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| **Mission** |
| The Burlington Public Schools is to help all students acquire organized knowledge, master creative and intellectual skills, and understand ideas in a way that fosters positive self-image and leads to lifelong learning, self-sufficiency, and responsible citizenship. |
| **Vision** |
| Marshall Simonds Middle School emphasizes a strong academic curriculum and healthy social emotional development for its students predicated upon the Association for Middle Level Education’s landmark positon paper *This We Believe: Keys to Educating Young Adolescents*[[1]](#footnote-1) *(1995, 2010*). MSMS is responsive to early adolescent development with its nine interdisciplinary teams that create a “schools within a school” model, thereby creating a “smaller” school environment for our 821 students. MSMS students benefit from this teaming model because their teachers are able to (a) personalize the quality of student-adult relationships ensuring that “every student’s academics and personal development is guided by an adult advocate[[2]](#footnote-2)”, (b) involve students in a curriculum that is participatory, challenging, and emphasize self-exploration, (c) acknowledge diverse areas of competence, (d) provide ample opportunities for peer groups to flourish, and (e) involve families as partners in the education of their children. |
| **Core Values –** *The Burlington Public Schools and Marshall Simonds Middle Schools are committed to:* |
| * + - Developing all students’ potential for excellence.
		- Providing a program of study that has the same academic objectives for all students.
		- An educational environment that reflects sensitivity to students’ differing styles and intellectual development.
		- Creating a learning environment that values human differences, fosters a sense of belonging, & promotes cultural proficiency among all students and staff.
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| **Strategic Objectives and Initiatives** |
| **Strategic Objective 1** – **Engaged Learning** Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.***Strategic Initiatives -***  *Inclusion, Social Emotional Learning, Targeted Instruction, Teacher Capacity* | **Strategic Objective 2** - **Relationships**Strengthen relationships between and amongst students, staff, families, and the community to ensure high quality, engaged learning for every student.***Strategic Initiatives****– Cultural Competence & Teacher Capacity* | **Strategic Objective 3** - **Communication**Ensure two-way, respectful communication across the district, with families, and the Burlington community.***Strategic Initiatives*** *– Collaboration, Communication, Partnership Schools, Planning for Success* | **Strategic Objective 4** - **Facilities & Operations**Provide human and financial resources to support high quality, engaged learning.***Strategic Initiatives*** *– Student Safety* |
| **Inclusion for All/Targeted Instruction*** Continue flexible teaching models based on MS concept and belief that all students can grow academically, socially, emotionally, and behaviorally.
* Implement the “Keys to Literacy” program to support student literacy.
* Continue implementation of the Bridge and Life Skills programs to meet student needs.
* Implement revised IT/Tech Ed Program with engineering, coding, programming, and construction.
* Adopt a new math program that coordinates with grades 5 and 9.
* Continue collaboration between Art & BEAM and implement “Music Learning Theory” curriculum.
* Implement BPS definition and vision for inclusion and the BPS DCAP.

**Social Emotional Learning*** Utilize Youth Risk Behavior Survey (YRBS) to understand student attitudes/behaviors.
* Ensure health, wellness, guidance, and support services meet student needs.
* Recognize student excellence in academics, arts, and community building.

 **Measuring Impact*** Students experience academic success and social-emotional resiliency through developmentally responsive, challenging, equitable curricula, support programs, and policies.
* Ongoing PD reflects best educational practices in differentiation, inclusion, and social-emotional learning.
 | **Cultural Competence*** Examine instructional program for cultural bias and cross-curricular connections.
* Embed experiences in the curricula and provide opportunities for students to develop an understanding and empathy for academic and cultural diversity.
* Ensure school handbook, practices, and policies are responsive to the multiple academic and cultural needs/strengths of students.
* Hire highly effective teachers representing a broader range of diversity.
* Seek diversity for staff and parent participation on MSMS committees, school council, and PTO.

**Teacher Capacity*** Continue PD staff development focused on academic and cultural diversity and the relationship to students, curricula, and program development.

 **Measuring Impact*** MSMS environment is inviting, safe, inclusive, and supportive of all.
* Students participate in programs focused on developing empathy and understanding others.
* MSMS Staff review and revise curriculum and learning materials to ensure attention to cultural diversity and acquire materials as needed.
* MSMS calendar contains religious holidays and traditions.
 | **Collaboration, Communication,****Partnerships, Planning for Success*** Provide collaboration and PD time for teams and specialists to coordinate, differentiate, and modify curriculum goals for all students.
* Continue “Curriculum Emphasis” process as a means to discuss curriculum, instruction, and student learning.
* Continue coordination meetings with elementary schools and BHS to ensure effective student transitions to and from middle school.
* Continue parent involvement and cultivate community/business partnerships.
* Maintain effective two-way communication with staff, parents, central office, and the community.

 **Measuring Impact*** School climate is conducive to collaboration and team work.
* MSMS provides regular blogs, newsletters, and parent meetings on school initiatives and happenings.
* MSMS Staff hold regular transition meetings with elementary and high school staff.
* MSMS involves parents in the education of their children and includes the community and local businesses and organizations as partners.
* Faculty members share best practices at staff meetings and through the “Curriculum Emphasis” process.
* MSMS SIP aligned with district plan using the Planning for Success process.
 | **Student Safety*** Implement updated safety protocol developed by the Burlington Chief of Police and Superintendent.
* Provide training on the new protocol for staff, students, and families.
* Ensure school buildings and classrooms have room numbers posted and “GO” bags in each school office.

