

**Breed Middle School
School Improvement Plan
May/June 2012**

PIM Team Members

**Fred Dupuis, Principal
Julie Louf, Vice Principal
Paul Costello, Vice Principal
Wendy Waldron, Guidance Counselor
Kathleen White, Lead Math Teacher
Cindy Quaratiello, Lead Science Teacher
Kimberly Skeadas, Academic Support Specialist**

School Council Members

**Fred Dupuis, Principal
Julie Louf, Vice Principal
Paul Costello, Vice Principal
Kimberly Skeadas, Academic Support Specialist
Wendy Waldron, Guidance Counselor
Joseph Correnti, Special Education Teacher
Glen and Patricia Valeri, Parents
Kendra Zimeroski, Parent
Rick Ford, Ward Councilor**

EXECUTIVE SUMMARY

School Profile and Demographics

The Breed Middle School is the largest of Lynn’s three middle schools and has a student population of approximately 1,257 students. Demographically the student population is 23.3% African American, 10.7% Asian, 53.1% Hispanic, .1% Native American, 20.9% White, and 3.5% multi-race non-Hispanic. Breed is a Title I school. The student population is composed of 59.2% of students whose first language is not English, 14.4% who are Limited English Proficient, 88.1% who are low income, and 22.1% who receive services from the Special Education Department. The following Table compares Breed’s selected population statistics with those of the district and the state.

Enrollment Data 2011-2012

School	Number	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% LEP	% Low Income	% Special Ed
Breed	1,257	23.3	10.7	53.1	0.1	20.9	3.5	59.2	14.4	88.1	22.1
Lynn	13,731	12	10	51	0.3	23.1	3.5	53.6	19.6	82.4	16.5
State	953,369	8.3	5.7	16.1	0.2	67	2.5	16.7	7.3	35.2	17

Breed Middle School has seven self-contained special education classes. Breed also incorporates the SRA Corrective Reading program to remediate those students reading below grade level. The Unified Arts Department consists of the following teaching positions: three Physical Education, two Art, two Music, four Technology Education, three-plus Math Foundations teachers, and one librarian.

NCLB Status

Breed Middle School has a Composite Performance Index (CPI) of 60.4 in Mathematics and 78.8 in ELA.

Breed Middle School is identified as being in **Restructuring Year 2** with an Improvement Rating of **No Change** according to the regulations of the No Child Left Behind Act of 2001 (NCLB) due to failure to make AYP for the years 2004 through 2011 in Math. Breed Middle School is identified as being in **Restructuring Year 2 No Change** according to the regulations of the No Child Left Behind Act of 2001 (NCLB) due to failure to make AYP in 2008 through 2011 in ELA. As a result of this designation, for the past six years Breed has received district support that includes:

- School choice for students interested in moving to another school in the district
- Supplemental course for struggling students in Math
- Technical assistance in data analysis
- Assistance in writing our school improvement plan
- A specific budget for our school improvement plan

MCAS Results

The following charts show the percentage of Breed's students in each of the reporting categories, Advanced, Proficient, Needs Improvement, and Warning, for the past nine years for the MCAS grade 6 and 8 math tests, five years of grade 7 math, nine years of grade 7 English language arts (ELA) tests and five years of grade 6 and 8 ELA tests.

Grade 6 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002								
2003								
2004								
2005								
2006	4	4	48	46	39	39	8	12
2007	2	4	46	44	43	39	9	13
2008	4	7	45	46	42	35	10	13
2009	4	6	40	41	41	36	15	17
2010	2	4	39	41	38	33	21	22
2011	5	5	38	37	35	37	23	21

Grade 6 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	4	5	20	20	34	31	42	44
2003	6	6	27	21	37	36	30	37
2004	9	7	23	21	34	38	34	35
2005	6	8	23	22	40	36	31	35
2006	10	9	26	22	37	34	27	35
2007	9	10	25	25	41	32	25	33
2008	15	15	30	29	31	30	24	26
2009	11	10	32	28	35	33	23	30
2010	10	10	29	26	30	30	31	34
2011	9	8	28	27	36	33	26	32

