

**Breed Middle School
School Improvement Plan
May 2013**

PIM Team Members

**Julie Louf, Principal
Paul Costello, Vice Principal
Michael Zimirowski, Vice Principal
Lauren Phelps, Guidance Counselor
Kathleen White, Lead Math Teacher
Cindy Quaratiello, Lead Science Teacher
Mary Archambault, Math Teacher
Cheryl Correnti, Special Education Teacher
Kimberly Skeadas, Academic Support Specialist**

School Council Members

**Julie Louf, Principal
Paul Costello, Vice Principal
Michael Zimirowski, Vice Principal
Kimberly Skeadas, Academic Support Specialist
Lauren Phelps, Guidance Counselor
Mark Flaherty, Physical Education Teacher
Glen and Patricia Valeri, Parents
Kendra Zimeroski, Parent
Michelle Pedro, 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 1,200 students. However, Breed’s student population has increased since the beginning of the school year to approximately 1,300 students. Demographically the student population is 11.9% African American, 11.6% Asian, 54.1% Hispanic, 0.3% Native American, 18.9% White, and 3% multi-race non-Hispanic. Breed is a Title I school. The student population is composed of 60.6% of students whose first language is not English, 10.8% who are Limited English Proficient, 88.2% who are low income, and 21.3% 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 2012-2013

School	Number	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% LEP	% Low Income	% Special Ed	% High Needs
Breed	1,200	11.9	11.6	54.1	0.3	18.9	3	60.6	10.8	88.2	21.3	90.7
Lynn	14,139	11.3	9.8	53.1	0.3	22	3.5	54.2	17.5	82.6	16.4	86.2
State	954,773	8.6	5.9	16.4	0.2	66	2.7	17.3	7.7	37	17	47.9

Accountability Status

In February of 2012, Massachusetts received a waiver of certain aspects of the federal No Child Left Behind Act. Beginning with the 2012-2013 school year, the NCLB goal of 100 percent proficiency will be replaced with a new goal of reducing proficiency gaps by half by the end of the 2016-2017 school year. NCLB accountability labels have been replaced by state accountability and assistance levels (Levels 1-5). Instead of Adequate Yearly Progress (AYP) reporting, Massachusetts will report district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI). PPI combines information on up to seven indicators (where applicable) that include: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates. Most districts, schools, and groups will receive an annual PPI based on improvement over two years and a cumulative PPI that measures improvement over four years. Extra credit is awarded for reducing the percentage of students scoring *Warning/Failing* and/or by increasing the percentage of students scoring *Advanced* on English language arts, mathematics, or science MCAS tests. To be considered on target for a given indicator, a group must earn 75 points. It is important to note that if NCLB is reissued or changed, the new Massachusetts Accountability Reporting System could be discontinued.

PPI Indicators (all students)

Proficiency Gap Narrowing	2011 CPI	2012 CPI Target	2012 CPI	PPI Points	Target Rating	Extra Credit Increase Advanced	Extra Credit Decrease Warning
ELA	78.8	80.6	75.1	0	Declined	0	0
Math	60.4	63.7	62.8	75	On Target	0	0
Science	56.4	60	52.7	0	Declined	0	0

Student Growth (SPG)	6 Yr Goal	2011 SGP	2012 SGP	PPI Points	Target Rating
ELA	51	57	43	50	Below Target
Math	51	45	41	50	Below Target

Accountability and Assistance Level- Level 3
Cumulative PPI (all students)- 49

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 eleven years for the MCAS grade 6 and 8 math tests, seven years of grade 7 math, eleven years of grade 7 English language arts (ELA) tests and seven 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
2012	2	5	32	34	39	36	27	25

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
2012	12	9	37	30	32	34	20	26

