; use identified, supplementary curriculum materials (e.g., Big Ideas).</p> <p>Post Standards of Mathematical Practice and integrate into lessons.</p> <p><b>STE</b> Discuss and research needs based on MGS. Work vertically to share ideas/lessons/units on newer more unfamiliar content.</p>	<p>ELA Implement research-based vocabulary program, 6-8.</p> <p>Pilot implementation of ms readers and writers workshop, 6-8, to include review of units of study for differentiation.</p> <p>Continued integration of writing across the curriculum. Documented integration reflected in a minimum of 1 unit on ATLAS Rubicon.</p> <p>Demonstrate increased proficiency in writing in one text type in accordance with the scoring rubric for MCAS-Alt writing</p> <p><b>MATHEMATICS</b> Identify and administer 2 high quality performance tasks, with rubrics, that test retention of concepts taught.</p> <p>Build assessments and/or tasks that address the Standards of Mathematical Practice</p> <p><b>STE</b> Implement in grade 6 and develop in grade 7 an articulated science curriculum consistent with revised 2016 Massachusetts state standards.</p>	<p>ELA Implement research-based vocabulary program. Review, analyze, and adjust.</p> <p>Partial implementation of ms readers and writers workshop, 6-8, to include revision of units of study for differentiation.</p> <p>Continued integration of writing and reading across the curriculum. Documented integration reflected in a minimum of 2 units on ATLAS Rubicon.</p> <p>Demonstrate increased proficiency in writing in two text types in accordance with the scoring rubric for MCAS-Alt writing</p> <p><b>MATHEMATICS</b> Review, revise and administer to new group of kids the performance tasks.</p> <p>Administer the assessments.</p> <p><b>STE</b> Implement in grade 7 and develop in grade 8 an articulated science curriculum consistent with revised 2016 Massachusetts state standards.</p>	<p>ELA Implement research-based vocabulary program based on FY18 analysis of impact on student performance.</p> <p>Continued implementation of ms readers and writers workshop, 6-8, to include revision of units of study for differentiation, as necessary.</p> <p>Continued integration of writing and reading across the curriculum. Documented integration reflected in a minimum of 3 units on ATLAS Rubicon.</p> <p>Demonstrate increased proficiency in writing in three text types in accordance with the scoring rubric for MCAS-Alt writing</p> <p><b>MATHEMATICS</b> Review, analyze, adjust.</p> <p>Review, analyze adjust.</p> <p><b>STE</b> Review, analyze, and adjust.</p>	<p>Meet or exceed proficiency expectations for all groups, including our sub-groups as defined by ESE</p>

		TIME ON LEARNING	TIME ON LEARNING	TIME ON LEARNING	TIME ON LEARNING	
		Review schedule for 2016/17 to maximize learning time. Conduct research on effective ms scheduling models. Make recommendation for adjustments for FY17.	Implement adjusted schedule and develop protocol for efficacy feedback.	Review, analyze, adjust.	Review, analyze, adjust.	
<b>1 B Technology Integration</b>	<p>The school maintains two full labs of N-computing stations for students (lab and library).</p> <p>Classrooms have SmartBoards.</p> <p>Chromebooks exist at each grade level, for the related arts team, and for Title I programs.</p> <p>Students in the district program have iPads assigned for use at school and home.</p> <p>BYOD has been implemented.</p> <p>All students have IXL accounts for ELA and math.</p>	<p>Survey staff and provide opportunities for training in technology (specifically, SAM-R).</p> <p>Encourage sharing amongst staff around apps/extensions/tools that enhance teaching and learning. Principal to model technology integration and integrate in Monday Memo (weekly communication tool with staff).</p> <p>Implement 1:1 Google Chromebook initiative, Gr. 8.</p> <p>Use district technology blended learning plan to help support student readiness for state assessment expectations.</p>	<p>Survey staff. Provide a minimum of 3 opportunities for in house training in technology to support student learning (SAM-R, Google Classroom, other identified apps/extensions/tools).</p> <p>Integrate SmartBoards into specialist areas (music and art).</p> <p>Continued implementation of 1:1 Google Chromebook Initiative, gr. 8, with increased usage of Google Classroom for communication, assignments, assessments.</p> <p>Use district technology blended learning plan to help support student readiness for state assessment expectations (continued).</p>	<p>Survey staff. Provide a minimum of 3 opportunities for in house training in technology to support student learning (SAM-R, Google Classroom, other identified apps/extensions/tools).</p> <p>Assess integration of SmartBoards into specialist areas (music and art) and all other content areas using survey results.