Grade 7 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	2	2	52	45	37	40	10	14
2003	3	2	55	50	34	37	9	10
2004	3	2	55	49	36	38	6	11
2005	1	2	50	45	42	43	7	9
2006	2	3	44	43	40	38	14	17
2007	1	2	47	47	42	39	9	12
2008	1	2	44	44	44	37	11	17
2009	1	2	45	45	44	39	10	13
2010	2	1	47	48	37	36	15	15
2011	5	3	49	48	34	35	12	14

Grade 7 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002								
2003								
2004								
2005								
2006	2	4	13	16	38	36	47	44
2007	4	4	27	24	37	36	32	36
2008	4	5	18	20	39	33	40	42
2009	3	5	17	20	39	34	42	40
2010	3	4	28	26	30	31	39	39
2011	6	7	20	22	34	30	40	42

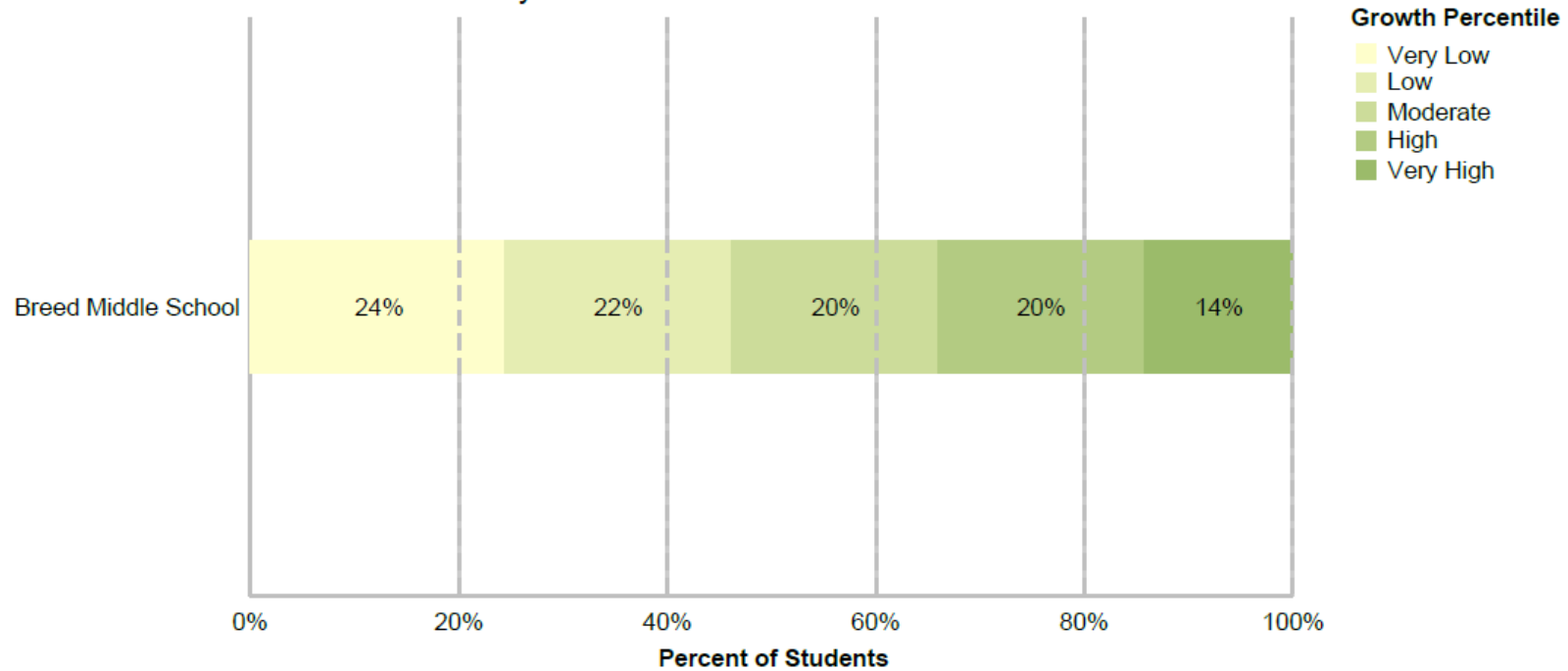
Grade 8 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002								
2003								
2004								
2005								
2006	4	3	57	49	30	36	8	13
2007	2	3	62	52	29	32	7	12
2008	3	4	59	56	31	29	7	11
2009	4	4	63	57	24	25	9	14
2010	4	5	58	56	24	25	13	13
2011	8	6	60	57	26	25	7	12