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
2012	8	4	47	46	28	33	18	18

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
2012	6	5	15	16	40	38	39	40

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
2012	4	5	57	54	26	25	12	16

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
2012	5	6	24	22	33	30	39	42

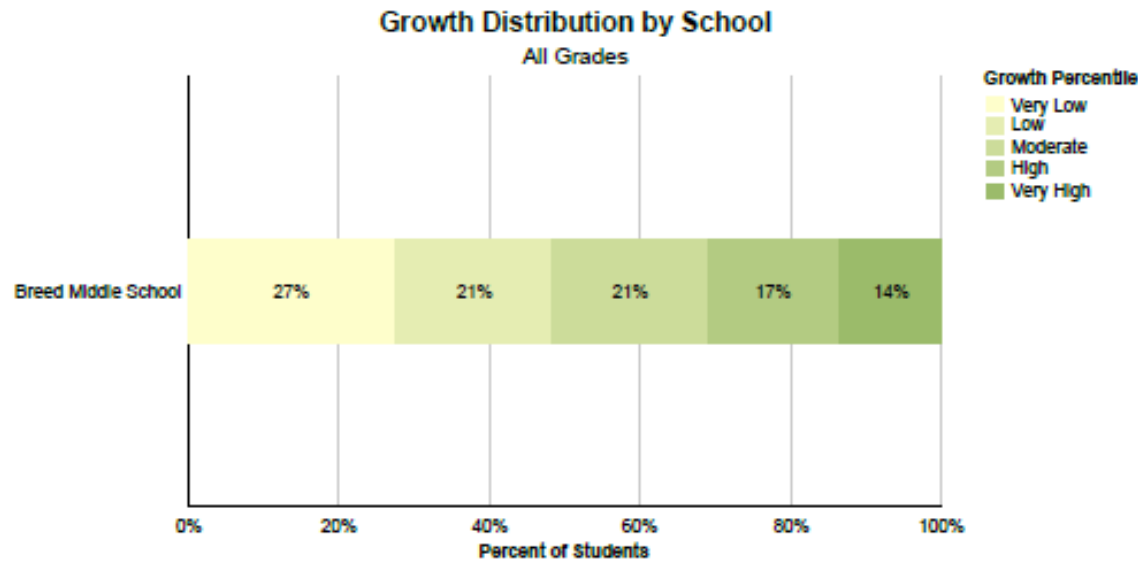
Student Growth Percentile by School and Grade

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.



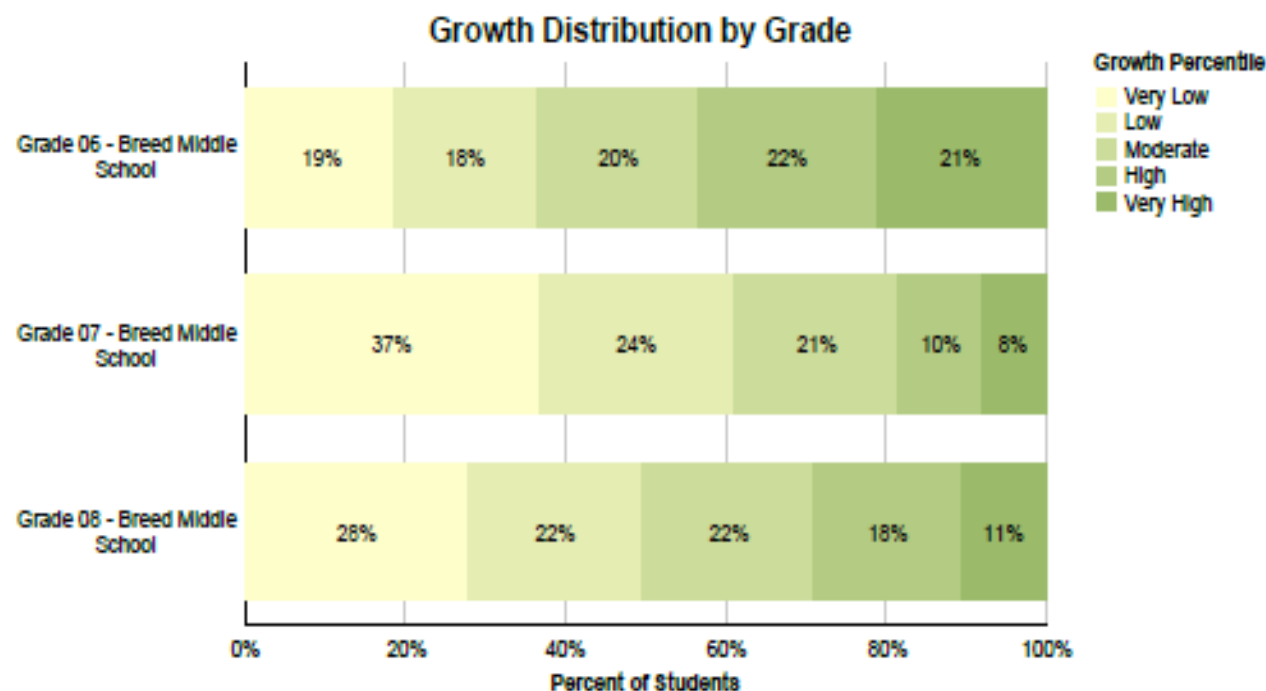
Spring 2012 MCAS School Growth Distribution Mathematics