 **Measuring Impact*** Staff is knowledgeable about the new safety protocol as the result of trainings.
* Parents are knowledgeable about the new safety protocol through communications and meetings.
* Each school is prepared to implement the new safety protocol.
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| **BPS District Outcomes** |
| 1. **Raise expectations for all students** – BPS PK-12 students are engaged in rigorous and relevant programs designed to meet their academic, social, and emotional needs as evidenced by a well-sequenced PK-12 curriculum, instruction and assessment system that prepares them with the creative, intellectual, interpersonal, and reflective skills needed for self-sufficiency and responsible citizenship.
2. **Targeted Support** - BPS PK-12 student learning is supported through personalized learning strategies that address their distinct learning needs, interests, and aspirations regardless of ability, disability, age, gender, gender identity, or cultural and linguistic background as evidenced by ongoing data collection and analysis conducted by teachers and principals and used to adjust instruction and plan lessons.
3. **Collaborate across the Community** – Partnerships with parents, volunteers, businesses, and community agencies are strengthened and expanded based upon identified mutual needs and opportunities as evidenced by their involvement and support of BPS student learning and achievement, school-based initiatives, and the District Plan Strategic Objectives and Initiatives.
4. **Facilities and Operations** – Human and financial resources to support the BPS vision, mission, core values, District Plan Strategic Objectives and Initiatives for student learning, and 10 Year Capital Budget Plan are created by BPS as the result of collaborative and cooperative budget planning with the Town of Burlington as evidenced by community and town meeting support of the annual school operating and capital budgets.
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| **BPS Strategic Objectives and Strategic Initiatives** |
| **Strategic Objective 1** - **Engaged Learning** - Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.*Strategic Initiatives* 1|Inclusion - Develop and implement a consistent PK-12 inclusion model.2|Social Emotional Learning - Develop a PK-12 systematic approach to building student and teacher capacity for social and emotional learning.3|Targeted Instruction - Provide targeted instruction to address the needs of individuals and/or small groups of students to reach year-end goals. 4|Teacher Capacity – (A) Develop and implement ongoing professional development opportunities to support engaged academic and social emotional learning. (B) Collaborate with students, faculty, and parents to develop a clear plan for the implementation of evolving instructional technologies.5|Learning Spaces - Create a learning environment that includes a variety of engaging qualities that increase a sense of belonging, competence, and student choice.**Strategic Objective 2** – **Relationships** - Strengthen relationships between and amongst students, staff, families, and the community to ensure high quality, engaged learning for every student.*Strategic Initiatives* 1|Cultural Competence Develop the capacity of the school community to work effectively and sensitively across cultural contexts. 2|Teacher Leadership - Encourage and enhance teacher leadership.**Strategic Objective 3** – **Communication** - Ensure two-way, respectful communication across the district, with families, and the Burlington community.*Strategic Initiatives* 1|Expand Collaboration - Increase formal and informal collaboration amongst staff.2|Cultivate Partnership Schools - Conduct a self-assessment and plan to identify areas of focus for student success through partnerships with stakeholders. 3|District Communications - Clarify and share communication protocols4|Planning for Success Process - Align the PfS process with current BPS initiatives/plans and implement and monitor Burlington PfS beginning in Fall 2016 **Strategic Objective 4** - **Facilities & Operations** - Provide human and financial resources to support high quality, engaged learning.*Strategic Objectives* 1| Student Safety - Ensure the physical, emotional, and academic safety of staff and students.2| Maintain 10-year Capital Budget Plan - Continue to provide/update the 10-year outline of district and individual school needs.3| Expansion of elementary after-school programs - Continue to enhance/expand afterschool programs to support successful youth, healthy families & strong communities. |



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| **Action Plan** | **2017 - 2020  *Final Draft: 02 09 17*** |
| **Strategic Objective 1A** | **Engaged Learning** – *Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.*  |
| **Strategic Initiative 1****Strategic Initiative 2****Strategic Initiative 4** | **Inclusion –** *Develop and implement a consistent PK-12 inclusion model.***Targeted Instruction** – *Provide targeted instruction to address the needs of individuals/small groups of students.***Teacher Capacity –** *Provide professional development to support engaged academic and social emotional learning.*  |

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| **Monitoring Progress - Process Benchmarks***What will be done, when, and by whom* |
| **Inclusion, Differentiation, & Targeted Instruction** | **Person Responsible** | **Date** | **Status** |
| **2017 2018** | **2018****2019** | **2019****2020** |
| Appoint two general education staff members to the District Capacity Team (DCT) to develop a shared vision of inclusive practices among the general and special education staff and administration.  | PrincipalSPED DirectorAsst. Supt.  | X |  |  | Completed |
| Implement the BPS definition and vision of inclusive instruction which includes differentiation and accessibility for all students developed by the District Capacity Team.  | PrincipalTeam ChairTeachers |  | X |  | Planned |
| Implement the accommodations in the district curriculum accommodation plan (DCAP) to meet student needs.  | Principal | X | X | X | Ongoing |
| Continue to implement middle school model of flexible grouping and co-teaching models to maximize learning for all students.  | PrincipalTeam Chair Teachers | X | X | X | Ongoing |
| Expand opportunities and target instruction for all students to learn regardless of their ability, disability, age, gender, cultural or linguistic background.  | Teachers | X | X | X | Ongoing |
| Develop and adopt guiding principles for inclusion for MSMS students while preserving the integrity of the middle school concept. | PrincipalTeam Chair | Dev | Impl | Impl | Planned |
| Ensure that the schedule and structure of the school day meets the learning needs of all students. | PrincipalTeam Leaders | X | X | X | Ongoing |
| **Special Education (SPED)** | **Person****Responsible** | **Date** | **Status** |
| **2017 2018** | **2018****2019** | **2019****2020** |
| Schedule annual meeting for all staff members and with the PTO/SEPAC parents to review FAPE (Free & Appropriate Public Education) and LRE (Least Restrictive Environment) regarding service regulations and the DESE inclusion definition.  | PrincipalSPED DirectorTeam Chair | X | X | X | Ongoing |
| Create and conduct presentations about FAPE/LRE for MSMS staff and parents with the end goal of understanding the law regarding inclusion. | SPED Staff | X | X | X | Ongoing |