Grade 8 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	1	2	8	9	35	31	56	58
2003	2	3	15	14	30	32	54	52
2004	6	6	20	17	32	35	42	42
2005	5	4	25	16	34	36	37	44
2006	4	4	22	18	29	30	44	48
2007	5	7	18	16	36	32	41	45
2008	8	7	22	22	36	30	34	41
2009	7	8	20	20	33	30	39	42
2010	7	8	23	22	34	32	36	39
2011	10	9	24	21	31	32	35	39

Student Growth Percentile by School and Grade

For K-12 education in Massachusetts, the phrase “Growth Model”, describes a method of measuring individual student progress on MCAS by tracking students from one year to the next. Each student receives a student growth percentile, which measures how much the student changed relative to other students statewide with similar score histories from one year to the next. The District Growth Stacked Bar Chart, by school, shows how much students grew over the past year relative to their academic peers, with the individual data grouped by school. The District Growth Stacked Bar Chart, by Grade, shows how much students changed relative to their academic peers between grade level MCAS tests. Each chart shows the percentage of growth in the following categories: Very Low, Low, Moderate, High, and Very High.

Student Growth Distribution by School Lynn - 2011 MCAS All Grades Mathematics



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Breed Middle School	978	239	212	194	194	139	32%

Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.

Student Distribution Growth by Grade

Lynn - 2011 MCAS Grade 6, 7, 8 Mathematics



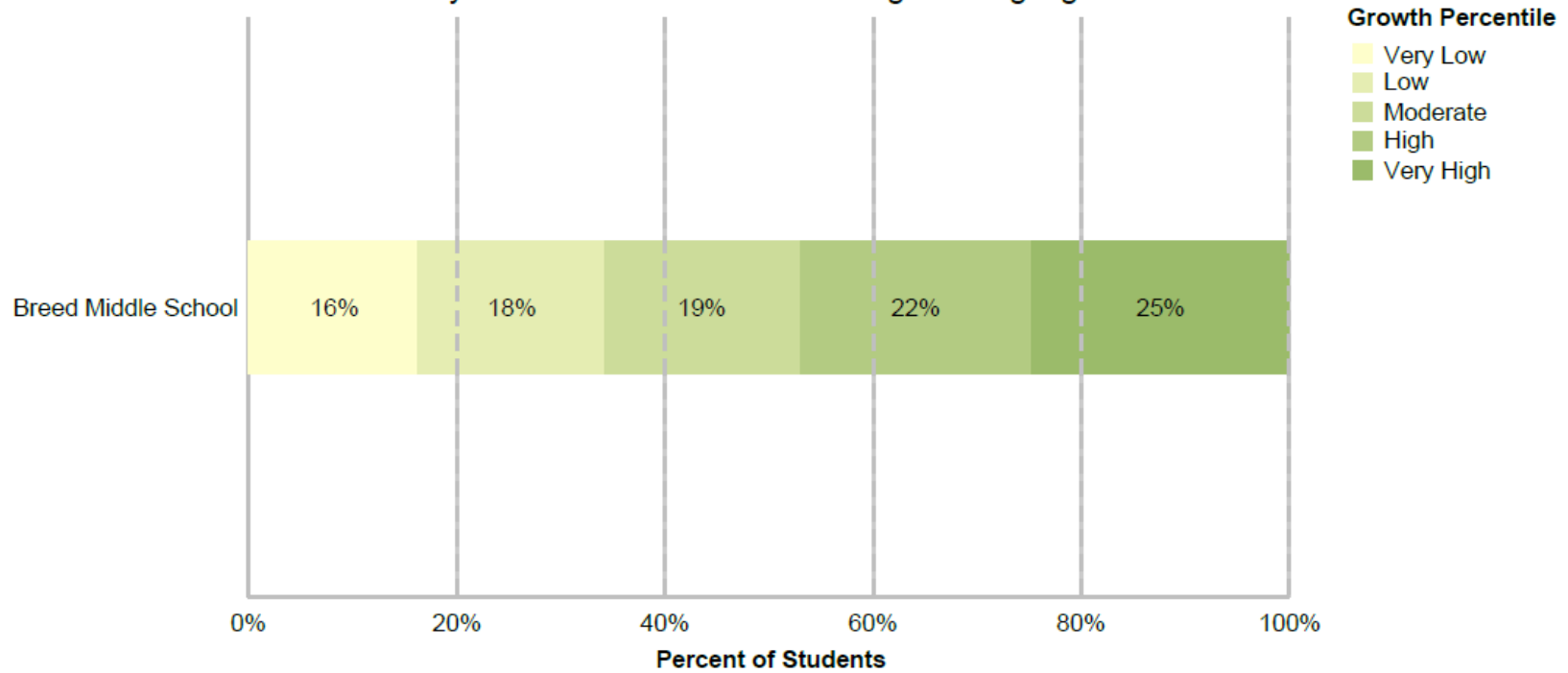
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Grade 6 - Breed Middle School - Breed Middle School	305	68	66	69	57	45	37%
Grade 7 - Breed Middle School - Breed Middle School	373	107	88	73	67	38	26%
Grade 8 - Breed Middle School - Breed Middle School	300	64	58	52	70	56	34%