</p> <p>Continued implementation of 1:1 Google Chromebook Initiative, gr. 8, with increased usage of Google Classroom for communication, assignments, assessments.</p> <p>Use district technology blended learning plan to help support student readiness for state assessment expectations (continued).</p>	<p>Survey staff. Provide a minimum of 3 opportunities for in house training in technology to support student learning (SAM-R, Google Classroom, other identified apps/extensions/tools).</p> <p>Adjust practice based on SmartBoard efficacy and consistency of use feedback from FY18.</p> <p>Continued implementation Google 1:1 Google Chromebook initiative, with team-wide usage of Google Classroom for communication, assignments, assessments.</p> <p>Use district technology blended learning plan to help support student readiness for state assessment expectations (continued).</p>	<p>Students demonstrate proficiency with digital learning tools appropriate to their grade level and content area, as evidenced by parent/student/teacher survey results and student work, 6-8</p> <p>All faculty trained in SAM-R model. Consistent implementation of SAM-R in all content areas, with increasing focus on M(modification) and R(redefinition) as evidenced by lesson plans and student assessments</p>
<b>1 C Meeting the needs of learners with special needs and academic challenges</b>	<p>Each grade level team has a dedicated special education teacher who provides pull out and inclusion services to students on IEPs and who collaborates with the team.</p> <p>STAT meets weekly to</p>	<p>Develop a systemic method for data collection and tracking to review results from state and district assessments, including progress- monitoring.</p> <p>Principal to meet bi-weekly with special educators to review progress and adjust</p>	<p>Develop school-wide data-wise system, to include: data-review teams, protocols, and systems into schedule to ensure timely RTI impact and student progress.</p>	<p>Implement school-wide data-wise system, to include: data-review teams, protocols, and systems into schedule to ensure timely RTI impact and student progress.</p>	<p>Review, analyze, and adjust school-wide data-wise system, to include: data-review teams, protocols, and systems into schedule to ensure timely RTI impact and student progress.</p>	<p>The achievement gap between general education and special education students will be narrowed as evidenced by state-wide assessment.</p>

	<p>discuss strategies to support struggling students.</p> <p>Looping models are in place for science (6-7) and math (7- 8).</p> <p>The schedule allows for multiple team times at each grade level. Vertical team time is scheduled on a rotating basis for ELA, math, and science</p>	<p>accordingly.</p> <p>Principal to meet each trimester with Title I team to review progress and adjust accordingly.</p> <p>Grade level teams to meet each trimester to review data analysis and action plans</p>				
<b>1 D Enrichment and Extension</b>	<p>Opportunities are provided in the schedule for interventions/ enrichment based on student need.</p> <p>Various opportunities are provided to encourage extra-curricular enrichment of academic skills:</p> <p>Movie Book Club Summer Reading Mathcounts Geo Bee Spelling Bee Jazz Band Drama Club Robotics Team Yearbook</p>	<p>Assess current enrichment and extension opportunities offered within, and outside of, the school day.</p> <p>Increase enrichment opportunities offered outside of the school day by 2 opportunities (After School Art and Audio-Visual).</p> <p>Increase enrichment opportunities offered within the school day by 1 school-wide opportunity (Writer's Group).</p> <p>Explore and support enrichment/extension opportunities during PLUS time.</p>	<p>Increase enrichment opportunities offered outside of the school day by 1 additional opportunity.</p> <p>Increase enrichment opportunities offered within the school day by 1 additional school-wide opportunity.</p> <p>Integrate enrichment/extension opportunities during PLUS time.</p>	<p>Increase enrichment opportunities offered outside of the school day by 1 additional opportunity.</p> <p>Increase enrichment opportunities offered within the school day by 1 additional school-wide opportunity.</p> <p>Integrate enrichment/extension opportunities during PLUS time.</p>	<p>Increase enrichment opportunities offered outside of the school day by 1 additional opportunity.</p> <p>Increase enrichment opportunities offered within the school day by 1 additional school-wide opportunity.</p> <p>Integrate enrichment/extension opportunities during PLUS time.</p>	<p>Development of a school-wide enrichment program that enhances the multiple learning and interest modalities of students in and out of the classroom.</p>

Goal	Baseline	SY 2016	SY 2017	SY 2018	SY 2019	Vision
<b>Goal 2</b>	<b>Climate and Safety:</b> Develop a culture in which students, staff, and parents feel valued, respected and safe both physically and emotionally.					