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| Visit DESE identified exemplary inclusion and life skills programs/models that could be considered to address identified gaps in MSMS programming. | PrincipalSPED ChairTeachers |  | X | X | Planned |
| Conduct a needs assessment of the middle school staff regarding the skills and materials needed to provide specially designed instruction, including formative assessment practices, and make a plan to provide training and purchase supporting materials as needed over a three-year period of time.  | SPED DirectorPrincipalTeam Chair |  | X | X | Planned |
| Implement the “Bridge” and “Life Skills” programs at MSMS to meet the learning needs of students.  | PrincipalSPED DirectorTeam ChairTeachers | X | X | X | Ongoing |
| **English Language Learners (ELL)** | **Person****Responsible** | **Date** | **Status** |
| **2017 2018** | **2018****2019** | **2019****2020** |
| Implement DESE and district policies and practices for ELL service delivery models in accordance with WIDA levels. | ELL TeacherAsst. Supt. | X | X | X | Ongoing |
| Use SEI (Sheltered English Immersion) instructional practices to ensure the needs of ELL learners are addressed in all classrooms.  | TeachersELL Teacher | X | X | X | Ongoing |
| **Teacher Capacity** | **Person****Responsible** | **Date** | **Status** |
| **2017 2018** | **2018****2019** | **2019****2020** |
| Use extended faculty meetings to provide professional development for regular education teachers and special education teachers on K-12 inclusion based upon areas of need identified by the district. | SPED DirectorPrincipalTeam Chair |  | X | X | Planned |
| Provide annual review/staff development on the District Curriculum Accommodation Plan (DCAP) for all MSMS staff to build their capacity to apply it designing instruction for students. | SPED DirectorPrincipalTeam Chair | X | X | X | Annual |
| Provide professional development for staff in the areas of special education guidelines/laws for regular education and special education students.  | SPED DirectorPrincipalTeam Chair | X | X | X | Annual |
| Provide collaboration time for staff to model and share best practices to differentiate instruction including tests, quizzes, homework, class assignments, and grading modifications to address the needs of all students.  | PrincipalTeam Leaders |  | X | X | Ongoing |
| Collaborate with professionals in other school districts to best implement inclusion practices. | PrincipalSPED Director |  | X | X | Planned |
| Continue “refresher” training for classroom teachers regarding service delivery requirements for ELL students. | Asst SuptELL Teahcer | X | X | X | Annual |

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| **Measuring Impact - Early Evidence of Change Benchmark***Changes in practice, attitude, or behavior when the initiative is having its desired impact* | **Person Responsible** | **Target****Date** | **Status** |
| Staffing , programs, and schedules meet the needs of all students and are equitable and inclusive.  | PrincipalTeam Leaders | Annual | Ongoing |
| Self-assessment on inclusion practices is completed. | SPED DirectorPrincipalTeam Chair | 2019 | Planned  |
| Presentations on inclusion and special education guidelines/laws are conducted at MSMS faculty meetings and parent meetings.  | PrincipalSPED DirectorTeam Chair | Annual | Ongoing |
| Site visits to exemplary inclusion programs at other public schools are conducted to learn how MSMS program could be improved.  | Team ChairTeachers | June 2019 | Planned |
| Professional development is conducted for staff in the areas of inclusion, differentiation, DCAP, and English language learners. | SPED DirectorAsst SuptPrincipal | Annual | Ongoing |
| Instructional initiatives and opportunities are communicated to staff and parents.  | PrincipalTeam LeadersTeachers | Annual | Ongoing |
| Bridge and Life Skills Programs are implemented. | Team ChairPrincipal | 2017 | Completed |

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| **Resources to Support Implementation***The staff and financial resources allocated to support this initiative.* |
| Funding and dedicated time for professional development priorities in the areas of inclusion, differentiation, DCAP, ELLs, etc.  |
| Provide collaboration time for teachers to discuss curriculum modifications and differentiation with colleagues  |
| Funding and staffing to implement the middle school “Bridge” and “Life Skills” programs.  |

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| **Action Plan 1B** | **2017 - 2020  *Final Draft: 02 09 17*** |
| **Strategic Objective 1B** | **Engaged Learning** – *Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.*  |
| **Strategic Initiative 2****Strategic Initiative 4****Strategic Initiative 5** | **Targeted Instruction** – *Provide targeted instruction to address the needs of individuals/small groups of students.***Teacher Capacity –** *Provide professional development to support engaged academic and social emotional learning.* **Learning Spaces –** *Create a learning environment that includes a variety of engaging qualities that increase a sense of belonging, competence, and student choice.* |