Note: Only students assigned an SGP are included in the chart. % Proficient includes all students tested.

Student Growth Distribution by School

Lynn - 2011 MCAS All Grades English Language Arts



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Breed Middle School	976	159	175	184	216	242	55%

Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.

Student Distribution Growth by Grade Lynn - 2011 MCAS Grade 6, 7, 8 English Language Arts



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Grade 6 - Breed Middle School - Breed Middle School	305	71	69	59	57	49	43%
Grade 7 - Breed Middle School - Breed Middle School	371	58	59	66	87	101	54%
Grade 8 - Breed Middle School - Breed Middle School	300	30	47	59	72	92	68%

Note: Only students assigned an SGP are included in the chart. % Proficient includes all students tested.

Implementation Summary of (2011-2012) School Improvement Plan

The following chart states the goals from Breed’s SY 2011-2012 School Improvement Plan, the strategies that were put in place, the implementation activities to support the strategies, and the results thus far.

Measurable Goals	Strategies	Implementation Status
1. To make AYP in both ELA and Mathematics for the aggregate and all subgroups	Teachers will model test-taking strategies, allow students to practice techniques, and then release the students to independently use these techniques in future testing situations.	Teachers were given a test-taking technique checklist on the professional development day. Teachers were required to prove how they used test-taking techniques in the classroom and at data meetings. They were also required to hand in the checklist listing dates and evidence of how they were applied in the classroom, along with student work. This evidence was collected in October, 2011. However, students were not released to work independently after this date.
	Teachers will expose students to multi-step, multi-strand open response questions in order for students to independently complete these questions in testing situations.	This was successful at the administrative level because evidence of student work was collected and analyzed. This is only required quarterly. More structure and guidance is needed at data meetings because student work was only analyzed occasionally.
	Teachers will continue to incorporate Breed’s Learning Strategies.	All teachers are implementing Breed Learning Strategies in their lessons and planning daily. Informal assessments and student work collection is proof that this is being done.