District: Lynn
Subject: Mathematics

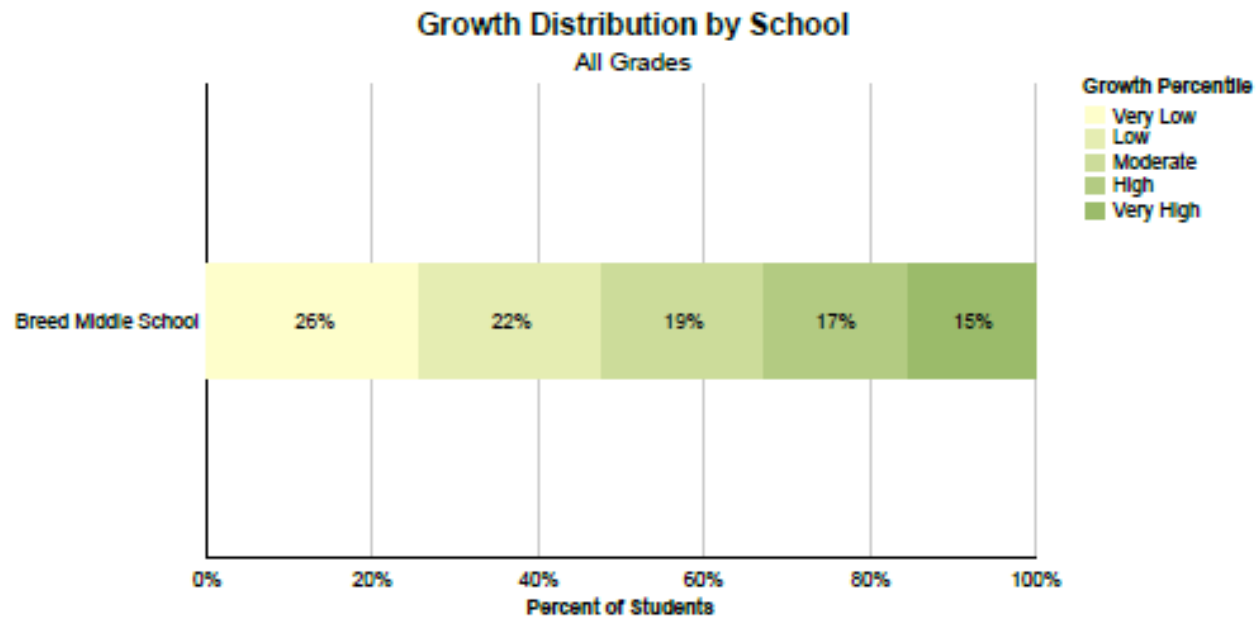


Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Breed Middle School	292	223	222	184	144	41.0	1,065	33	1,182