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| **Monitoring Progress - Process Benchmarks***What will be done, when, and by whom* |
| **Keys to Literacy (KTL)** | **Person** **Responsible** | **Date** | **Status** |
| **2017 2018** | **2018****2019** | **2019****2020** |
| Introduce and implement the four keys to comprehension: (1) top-down webs, (2) two-column notes, (3) summarizing using adapted templates, and (4) generating questions (Bloom’s Taxonomy). | KTL CoordinatorTeachers | Yr. 1 | Yr. 2 | FullImpl | In Progress |
| Teach students to learn and understand content by learning a combination of comprehension, writing, and study strategies. | Teachers |  | X | X | Planned |
| Implement a flexible model for comprehension instruction that can be incorporated in individual classrooms by grade level teams and school wide.  | Teachers | Yr. 1 | Yr. 2 | FullImpl | In Progress |
| Provide training in the strategies for teachers in the areas of special education, English language arts, social studies, math, science, and foreign language.  | KTL Coordinator | SPEDELAMathScience | MusicFLArtIT |  | In Progress |
| Provide teachers with opportunities to model and observe Keys to Literacy strategies during daily instruction. | PrincipalTeachers | X | X | X | Ongoing |
| Utilize teacher SMART goals to assist in the implementation of comprehension strategies.  | PrincipalTeam Leaders | X | X | X | Ongoing |
| **Instructional Technology/Technology Education** | **Person****Responsible** | **Date** | **Status** |
| **2017 2018** | **2018****2019** | **2019****2020** |
| Develop and implement an updated MS IT/Tech Ed program focused on developing engineering, coding, programming, and construction to implement over the next 3 years. | PrincipalIT SpecialistTech Ed Tchr | Yr. 1 | Yr. 2 | Yr. 3 | Planned |
| Grade 6 Curriculum Focus – Standard Construction: BridgesView video explaining types of bridges. Use iPad apps to reinforce concepts and terms. Use bridge simulation app as assessment tool. Model examples of bridge types, Build truss bridges from balsa wood. Draw bridge on Macs using Sketch Up and 3D print them.  | IT SpecialistTech Ed Tchr | X | X | X | In progress |
| Grade 7 Curriculum Focus – Coding and ProgrammingDevelop knowledge base on coding and coding languages. Use iPad apps (Swift program) to build and use Lego robots (EV3) to program and solve coding challenges.  | IT SpecialistTech Ed Tchr | X | X | X | In progress |
| Grade 8 Curriculum Focus – Computers and Their Components. Develop knowledge base on computer components and use iPad apps to assess knowledge. Disassemble and reassemble computers making sure they boot. Present different computer form factors (laptops, desktops, all-in-one). | IT SpecialistTech Ed Tchr | X | X | X | In progress |
| **Math** | **Person****Responsible** | **Date** | **Status** |
| **2017 2018** | **2018****2019** | **2019****2020** |
| Research, pilot, and adopt a new math program for grades 6-8 that coordinates with grades 5 and 9 and provides a more cohesive and effective way to incorporate Common Core standards in the middle school math curriculum. | PrincipalAsst. SuptMath Coordinator | PilotAdopt | Imple-ment | X | In Progress |
| Utilize the 1:1 iPad environment to support student learning with the implementation of the new math program and corresponding online support materials.  | Teachers | X | X | X | Ongoing |
| **Art/BEAM/Music** | **Person****Responsible** | **Date** | **Status** |
| **2017 2018** | **2018****2019** | **2019****2020** |
| Establish a permanent exhibit space to inspire students, cultivate pride on one’s work, and promote collaboration.  | Art DeptBEAM |  | X |  | Planned |
| **Art/BEAM/Music - *continued*** | **Person****Responsible** | **Date** | **Status** |  |  |
| Continue collaboration between the Art Department and BEAM program to develop a gallery for exhibiting student work that has been recognized by outside organizations (i.e., Marble Collection Magazine, Scholastic Art & Writing, Mass Art Assoc/YAMS, Stellwegan Bank, Fire Prevention, MWRA writing/posters, etc.) | PrincipalArt DeptBEAM | X | X | X | Ongoing |
| Implement the new curriculum initiative, “Music Learning Theory” designed to teach to individual differences in music aptitude.  | Music DirectorMusic Teachers | X | X |  | In Progress |
| Provide targeted professional development for the Music Department’s music learning theory initiative which includes breakout groups for general music, strings, chorus, and instrumental music.  | Music DirectorMusic Teachers | X | X |  | In Progress |
| **Foreign Language** | **Person****Responsible** | **Date** | **Status** |
| **2017****2018** | **2018****2019** | **2019****2020** |
| Acquire technology and DVD players needed to provide access to cultural material that is integral to the FL curricula. | PrincipalFL Teachers | X | X | X | Ongoing |

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| **Measuring Impact - Early Evidence of Change Benchmark***Changes in practice, attitude, or behavior when the initiative is having its desired impact* | **Person Responsible** | **Target****Date** | **Status** |
| **Keys to Literacy** – Teachers provide evidence of strategies being used throughout the year and their reflection on the impact on student learning.  | PrincipalTeam LeadersTeachers | School Year2019-20 | Planned |
| **Keys to Literacy** – Students can identify the strategies they applied to their homework, projects, and classwork to improve their understanding and learning.  | TeachersStudents | School Year2019-20 | Planned |
| **Instructional Technology/Technology Education** - The revised 6-8 curriculum is developed, adopted and implemented with students evidencing academic and creative growth and curiosity in engineering, coding/programming, and computer applications.  | PrincipalIT TeachersTech Ed Teacher | School Year2018-19 | InProgress |
| **Math** – New program is adopted and implemented in grades 6-8 ensuring alignment within and across grade levels.  | Asst SuptMath Coordinator | School Year2018-19 | Planned |
| **Art/BEAM** – MSMS students continue to be recognized for outstanding art, photography, and writing by outside organizations which communicated to the community and showcased throughout the school.  | PrincipalTeachers | School Year2017-18 | Ongoing |
| **ART/BEAM** – A permanent exhibit space is established for award winning student work.  | PrincipalTeachers | School Year2018-19 | Planned |
| **Music** – Staff demonstrate a stronger spirit of teacher leadership and meaningful dialogue evidenced by their participation in staff development offered part of the Music Learning Theory Initiative.  | Music DirectorPrincipalTeachers | School Year2018-19 | In Progress |
| **Music** – Students demonstrate increased interest and achievement in general music, strings, chorus and instrumental music as the result of their participation in the Music Learning Initiative.  | StudentsMusic Teachers | School Year2018-19 | In Progress |

