

Breed Middle School

School Improvement Plan

2015-2016

School Improvement Team

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School Vision and Mission

Lynn Public Schools Vision: All Lynn students will graduate from high school with the skills to make informed choices and pursue further learning as socially responsible citizens.

Mission: To continuously improve students' social, cultural, and academic achievement and provide all students with the skills, knowledge and experiences to achieve our vision.

Narrative Description of the School

Demographic Data: Include a description of the student population (subgroup status, enrollment history, attendance), administrative staff, teaching staff (including years of service, attendance, and recruitment of highly qualified teachers), and the organization of the school.

Breed Middle School is the largest of three middle schools in Lynn, with 1,197 students in SY2015. Currently, as of the first day of school, our enrollment is 1,253 students, up nearly 5% from the previous school year. We have a very diverse population of students at Breed. 47.5% of our students are economically disadvantaged according to state and federal data. 61.1% of our students speak a first language that is not English, which is higher than the district percent and over three times the state population. 10.4% of our students are English Language Learners and 18.7% of our students have an IEP. 57.2% of our students are Hispanic, 10.1% are African American, 11.1% are Asian, and 18.3% are white.

Breed Middle School continues to have one of the highest percent of teachers under age 26 in the district. Breed Middle School has 88 teachers and 14 paraprofessionals. In SY 2015-2016 approximately 30 teachers were new to Breed.

Student Enrollment

| | 2013 | 2014 | 2015 | 2015 District |
|--------------|--------------|--------------|--------------|---------------|
| Grade 6 | 388 | 411 | 410 | 954 |
| Grade 7 | 432 | 374 | 407 | 960 |
| Grade 8 | 380 | 435 | 380 | 965 |
| Total | 1,200 | 1,220 | 1,197 | 2,879 |

Teacher Information

| | 2012 | 2013 | 2014 | 2014 District | 2014 State |
|-----------------------|------|------|------|---------------|------------|
| Teacher Retention | 86.4 | 72.6 | 80.5 | 79.8 | 84.6 |
| Staff Age | 2013 | 2014 | 2015 | 2015 District | 2015 State |
| Under 26 | 10% | 11% | 11% | 7% | 6% |
| 26-56 | 71% | 69% | 71% | 70% | 75% |
| Over 56 | 19% | 20% | 18% | 23% | 19% |
| Median Yrs Experience | - | - | 7 | 8 | - |
| % ≥ 10 Yrs Experience | - | - | 41% | 45% | - |

Student attendance continues to be an area of concern at Breed, with nearly half of our students (46%) were absent 10 or more days last school year. This is above the district or state averages.

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Performance Indicators

| | 2012 | 2013 | 2014 | District 2014 | State 2014 |
|-----------------------------------|------|------|------|---------------|------------|
| Student Attendance Rate | 93.2 | 93.0 | 93.1 | 94.0 | 94.9 |
| Absent 10 or more days (%) | 43.0 | 46.4 | 46.0 | 38.2 | 30.4 |
| Chronically Absent (% with < 90%) | 22.4 | 23.9 | 23.8 | 19.1 | 12.3 |
| Student Retention Rate | 3.8 | 4.1 | 3.6 | 4.2 | 1.6 |
| Out-of-School suspension Rate | 22.3 | 13.4 | 19.1 | 12.0 | 3.9 |

Percent of students by race and gender

| | % of Students | | | | |
|------------------|---------------|------|------|---------------|------------|
| | 2013 | 2014 | 2015 | 2015 District | 2015 State |
| African American | 11.9 | 12.0 | 10.1 | 10.7 | 8.7 |
| Asian | 11.6 | 11.6 | 11.1 | 9.2 | 6.3 |
| Hispanic | 54.1 | 54.8 | 57.2 | 56.4 | 17.9 |
| White | 18.9 | 18.6 | 18.3 | 19.6 | 63.7 |
| Multi-Race | 3.0 | 2.6 | 2.8 | 3.8 | 3.1 |
| Male | 51 | 51 | 53 | 53 | 51 |
| Female | 49 | 49 | 47 | 47 | 49 |

Enrollment by Special Population

| Demographic Group | 2013 | 2014 | 2015 | 2015 District | 2015 State |
|----------------------------|------|------|------|---------------|------------|
| First Language Not English | 60.6 | 61.1 | 61.1 | 54.1 | 18.5 |
| English Language Learner | 10.8 | 9.6 | 10.4 | 18.8 | 8.5 |
| Special Education | 21.3 | 18.9 | 18.7 | 15.4 | 17.1 |
| Economically Disadvantaged | - | - | 47.5 | 46.2 | 26.3 |

Provide instruction by highly qualified teachers

The Lynn Public Schools maintains records on each one of our teacher's highly qualified status, using federal HQ criteria. The Assistant Director of Curriculum meets with any teacher on our staff who is not qualified to create a plan for achieving this status. Assistance is provided to teachers who need to take MTEs.