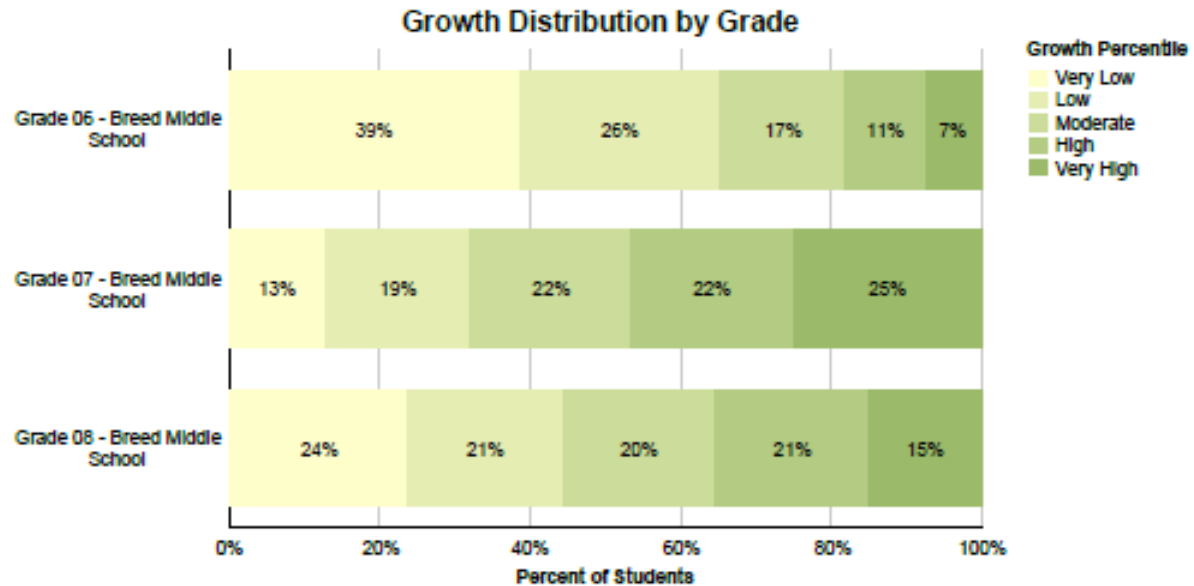


	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Grade 06 - Breed Middle School	69	65	75	82	78	52.0	369	49	410
Grade 07 - Breed Middle School	118	77	66	33	26	31.5	320	21	352
Grade 08 - Breed Middle School	105	81	81	69	40	41.0	376	28	420



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

	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Breed Middle School	271	233	204	184	162	43.0	1,054	50	1,182



	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Grade 06 - Breed Middle School	141	96	61	39	27	27.5	364	34	410
Grade 07 - Breed Middle School	41	60	68	68	79	58.0	316	54	352
Grade 08 - Breed Middle School	89	77	75	77	56	47.5	374	61	420

Implementation Summary of 2012-2013 School Improvement Plan

The following charts state the goals from Breed’s SY 2012-2013 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 (Did you? How it was done, when)
1. To make PPI 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.
2. To make PPI in both ELA and Mathematics for the aggregate and all subgroups.	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.	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.
	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.	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.
	Teachers provide or require students to have reading materials in each classroom for use upon completion of assignments.	Students have access to library materials daily. However, not all students have access to reading materials in each classroom.

Measurable Goals	Strategies	Implementation Status (Did you? How it was done, when)
3. To make PPI 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.
4. To make PPI 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 2013-2014 School Improvement Plan

Our goal has been revised because Massachusetts received a waiver of certain aspects of the federal No Child Left Behind Act. AYP results are no longer the only measure of school success currently used by the Massachusetts Department of Elementary and Secondary Education (DESE). Instead of Adequate Yearly Progress (AYP) reporting, Massachusetts will report district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI). Therefore, the goal for this School Year 2013-2014 is:

- **To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.**

Data Analysis

Based on the 2012 MCAS results, PPI, and common district assessments, the following areas of weakness have been identified:

Weaknesses in ELA and Math:

- Students' inability to apply strategies
- Students' limited content area knowledge and vocabulary
- Lack of background knowledge
- Students' lack of commitment to the educational process and environment
- Students inability to persevere
- Students' limited social and lack of appropriate behavior skills

Student Learning Objectives

The action plan that follows outlines the four 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 use instructional strategies.
- Students will attend school daily and actively participate
- Students will follow academic, social and behavior expectations
- Students will be exposed to grade level standards with rigorous assessments

Breed Middle School SY 2013/2014 School Improvement Plan

Goal	<ul style="list-style-type: none"> To achieve a minimum of 75 PPI points in ELA, Mathematics and Science for the aggregate and all subgroups
Identified Student Weakness	<ul style="list-style-type: none"> Students' inability to apply strategies Students' limited content area knowledge and vocabulary Lack of background knowledge
Student Learning Objective	<ul style="list-style-type: none"> Students will be exposed to grade level standards with rigorous assessments Students will use instructional strategies.