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| **Resources to Support Implementation***The staff and financial resources allocated to support this initiative.* |
| **Keys to Literacy** – District funding for teacher workshops and student/teacher materials.  |
| **Instructional Technology/Technology Education** – Funding for curriculum materials and staff to support change in MS program.  |
| **Math** – District funding to purchase and adopt a new math program and support materials for grades 6, 7, and 8.  |
| **Foreign Language** – Funding to purchase five (5) DVD devices.  |
| **Art/BEAM** – Support and funding for a permanent display area and for staff development opportunities for teachers.  |
| **Music** – Ongoing financial support for curriculum development, professional development, and staffing.  |

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| **Action Plan 1C** | **2017 - 2020 *Final Draft: 02 09 17*** |
| **Strategic Objective 1C** | **Engaged Learning** – *Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.*  |
| **Strategic Initiative 2** **Strategic Initiative 4** | **Social Emotional Learning –** *Develop a PK-12 systematic approach to building student and teacher capacity for social and emotional learning.***Teacher Capacity –** *Provide professional development to support engaged academic and social emotional learning.*  |

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| **Monitoring Progress - Process Benchmarks***What will be done, when, and by whom* |
| **Social Emotional Learning (SEL)** | **Person Responsible** | **Date** | **Status** |
| **2017 2018** | **2018****2019** | **2019****2020** |
| Utilize the Youth Risk Behavior Survey (YRBS) to learn and inform staff of student attitudes and behaviors. | PrincipalHealth TeachersK-12 H/PE Director |  | X |  | Planned |
| Involve health education teachers in the analysis of the YRBS and school climate surveys.  | PrincipalHealth Teachers |  |  | X | Planned |
| Utilize instructional surveys to determine how students learn best and use information to design lessons and make changes to curriculum as needed.  | TeachersSPED Chair | X | X | X | In Progress |
| Continue Grade 7 Peer Education Program with BHS students.  | PrincipalBHS Health Teacher | X | X | X | Ongoing |
| Continue student and teacher attendance at the annual Diversity Leadership Conference in Boston. | PrincipalTeachersStudents | X | X | X | Ongoing |
| Pilot programs that address social emotional specific to the needs of middle school age students and make recommendations for school-wide implementation.  | PrincipalAsst SuptTeachers |  | Re-search | Imple-ment | Planned |
| **School Safety & Anti-Bullying** | **Person****Responsible** | **2017****2018** | **2018****2019** | **2019****2020** | **Status** |
| Initiate and implement strict measures that adhere to our school policies whichhave zero tolerance for any safety, harassment, or bullying issues | PrincipalTeacher LeadersTeachers | X | X | X | Ongoing |
| Host Team brunches wherein Team Leader Noreen Abati reviews the studenthandbook with emphasis placed on policies relating to hazing, harassment and anti-bullying. | Team LeaderTeachersStudents | X | X | X | Ongoing |
| Teach all students how to report alleged bullying incidents online to Team Leader Noreen Abati via their iPads. | Team LeaderStudents | X | X | X | Ongoing |
| Communicate with parents whenever a student concern is raised through the online incident notification/report.  | TeachersCounselorsPrincipal | X | X | X | Ongoing |
| Hold annual meetings with students, teachers, and parents to highlight thecurriculum areas in the health curriculum related to bullying, school safety,school policies, and how to report bullying incidents using the MSMS webpage.  | PrincipalK-12 H/PE DirectorHealth Teachers | X | X | X | Ongoing |
| Introduce School Resource Officer (SRO) at student, teacher and meetings to review his role and availability. The officer will be a daily presence in the hallways, cafeteria, at school buses and throughout the middle school | PrincipalSROTeam Leaders | X | X | X | Ongoing |
| Document and handle issues shared with the School Resource Officer (SRO) and brought to the attention of the administration. | PrincipalCounselorsSRO | X | X | X | Ongoing |
| Review school safety and supervising responsibilities individually and in teams with teachers. | PrincipalTeam Leaders | X | X | X | Ongoing |
| **Teacher Capacity** | **Person****Responsible** | **2017****2018** | **2018****2019** | **2019****2020** | **Status** |
| Provide more professional development for staff in the area of social emotional development of middle school aged students and what they deal with today. | Asst SuptPrincipal |  | X | X | Planned |
| Utilize bi-monthly curriculum meetings to address the social emotional learning needs of students. | Team Leaders | X | X | X | Ongoing |
| Utilize team and curriculum meetings to identify and evaluate effective SEL teaching strategies.  | Team LeadersTeam Chair | X | X | X | Ongoing |