<b>2 A Recognition</b>	Announcements recognize personal or team accomplishments; recognition night recognizes 8 <sup>th</sup> grade students; grades 6 and 7 recognize students on last day; academic accomplishments are recognized through honor roll.	Implement Positive behavior referral program for students.  Integrate positive shares at all staff meetings.  Reinvigorate Sunshine Committee/Family Fund.  Student Council to identify a minimum of 1 way to celebrate school community.	Identify and implement 1 additional method of staff recognition.  Identify and implement 1 additional method of student recognition.	Identify and implement 1 additional method of staff recognition.  Identify and implement 1 additional method of student recognition.	Identify and implement 1 additional method of staff recognition.  Identify and implement 1 additional method of student recognition.  Reflect on implemented venues of recognition through survey tool.	Consistent and proactive recognition and celebration of school community and achievement:  Personal Academic Athletic
<b>2 B Cultural Proficiency</b>	Curriculum and enrichment presentations (through PTO) address diversity and promote positive culture; Participation in the R word campaign (sponsored through Best Buddies and Special Olympics); Mix it up day provides students with varying exposure to peers.	Investigate cultural proficiency training for staff.  Introduce staff to language of cultural proficiency.  Explore idea of community read.	Implement cultural proficiency training for staff.  Mindful incorporation of language of cultural proficiency by all staff.  Implement community read (TBD).	Staff led implementation and modeling of cultural proficiency for students. Evidence TBD.	Student led implementation and modeling of cultural proficiency. Evidence TBD.	LBMS will be a people first community, appreciating and accepting our collective diversity and celebrating our inherent sameness as primarily human beings.
<b>2 C PBIS</b>	Staff has had minimal exposure to PBIS at district level.  Individual teachers implement classroom management resultant in positive behavior.  Standards for behavior outlined in handbook and in classrooms.	Educate all staff on Positive Behavior Supports (PBIS).  Revisit school rules with Principal Advisory Council.  Explore options of Developmental Designs/Advisory for FY17.  Implement new curriculum module (Life Skills Training) ;implemented district wide in 6 <sup>th</sup> grade health classes to identify and manage strong emotions including anxiety and anger	Identify PBIS plan to meet the needs of LBMS.	Train LBMS staff under chosen plan	Implement, review, and assess plan using survey tool.	Articulated social emotional plan for LBMS

<p><b>2 D School Safety</b></p>	<p>The safety committee meets on a quarterly basis, at minimum, (MRE staff, Burbank staff, town police/fire and district facilities).</p> <p>Staff meeting discussions report out regularly regarding safety concerns.</p> <p>Implementation of fire/lock down/code blue drills.</p>	<p>Establish a safety committee subcommittee to identify protocols and procedures in areas that need to be evaluated for potential issues as identified through staff survey.</p>	<p>Develop identified protocols and procedures.</p>	<p>Implement protocols and procedures.</p>	<p>Evaluate and revise protocols and procedures.</p>	<p>The safety committee, in conjunction with facilities department, will implement preventative procedures/protocols for the inspection of the building to identify potential physical safety concerns of the physical building and deal with them accordingly.</p>
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Goal	Baseline	SY 2016	SY 2017	SY 2018	SY 2019	Vision
<b>Goal 3</b> <b>Parent Involvement and Communication:</b> Develop clear expectations for the responsibilities of students, staff, and parents regarding learning in order to strengthen this partnership.						
<b>3 A</b> <b>Parent/Community Involvement</b>	Conferences; Meetings; Presentations/Guest Speakers are available and provided.	Survey staff to determine what opportunities would be available within the classroom.  Survey parents to see how they would like to be involved in the classroom and/or further with their child's learning.  Explore ways for parents of middle school students to be involved.  Provide 1 additional school-wide event to involve parent/community members in student learning (Poetry Slam, Crane Making)	Based on survey results, provide 1 additional avenue of involvement for parents/community members.  Consider opportunities for student "voice" during spring parent/teacher conferences.	Based on survey results, provide 1 additional avenue of involvement for parents/community members.  Pilot opportunities for student "voice" during spring parent/teacher conferences.	Based on survey results, provide 1 additional avenue of involvement for parents/community members.  Implement student "voice" during spring parent/teacher conferences (based on pilot).	Opportunities are available and communicated throughout the school year for parents and volunteers to be involved in the school community.