Strategy/Action (What, Who, How) Curriculum and Instructional Practices	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will use instructional strategies that are unified and non-negotiable.	Daily	Instructional Strategies	Walkthroughs
Teachers will provide evidence of daily objectives, standards, an agenda, essential questions, frequent formative assessments and extensions (homework) as part of well-structured lessons.	Daily	Chart paper, board space, Professional Development	Lesson plans, Unit Plans, walkthroughs
Teachers will provide differentiated instruction and Gradual Release of Responsibility or scaffolding to allow students to access knowledge.	Ongoing	Professional development	Lesson plans, Unit Plans walkthroughs
Teachers will frequently utilize activators and summarizers to engage students and guide instruction.	Ongoing	Resources, Examples of activators and summarizers	Lesson plans, Unit Plans, walkthroughs

Breed Middle School SY 2013/2014 School Improvement Plan

Goal	<ul style="list-style-type: none"> • To achieve a minimum of 75 PPI points in ELA, Mathematics and Science for the aggregate and all subgroups
Identified Student Weakness	<ul style="list-style-type: none"> • Students' inability to apply strategies • Students' limited content area knowledge and vocabulary • Lack of background knowledge
Student Learning Objective	<ul style="list-style-type: none"> • Students will be exposed to grade level standards with rigorous assessments • Students will use instructional strategies

Strategy/Action (What, Who, How) Planning and Assessment	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will create rigorous assessments that include a variety of question types and multiple steps that reflect the MCAS assessment.	Ongoing	Internet, Anchor texts, Additional Books and outsider resources	Assessment collection, Writing Folder collection
Teachers will address literacy standards in History/Social Studies, Science and Technical Subjects as stated in the MA Curriculum Framework for ELA and Literacy.	Ongoing	Time in PLCs, Samples	Assessment collection, Writing Folder collection
Teachers will use relevant, authentic resources to enhance instruction, increase engagement and allow students to make connections.	Ongoing	Resources, PLC meetings, Smartboards, copiers, document readers, Smart Response	Assessment collection, Lesson Plans, Unit Plans, Writing Folder collection, Walkthroughs
Teachers will attend and actively participate in meetings that focus on SBI, lesson planning and assessments.	3 times in a 6 day cycle	Scheduling, space	Attendance in meetings, Assessment collection, Academic Support Specialist observation in PLC meetings
Teachers will collaborate to compile authentic, relevant and current resources to enhance instruction, increase engagement, and allow students to make connections.	Ongoing	Resources, PLC meetings, copiers, computers, internet access	Assessment collection, Lesson Plans

Breed Middle School SY 2013/2014 School Improvement Plan

Goal	<ul style="list-style-type: none"> • To achieve a minimum of 75 PPI points in ELA, Mathematics and Science 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 • Students inability to persevere
Student Learning Objective	<ul style="list-style-type: none"> • Students will attend school daily and actively participate • Students will follow academic social and behavior expectations

Strategy/Action (What, Who, How) Professional Culture and Climate	Timeline (When)	Resources Needed	Method of Collecting Evidence
PIM, Leadership Team, Community Leaders and Administrators will create programs to promote positive culture in the school.	Monthly	Planning time, space, money	Attendance at events
Guidance Counselors will promote academic excellence, student social awareness and cultural experiences.	Ongoing	Money (donations, fundraising), Speakers, Outside agency support	Attendance at events
Guidance Counselors will encourage at risk students to take advantage of extra support services provided by the school/district.	Ongoing	Programs, money, outside agency resources	Attendance at events and meetings with guidance counselors
Teachers will provide a positive, safe and collaborative learning environment.	Ongoing	Staff	Walkthroughs
Administrators and teachers will maintain safety and positive behavior by monitoring specific areas in the building before and after school and between all classes.	Daily	Staff	Attendance, Incidences
Grade 6 teachers will work in clusters and teachers in grade 7 and 8 will be located in specific wings of the building by content.	Yearly	Scheduling, staff, rooms	Floor Plan

Parent and Community Involvement

Parent Involvement

Breed Middle School has implemented the following parent involvement activities:

- Breed Middle School Website: Updated by webmaster.
- Student grades and homework
- Notices 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 parents volunteer.
- Night of Excellence
- Grade 8 Parent Promotional Activities committee
- Spelling Bee
- Newspaper Club
- MCAS boot camp
- Mentoring Club
- Winter concert, Spring concert, All City Band, All-City Chorus
- Drama Production
- Science Fair
- College Fair
- Coat Drive
- Incoming 6th Grade Orientation

Community Involvement

- Bed for Every Child
- Item Santa
- American Red Cross
- Leukemia and Lymphoma Society
- Lynn Youth Council
- CAST
- Healthy Futures
- Christmas Help
- ECCF
- Cultural Grant
- Gregg House
- Junior ROTC
- WISE
- Nahant Marine Center
- Speaker Series

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 vice principals or principal.
- 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.