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| **Measuring Impact - Early Evidence of Change Benchmark***Changes in practice, attitude, or behavior when the initiative is having its desired impact* |
| **Social Emotional Learning** | **Person Responsible** | **Target****Date** | **Status** |
| Staff demonstrate awareness and sensitivity to social emotional learning needs of students.  | PrincipalTeam LeadersTeachers | Annual | Ongoing |
| Faculty meeting discussions evidence student-centered focus with staff sharing best practices and student work. | PrincipalTeam LeadersTeachers | Annual | Ongoing |
| Bullying incidents are reduced from one year to the next.  | PrincipalTeam Leaders | Annual | Ongoing |
| Students and parents utilize school webpage to report bullying incidents. | StudentsParents | Annual | Ongoing |
| YRBS and school climate survey results evidence a decrease in risky behaviors and a positive school climate.  | PrincipalHealth TeachersK-12 H/PE Director | Every OtherYear | Ongoing |
| Parents report satisfaction in the level of communications from teachers and administration.  | PrincipalSchool Council | Annual | Ongoing |
| **Teacher Capacity** | **Person Responsible** | **Target****Date** | **Status** |
| Teachers participate in staff development programs on social emotional learning strategies. | PrincipalTeachers | Annual | Ongoing |
| Bi-monthly curriculum meetings address social emotional learning needs of students.  | PrincipalTeam Leaders | Annual | Ongoing |

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| **Resources to Support Implementation***The staff and financial resources allocated to support this initiative.* |
| Funds and resources for staff development and program development for social emotional learning. |
| Continued funding of the School Resource Officer for MSMS. |
| Resources for instructional and school climate surveys. |
| Resources for continuing the YRBS survey.  |

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| **Action Plan 2** | **2016 - 2020  *Final Draft: 02 09 17*** |
| **Strategic Objective 2** | **Relationships** – *Strengthen relationships between and amongst students, staff, families, and the community to ensure high quality, engaged learning for every student.*  |
| **Strategic Initiative 1****Strategic Initiative 2** | **Cultural Competence** – *Develop the capacity of the school community to work effectively and sensitively across cultural contexts.* **Teacher Leadership –** *Encourage**and enhance teacher leadership.* |

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| **Monitoring Progress - Process Benchmarks***What will be done, when, and by whom* |
| **Cultural Competence** | **Person Responsible** | **Date** | **Status** |
| **2017 2018** | **2018****2019** | **2019****2020** |
| Appoint two general education staff members to the District Capacity Team (DCT) to develop a share district vision of cultural competence and related staff development and programming.  | PrincipalAsst Supt | X |  |  | Completed |
| Include cultural and religious holidays on the MSMS calendar. | Principal | X | X | X | Ongoing |
| Ensure school practices, polices, and student handbooks are responsive to the academic and cultural needs/strengths of MSMS students and free from bias.  | Principal | X | X | X | Ongoing |
| Develop a process to review, identify, acquire, and utilize curriculum materials/units in regard to cultural and academic sensitivity and tolerance. | PrincipalTeam LeadersTeachers | Review | Develop | Imple-ment | Planned |
| Continue to participate in the Governor’s Project 351 and other local/state initiatives that emphasize and support awareness and understanding of different cultures.  | PrincipalTeachers | X | X | X | Ongoing |
| Provide exhibits and displays illustrating diversity (such as the Family Diversity Project funded by the Burlington Education Fund (BEF) that can be used to support the MSMS curriculum and family/community engagement and understanding.  | PrincipalHealth TeachersTeachers | X | X | X | Ongoing |
| Develop an explicit curriculum for teaching tolerance that is developmentally appropriate for middle school learners. | PrincipalTeam LeadersTeachers |  | X | X | Planned |
| Review current curricula and teaching materials for bias and make revisions/replacements as necessary.  | PrincipalTeam LeadersTeachers | X | X | X | Ongoing |
| Analyze discipline policies/practices for bias and make revisions as necessary.  | PrincipalTeam Leaders | X | X | X | Ongoing |
| Examine recruitment and hiring practices to ensure MSMS hires highly effective teachers and administrators representing a broader range of diversity who embrace MSMS beliefs, mission, and goals.  | PrincipalCentral Office | X | X | X | Ongoing |
| Seek diverse parent participation to serve on MSMS committees, School Council and PTO board.  | PrincipalELL Teacher | X | X | X | Ongoing |
| **Teacher Leadership** | **Person****Responsible** | **Date** | **Status** |
| **2017 2018** | **2018****2019** | **2019****2020** |
| Recognize, publicize, and communicate with staff that bring recognition to MSMS for student participation and achievement.  | PrincipalTeam Leaders | X | X | X | Ongoing |
| Provide planning time, professional leave, and extracurricular opportunities for staff to pursue special academic interests.  | PrincipalCentral Office | X | X | X | Ongoing |
| Provide teachers leadership opportunities at faculty meetings and professional development meetings.  | PrincipalTeam Leaders | X | X | X | Ongoing |
| Support current teacher leadership initiative related to expansion of curriculum, extra-curricular activities, and student volunteer projects.  | Principal | X | X | X | Ongoing |
| Provide staff with opportunities to provide leadership in supporting student interests and needs.  | Principal | X | X | X | Ongoing |

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| **Measuring Impact - Early Evidence of Change Benchmark***Changes in practice, attitude, or behavior when the initiative is having its desired impact* | **Person** **Responsible** | **Target****Date** | **Status** |
| Curriculum review processes are implemented and the curriculum is aligned.  | PrincipalTeam Leaders | Annually | Ongoing |
| MSMS students participate in annual events focused on developing empathy and understanding. | PrincipalTeachers | Annually | Ongoing |
| Student recognition programs are implemented and new ones created based upon student needs.  | PrincipalTeachers | Annually | Ongoing |
| Calendar of religious holidays and traditions is posted annually for teachers and parents | Principal | Annually  | In Progress |
| Parent representation on MSMS Committees, school council & PTO represent school’s diversity.  | Principal | Spring 2018 | In Progress |
| Teachers and administration participate in professional development focused on social emotional learning and cultural diversity. | Asst SuptPrincipal | School Year2018-2019 | Planned |
| A developmentally appropriate curriculum for teaching tolerance is implemented. | PrincipalTeachers | School Year2018-2019 | Planned |
| School policies and practices are responsive to the academic, social emotional, and cultural needs of students.  | PrincipalCentral Office | Annually | Ongoing |