Measurable Goals	Strategies	Implementation Status
<p>2. To make AYP in both ELA and Mathematics for the aggregate and all subgroups.</p>	<p>Content and grade-specific vocabulary lists will be given out by Lead Teachers, with the exception of ELA, who will use the literature texts to teach vocabulary in context.</p>	<p>Vocabulary lists were distributed by Lead Teachers at the first department meeting and were supposed to be used throughout the year, with the exception of ELA, which used the literature texts to teach vocabulary in context.</p>
	<p>Teachers will utilize the vocabulary list and create multiple exposures to advance word understanding when appropriate in daily instruction so that students will be able to use and interpret these terms in oral and written work.</p>	<p>Teachers were required to submit student work quarterly, formal writing (Collins) twice per year, and vocabulary as evidenced in plan books. One of the criteria for assessment was use of appropriate grade level vocabulary. Vocabulary is still an area of weakness.</p>
	<p>Teachers provide or require students to have reading materials in each classroom for use upon completion of assignments.</p>	<p>Students have access to library materials daily. However, not all students have access to reading materials in each classroom.</p>

Measurable Goals	Strategies	Implementation Status
3. To make AYP in both ELA and Mathematics for the aggregate and all subgroups.	Teachers will expose all students to identical curriculum information and materials so that all students will be exposed to all appropriate grade level content.	This was successful in the clusters that group students heterogeneously. Due to schedule changes, clusters were no longer in control of assigning students to a particular classroom.
	Teachers will require that all students maintain a collection of student work in a binder, folder, or notebook for each content area.	This was only partially successful and remains a work in progress.
	Teachers will group students heterogeneously in science, English, and social studies (no tracking).	This was successful in all clusters due to the scheduling changes.
	All ELA, math, social studies, and science teachers will be required to attend and actively participate in data meetings.	This was successful because all teachers attended data meetings three times every six-day cycle. However, more structure and guidance is needed to support the direction and productivity of the meeting. In January, when the academic support specialist was hired structure and guidance was given to staff during these meetings. For some groups, these meetings were more successful when the Academic Support Specialist was in attendance.

Measurable Goals	Strategies	Implementation Status
4. To make AYP in both ELA and Mathematics for the aggregate and all subgroups.	Guidance Counselors will identify students in the Warning and Needs Improvement categories.	Students were notified of their MCAS status.
	Guidance Counselors will meet with identified students to create a Student Improvement Map.	The Map was never created. Consequently, more support and direction is needed for Guidance Counselors. Letters were sent home to parents.
	Guidance Counselors will encourage students to take advantage of extra support services provided by the school/districts.	The only extra support service at Breed during the school year was the teachers' Night Back and students were encouraged to take advantage of this opportunity. Additionally, Breed held an after school program which had a certified math and ELA teacher available on Mondays and Thursdays to provide additional help for students. Finally, there was a district initiative of supplemental services that began in January and ended in May.
	Teachers will require that students utilize their Agenda Books daily.	Not all teachers require this.

School Year 2012-2013 School Improvement Plan

Our goals have been revised because of NCLB and because the AYP results are the only measure of school success currently used by the Massachusetts Department of Elementary and Secondary Education (DESE).

- **To make AYP in both ELA and Mathematics for the aggregate and all subgroups.**
- **To improve scores in Science and Technology.**

Data Analysis – Strengths and Weaknesses

The 2011 cycle for AYP report indicates that Breed did not make AYP in the aggregate for ELA. Composite Performance Index (CPI) for ELA increased 2.0 points. The 2011 cycle for AYP report indicates that Breed did not make AYP for Math. CPI for Math decreased 0.6 points.

Weaknesses in ELA and Math:

- Students' inability to apply critical thinking skills
- Students' limited ability to respond to multi-step, multi-strand open response questions
- Limited content area vocabulary
- Limited background knowledge
- Students' lack of commitment to the educational process and environment
- Students' limited social and lack of appropriate behavior skills

Student Learning Objectives

The action plan that follows outlines the five student learning objectives and the strategies related to those objectives that the entire staff will concentrate on for the following year. Those objectives are:

- Students will apply effective test-taking, critical thinking skills in all content areas.
- Students will know and be able to use grade level vocabulary in oral and written work.
- Students will be exposed to grade level standards with rigorous assessments developed by teachers in data meetings.
- Students in the warning and needs improvement categories will meet quarterly with their guidance counselor.
- Students will follow a common behavior rubric.

