

Luther Burbank Middle School

School Improvement Plan 2019-2022



LBMS School Council

Laura Friend	Principal		Steven Grant	Assistant Principal (NVM)
Monica Smith	Parent/ Co-Chair		Judy Ursuliak	Staff Member/Secretary
Sharon Poch	Parent		Quintin Burks	Teacher
Bridgette Rigglin	Parent		Claire Brunelle	Teacher
Tina Wells	Parent		Cheryl Lonardo	Teacher

*Council members at the time of SIP Development

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.

Vision: 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.

School Improvement Plan Focus Areas

- **Teaching All Learners:** 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.
- **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.
- **Community Partnership & 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.

School Improvement Plan: 2019-2022

Goals	Actions	Expected Benchmarks	Outcomes
<p>Goal 1: Foster and sustain learning experiences that both empower students and enrich the curriculum within and beyond the school day.</p>	<ul style="list-style-type: none"> ❖ English language arts faculty will refine and develop a cohesive, vertically-aligned curricular plan for readers and writers workshop. ❖ Mathematics faculty will research and integrate Mathematical Mindset pedagogy into their instructional practice. ❖ STEM/STEAM learning opportunities will be integrated cross-curricularly. ❖ Extra-Curricular activities will be expanded/adjusted to reflect student interest. ❖ LBMS will explore peer mentoring opportunities with MRE. ❖ LBMS will use parent and student survey data to analyze and inform homework protocols. 	<ul style="list-style-type: none"> ❖ A vertically-aligned curricular plan for readers and workshop will be developed and shared with teachers and with the Dept. of Teaching and Learning. ❖ Each grade level will integrate a minimum of 3 Mathematical Mindset learning opportunities each year. ❖ Scheduling will support time for teacher co-planning and technology integration. ❖ Extracurricular activities will be added/adjusted to reflect student interest. ❖ A plan for a peer mentoring program with MRE will be developed and shared with the staff and community. 	<ul style="list-style-type: none"> ❖ Intentional learning opportunities will be provided to students for the purpose of expanding students' active learning skills (eg., empowerment, agency, and problem-solving) ❖ A school-wide plan for enrichment and extension, in and out of the classroom will be developed and articulated. ❖ Schoolwide homework protocols will be revised for consistency and for student "school/childhood balance."
<p>Goal 2: Provide a school environment in which all stakeholders (students, staff, and parents) feel physically and emotionally safe.</p>	<ul style="list-style-type: none"> ❖ LBMS will implement scheduled ALiCE emergency drills with debriefing sessions (students and staff) in conjunction with local law enforcement and Lancaster Safety Committee. ❖ LBMS School Council will conduct a needs assessment related to student perception of social emotional safety. ❖ LBMS School Council will gather data on the number of students able to identify a trusted adult within the school setting. ❖ Administration and faculty will assess data and use team 	<ul style="list-style-type: none"> ❖ Safety protocols and drills will be identified and systematically practiced throughout the school year. ❖ Staff and student competency as it relates to ALiCE Safety Protocols will increase as evidenced by staff and School Council survey (s). ❖ Students will be able to identify a trusted adult within the school setting as evidenced by an advisory-generated activity/survey. ❖ One (1) additional avenue will be added each year for the 	<ul style="list-style-type: none"> ❖ Full implementation of ALiCE Safety Protocols for all students and staff. Implementation adjusted as appropriate to meet developmental needs of middle level learners. ❖ Development and implementation of supports to address students' social and emotional needs as middle level learners. ❖ Social and emotional supports will address specific objectives and enhanced

	<p>collaboration time to identify increased avenues for the building of student-teacher relationships.</p> <ul style="list-style-type: none"> ❖ A needs assessment related to teacher knowledge of social emotional learning and its influence in the classroom will be conducted. develop a plan based on data to increase teacher SEL knowledge from baseline. 	<p>purpose of soliciting student voice</p> <ul style="list-style-type: none"> ❖ Faculty knowledge of social emotional learning and its influence in the classroom will increase as evidenced by a pre and post survey. 	<p>awareness of student social emotional need.</p>
<p>Goal 3: Develop a school-wide community partnership plan that includes clear expectations for communication and an increased use of community-based resources.</p>	<ul style="list-style-type: none"> ❖ The LBMS principal will dedicate staff meeting time to allow for grade level review of curriculum to identify natural entry points conducive to community-based resources. ❖ Grade level teams will communicate with families to solicit support related to community-based entry points. ❖ Grade level teams will communicate with families on a regular basis regarding the "big picture" related to curriculum and instruction. ❖ Administration and faculty will develop and communicate "monthly curriculum and instruction 'positive share'." ❖ Administration and faculty will develop a plan for regular maintenance and updating of website information. 	<ul style="list-style-type: none"> ❖ Each grade level will create a learning opportunity that integrates a community-based resource to extend student learning (annually). ❖ Using survey results, one (1) additional avenue of involvement for parents/community members will be developed and implemented annually. ❖ Faculty and staff websites will be maintained and updated on a regular basis. ❖ Annual parent/family survey feedback will reflect increased satisfaction related to faculty/administration communication (frequency and content) 	<ul style="list-style-type: none"> ❖ Expanded partnership of community resources to help enrich learning experiences and create real-world experiences for students. ❖ Clear expectations for communication for faculty and administration will be developed and shared with the community.