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| **Resources to Support Implementation***The staff and financial resources allocated to support this initiative.* |
| Funds to support professional development priorities in the areas of social emotional learning and cultural diversity.  |
| Administrative support of teacher initiatives |
| Staff professional time – common planning time and more collaborative time |

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| **Action Plan 3** | **2017 - 2020  *Final Draft: 02 09 17*** |
| **Strategic Objective 3** | **Communications** – *Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.*  |
| **Strategic Initiative 1****Strategic Initiative 2****Strategic Initiative 3****Strategic Initiative 4** | **Collaboration** – *Increase formal and informal collaboration amongst staff.***Communications –** *Refine communication practices and identification of stakeholders/***Cultivate Partnership Schools –** *Develop partnerships with stakeholders focused on student success.***Planning for Success –** *Align MSMS school improvement plan with current BPS District Plan for Success.* |

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| **Monitoring Progress - Process Benchmarks***What will be done, when, and by whom* |
| **Communications/Collaboration: Colleague to Colleague** | **Person Responsible** | **Date** | **Status** |
| **2017 2018** | **2018****2019** | **2019****2020** |
| Establish opportunities for staff to share best practices among grade level teams and across the curriculum. | PrincipalTeam LeadersTeachers | X | X | X | Ongoing |
| Collaborate with grade level special education staff to modify assignments and curriculum to meet the needs of students. | PrincipalTeam ChairTeachers | X | X | X | Ongoing |
| Use professional development time to coordinate curriculum goals.  | PrincipalTeam Leaders | X | X | X | Ongoing |
| Study how to include exploratory staff in team meetings.  | Principal |  | X | X | Planned |
| Strengthen cross curricular/grade relationships by encouraging visits and walkthroughs in-house, in-district or out-of-district to observe strategies and practice of colleagues.  | PrincipalAsst SuptTeam Leaders | X | X | X | In progress |
| **Communications/Collaboration: Administration + Staff** | **Person****Responsible** | **Date** | **Status** |
| **2017 2018** | **2018****2019** | **2019****2020** |
| Utilize faculty and professional development time for teachers to share instructional practices and to share student work.  | PrincipalAsst Supt | X | X | X | In Progress |
| Continue coordination meetings with the elementary schools and BHS to ensure effective student transitions to and from the middle school.  | Elem PrincipalsMS PrincipalHS Guidance | X | X | X | In progress |
| Facilitate 8th grade participation in the Naviance program utilized by BHS for 8th to 9th grade transition.  | Team LeadersHS GuidanceGr. 8 Teachers | X | X | X | Ongoing |
| Provide summer in-service course work in targeted areas to teachers to review frameworks, research effective materials, and align grade-level learning expectations.  | Asst SuptPrincipal | Sci | Math | TBD | Planned |
| Utilize “Curriculum Emphasis Forms” process as the means to discussing curriculum, instruction, and student learning 5 x per year | PrincipalTeachers | X | X | X |  Ongoing |
| Sustain two-way communication between (1) MSMS admin and staff through team and curriculum-based meetings, daily interaction, conversations, email, and blogs, and (2) central office and MSMS administration and teachers. | PrincipalTeachersCentral Office | X | X | X | InProgress |
| **Collaboration/Communication: Home + School + Community** | **Person****Responsible** | **Date** | **Status** |
| **2017 2018** | **2018****2019** | **2019****2020** |
| Schedule community events that highlight MSMS philosophy and goals, student work, program initiatives and opportunities for instructionally-focused conversations with the school community.  | Central OfficePrincipalTeachers | X | X | X | Ongoing |
| Use all available resources for communication (i.e., webpage, blogs, social media, etc.) to inform parents about their children, share student work, and MSMS news. | PrincipalTeachers | X | X | X | Ongoing |
| Respond to parent inquiries within a 24-hour time period.  | Principal,Teachers | X | X | X | Ongoing |
| Include questions about effective home/school communications on parent surveys disseminated by the school council.  | PrincipalSchool Council |  | X | X | Planned |
| **Cultivating Partnership Schools** | **Person****Responsible** | **Date** | **Status** |
| **2017 2018** | **2018****2019** | **2019****2020** |
| Continue to promote community service projects relevant to MSMS students. | PrincipalTeachers | X | X | X | Ongoing |
| Continue to develop partnerships with the community so students are exposed to experts who may become mentors such as the community artists who share their work with students.  | Art DepartmentBEAM | X | X | X | In Progress |
| Participate in district discussions regarding the vision and plan for partnership schools based upon readings such as *Beyond the Bakesale.* | PrincipalsCentral Office |  | X | X | Planned |
| **Planning for Success** | **Person****Responsible** | **Date** | **Status** |
| **2017****2018** | **2018****2019** | **2019****2020** |
| Realign the MSMS school improvement plan using the Planning for Success process to reflect MSMS initiatives and the BPS District Plan.  | PrincipalSuperintendent | X |  |  | In Progress |
| Utilize PTO and School Council to disseminate school and district-wide communication.  | PrincipalSchool Council | X | X | X | Ongoing |