Breed Middle School SY 2012/2013 School Improvement Plan

Goal	<ul style="list-style-type: none"> • To make AYP in both ELA and Mathematics for the aggregate and all subgroups
Identified Student Weakness	<ul style="list-style-type: none"> • Students' inability to apply critical thinking skills • Students' limited ability to respond to multi-step, multi-strand open response questions
Student Learning Objective	<ul style="list-style-type: none"> • Students will apply effective test taking, critical thinking skills in all content areas.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will model test-taking strategies, allow students to practice techniques, release the students to independently use these techniques in future testing situations using rigorous assessments.	October	Posters, Checklist, Professional Development	Checklists for teachers handed into administration, along with completed student rigorous assessments
Teachers will expose students to rigorous assessments, which include multi-step, multi-strand open response and multiple-choice questions, which are modeled after State tests in order for students to independently complete these questions in testing situations.	Monthly	Prior MCAS questions, Resource Books, Meeting times	Student work collected at Data Meetings as evidenced by Binder of Assessments and Meeting Agendas
Teachers will continue to incorporate the Breed Learning Strategies in all content areas.	Daily	Posters, Bookmarks of Learning Strategies, standards, daily objective, and Agenda	Plan Book Collection (including 504/IEP chart), informal and formal observations, student work collection (see calendar) with checklist attached

Breed Middle School SY 2012/2013 School Improvement Plan

Goal	<ul style="list-style-type: none"> To make AYP in both ELA and Mathematics for the aggregate and all subgroups
Identified Student Weakness	<ul style="list-style-type: none"> Limited content area vocabulary/background knowledge
Student Learning Objective	<ul style="list-style-type: none"> Students will know and be able to use grade level vocabulary in oral and written work.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Content, grade-specific vocabulary lists, glossaries, and word-to-word language-specific dictionaries will be given out by Lead Teachers for practice throughout the year. ELA will use the literature texts to teach vocabulary in context. Teachers will incorporate vocabulary into their daily warm-up activities.	September ELA – September through June	Appropriate content vocabulary lists ELL/FLEP Glossaries & word-to-word dictionaries	Attendance at first Staff Development Day/Department Meeting and follow-up at Department Meetings to discuss utilization
Teachers will utilize the vocabulary list and create multiple exposures to advance word understanding when appropriate in daily instruction so that students will be able to use and interpret these terms in oral and written work.	Daily	Textbooks, Vocabulary Lists, Word Wall, Standards, Objectives, Agenda	Student work, Formal/Informal Observations, Plan Books, collection of written work (i.e., Collins twice per year), and discussions at Dept. Meetings
Teachers provide or require students to have reading materials in each classroom for use upon completion of assignments.	Daily	Library, classroom libraries	Formal observation with Checklist to be completed by Admin. in September or October
Teachers will begin implementing Common Core Literacy Standards in all contents.	September – June	Massachusetts Curriculum Frameworks for ELA & Literacy	Observations, PIM Evidence, Plan Books, Professional Development at Faculty meetings and/or Dept. Meetings

Breed Middle School SY 2012/2013 School Improvement Plan

Goal	<ul style="list-style-type: none"> • To make AYP in both ELA and Mathematics for the aggregate and all subgroups
Identified Student Weakness	<ul style="list-style-type: none"> • Students limited ability to respond to multi-step, multi-strand open response questions • Limited content area vocabulary
Student Learning Objective	<ul style="list-style-type: none"> • Students will be exposed to all appropriate grade level standards in the curriculum frameworks.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will expose all students to grade-level, standards-based curriculum information and materials so that all students will be exposed to all appropriate grade-level content. Teachers will post appropriate grade-level standards, daily objectives, and agenda.	Daily	Textbooks, grade level standards, supplemental materials, DESE Frameworks	Formal and Informal Observation, Class Lists, District Assessments, Collins Folders, Plan books, Student Work (see Calendar for specific dates)
Teachers will require that all students maintain a collection of student work (binder, folder or notebook for each content area).	Daily	3-ring Binders, notebooks or folders	Informal and/or formal observation
All ELA, Math, Social Studies, Science, and resource teachers will be required to attend and actively participate in Data Meetings. Language Department will also meet as the schedule allows.	Three times per six-day cycle	Agendas/ Meeting minutes/ Binders	Attendance, participation during meetings, completed agenda, student work and common assessments (all materials will be collected and placed in appropriate section of Data Binder)