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| **Measuring Impact - Early Evidence of Change Benchmark***Changes in practice, attitude, or behavior when the initiative is having its desired impact* |
| **Collaboration/Communication: Colleague to Colleague & Staff + Administration** | **Person Responsible** | **Target****Date** | **Status** |
| Collaborative time is scheduled using staff meetings, team meetings, and professional development time. | Principal | Annually | In progress |
| Annual staff survey on communications indicate improvement in communications from the previous year results.  | PrincipalSchool Council | Annually | Planned |
| Targeted in-service courses are offered to MSMS teachers to align curriculum, review frameworks, and research effective support materials.  | PrincipalAsst Supt | Annually | Planned |
| “Curriculum Emphasis” process discussions occur between principal and teacher five times a year.  | PrincipalTeacher | Annual5 x per year | Ongoing |
| **Collaboration/Communication: School + Home + Community** | **Person Responsible** | **Target****Date** | **Status** |
| Communications with parents and community are facilitated through available tools (webpages, blogs, newsletter, social media, etc.) to provide specific, relevant, and up-to-date information regarding student work and MSMS news.  | PrincipalTeachers | Annually | Ongoing |
| Attendance of parents and community members increases from year to year for events such as Back to School nights, Scholars Brunch, Open Houses, team and school events.  | PrincipalTeam Leaders | Annually | Ongoing |
| Annual parent survey questions on communications indicate improvement in communications from the previous year results. | PrincipalSchool Council | Annually | Planned |
| **Cultivating Partnership Schools** | **Person Responsible** | **Target****Date** | **Status** |
| Participate in district discussion regarding the concept of partnership schools and provide input to the decision, design, and implementation of partnership schools to support MSMS philosophy. | Central OfficePrincipal | 2020 | Planned |
| Partnerships exist with area artists to mentor and inspire students.  | Art, BEAM | 2019-20 | Planned |
| **Planning for Success** | **Person Responsible** | **Target****Date** | **Status** |
| MSMS School Improvement Plan delineates MSMS initiatives and is aligned with the BPS District Plan with an annual review by MSMS staff, school council, central office and school committee. | PrincipalSuperintendentSchool Committee | February 2017 | Inprogress |

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| **Resources to Support Implementation***The staff and financial resources allocated to support this initiative.* |
| Operating budget funds and contract language to support expanded collaboration time. |
| Professional development finding to support afterschool and summer staff collaboration time for curriculum work.  |

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| **Action Plan 4** | **2016 - 2017**  |
| **Strategic Objective 4** | **Facilities & Operations -** *Provide human and financial resources to support high quality, engaged student learning.* |
| **Strategic Initiative 1** | **Student Safety –** *Ensure the physical, emotional, and academic safety of students and staff.* |

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| **Monitoring Progress - Process Benchmark***What will be done, when, and by whom* | **Person Responsible** | **Completion****Date** | **Status** |
| School-based administrators attend BPS Con session on new protocol | Police/PL | Aug 2016 | ✓ |
| Hold faculty meetings with resource officer/Burlington Police | Prin/Directors | Fall 2016 | ✓ |
| Schedule building faculty/staff meeting with police and crisis team | Principals/Dir | Fall 2016 | ✓ |
| Post protocol in all classrooms | Asst Supt  | Fall 2016 | ✓ |
| Practice drills using new protocols with police | Prin/Dir | Fall 2016 | In process |
| Invite police to PTO meetings to educate parents on new protocol | Principals | Fall 2016 | In process |
| Re-record the wave/notification systems | Supt | Win 2016 | In process |
| Develop “go” boxes in event technology fails | Principals | Win 2016 | In process |
| Translate documents/protocol | Asst Supt | Fall 2016 | In process |
| Police meet with student groups re: protocol | Supt | Fall 2016 | In process |
| Communicate protocols to community | Supt/Principals | Fall 2016 | In process |
| Provide training for teachers, substitute teachers, support staff, volunteers | Police Chief Asst Supt | Win 2016 | In process |
| Provide training for Sprouts/LABB/BayPath/B & Aft school students, staff, families | Police Chief Asst Supt | Win 2016 | In process |
| Superintendent & Police Chief develop joint communication to parents re: protocol | Supt/Police Chief | Fall 2016 | ✓ |
| Superintendent & Police Chief develop joint communication for local newspapers, town websites re: protocol | Supt/Police Chief | Fall 2016 | ✓ |
| Post room numbers on both interior and exterior of all classrooms | Asst Supt/Prin | Fall 2016 | In process |

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| **Measuring Impact - Early Evidence of Change Benchmark***Changes in practice, attitude, or behavior when initiative is having its desired impact.* | **Person Responsible** | **Date** | **Status** |
| By the end of the 1st week of school, Supt & Police Chief send communication to staff and parents regarding new protocol. | Supt/ Police Chief | Sept 9 | ✓ |
| By September 30, provide materials for staff & review protocol at faculty meetings | Prin/Dir | Sept 30 | ✓ |
| Training completed for faculty, staff, and students | Police ChiefAsst Supt | Dec 31 | In process |
| Parent information meetings about the new protocol held at all schools | Prin/Dir | Nov 30 | In process |
| Room numbers are posted inside/outside classroom | Asst Supt/Prin | Nov 30 | In process |
| “GO” bags located in each school & office | Asst SuptPrincipals | Nov 30 | In process |

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| **Resources to Support Implementation -** *The staff and financial resources allocated to support this initiative.* |
| Iloveyouguys.org/srp.html I love you guys website with all FREE materials regarding the safety protocol |
| Burlington Police Chief/Officers time for faculty and parent meetings |
| Funds for “GO” bag materials |

1. *This We Believe: Keys to Educating Young Adolescents,* Association of Middle Level Education/National Middle School Association, 1995,2010. www.amle.org/twb [↑](#footnote-ref-1)
2. *This We Believe: Keys to Educating Young Adolescents* (AMLE/NMSA, 2010, www.amle.org/twb) [↑](#footnote-ref-2)