Breed Middle School SY 2012/2013 School Improvement Plan

Goal	<ul style="list-style-type: none"> To make AYP in both ELA and Mathematics for the aggregate and all subgroups
Identified Student Weakness	<ul style="list-style-type: none"> Students' lack of commitment to the educational process and environment
Student Learning Objective	<ul style="list-style-type: none"> Students in the warning and needs improvement categories will meet quarterly with their guidance counselor to map or update their Student Improvement Plan.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Guidance Counselors will identify students in the Warning and Needs Improvement categories.	September	MCAS scores	List of identified students to appropriate cluster teachers and principals
Guidance Counselors will meet with identified students to create a Student Improvement Map.	September, then Quarterly	MCAS scores, student grades, teacher input	Student Improvement Plan (SIP) form
Guidance Counselors will encourage that students take advantage of extra support services provided by the school/district.	When offered	After School Program, Saturday school (additional funding), teachers' Night Back	Attendance
Teachers will require that students utilize their agenda book daily.	Daily	Agenda books	Review of agenda book daily
Teachers will develop a policy for making up missed work and provide students with additional opportunities to succeed.	September – June	Teacher Policy Rubric	Submit policy and review grade reports

Breed Middle School SY 2012/2013 School Improvement Plan

Goal	<ul style="list-style-type: none"> To make AYP in both ELA and Mathematics for the aggregate and all subgroups
Identified Student Weakness	<ul style="list-style-type: none"> Students' limited social and lack of appropriate behavior skills.
Student Learning Objective	<ul style="list-style-type: none"> Students will follow a common behavior rubric.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers and Administrators will require that all students abide by the behavior policies at Breed Middle School.	September – June	Behavior Rubric	Misconduct Reports

Parent and Community Involvement

Parent Involvement

Breed Middle School has implemented the following parent involvement activities:

- Breed Middle School Website: Updated by clusters and webmasters.
- Engrade (or other vehicle for students and parents): Student grades and homework.
- Informational brochures sent to parents with relevant information.
- Parent School Council
- Automated phone system: Informs all parents of important events and activities to the Breed community. These messages will be bilingual.
- Open House: Breed offers three open houses at various times.
- Interpreting service: On-site volunteer interpreters for Open House.
- Guidance meetings with teacher(s) upon request from parents.
- Gang and Drug Awareness night for parents run by the School Resource Officer.
- PTO-Parent Teacher Organization
- Dances: Breed offers five dances where parents volunteer.
- Night of Excellence
- Parent to School program
- Grade 8 Parent Promotional Activities committee
- Science Fair
- College Fair
- Incoming 6th Grade Orientation

Attendance Policy

Breed Middle School has implemented the following attendance policy:

- Students are responsible for providing a note explaining their absence to their homeroom teacher the day upon their return to school.
- If students wish to participate in extra-curricular activities they must attend school on the day of that activity. If a student is chronically absent the guidance office becomes involved and the truant officer is notified.
- Guidance or the Vice Principal will send truant officers to the home if student is chronically absent.

Bullying Policy

In accordance with the Lynn Public Schools Breed Middle School has implemented the following bullying policy:

- Breed will have a bullying coordinator who will be trained and report directly to the principals.
- The bullying coordinator will complete a bullying incident form created by the LPS for all incidents.
- Each incident will be investigated and proper disciplinary action will be taken.
- All staff will be trained regarding new policies and procedures.