School Processes Data: Include a description of the implementation of the core instructional programs for all students, students with disabilities, and English language learners and the intervention strategies designed to address the needs of at-risk students. In addition, provide information about any other initiatives being implemented in regards to curriculum, instruction, assessment, professional development, and school culture.

Breed is organized with grade 6 being in clusters, where the same group of students share the same 4 content teachers and travel outside of their cluster for 5th Major, 6th Major, and enrichment classes. 7th and 8th grades are departmentalized, with students traveling to a variety of teachers throughout the day. ELL students in all grades who qualify as WIDA proficiency levels 1 and 2 are taught in a cluster where they receive instruction in content areas by dually certified teachers in ESL and the content area. ELL students in the SEI cluster travel outside of their cluster to mainstream enrichment classes. ELL students with WIDA proficiency levels above 2 are in mainstream content classes while receiving an ESL support class. Our Special Education population is placed into either inclusion or substantially separate classes. Breed follows a 7 day waterfall schedule with 48 minute periods except for a 90 minute long block every day. Each day, one of the students' 7 classes drops.

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Core Instructional Programs:

- ELA
 - We followed a grade level curriculum map created by the district based on the Common Core standards.
 - Reading and writing instruction was based on the tasks assigned on the maps.
 - District Assessments were given halfway through the year to align instruction to MCAS expectations.
 - Vocabulary instruction was supported by a grade level program called Wordly Wise, a consumable workbook with online support.
 - During SY16, we will be adopting a new district-wide curriculum called *Collections* by Houghton Mifflin Harcourt.
- Math
 - Sixth, seventh, and eighth grade maps were created by the district, supported by a GoMath program, constituted by consumable workbook, online support, and available assessments.
 - Quarterly assessments were district-wide and were used to adjust instruction.
 - Sixth grade students had a singular math period in cluster; whereas 2/3 of seventh and eighth grade students had double blocks.
 - Some students used a tech-based program called Successmaker as their second math period.
 - Three groups of students in both 7th and 8th grades who demonstrated high level math proficiency received accelerated math instruction, including pre-Algebra in 7th grade and Algebra 1 in 8th grade.
 - During SY16, all 7th and 8th grade students will receive double math blocks. Targeted grade 6 students will receive Successmaker as a second math block.
- Science
 - All grades followed a similar pattern of standards, beginning with Physical Science, then Earth Science, followed by Life Science.
 - All labs and activities are teacher created to align with the standards.
 - During SY17, the district and the school will be adopting the Next Generation Science Standards.
- Social Studies
 - Teachers followed the district maps aligned with the Massachusetts Frameworks. Teachers at Breed Middle School also integrated the CCSS with an emphasis on using primary and secondary sources.
 - During SY16, teachers will follow new district created maps with new resources and new assessments aligned with the CCSS.
- Enrichments
 - All students received 5 enrichment cycles, taking courses such as art, music, gym, health, Tech Ed, and engineering.
 - During SY16, they will be quarter long courses.
- 5th and 6th Major
 - These courses include reading, foreign language, structured language and literature, Successmaker, Academic Support, and ESL and are assigned depending on student need.

Tiered Instruction, support, and interventions:

Within all classes teachers were expected to provide students with support by consistently looking at student data and targeting students who did not meet specific standards.

- Special Education Instruction:
- Inclusion students follow the curriculum of their general education classmates with specialized support with specific accommodations such as extra time, graphic organizers, small group instruction with a special educator, etc., according to their IEP

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- All students in SLD and II programs use READ 180, which is a program to develop literacy and comprehension skills in reading
- Students in SLD and II classes use First in Math as a supplement to their specialized instruction in their math classes.
- Students with more severe reading deficiencies in Special Education programs, such as students in the Life Skills program, use System 44, which focuses on basic reading skills. During SY16, any student who tests under a 400 Lexile will be provided with the Next Generation of System 44, which will be a pilot in the district.
- ELA
 - Students took a district wide cumulative assessment. After cumulative results were reviewed with district personnel, students were targeted for additional standards based instruction and test taking strategies. Saturday programs were offered in ELA before MCAS for targeted students.
 - Targeted grade 7 students had an additional small group ELA support for one month prior to the MCAS.
 - Targeted grade 7 students took a semester long ELA support class that focused on supporting student needs.
 - Targeted ELL students received after school support from a certified ESL teacher to support specific student needs.
 - Special Educators co-taught inclusion classes with general educators.
 - During SY16, an ELA coach will support teachers and students.
- Math
 - Students took a district wide cumulative assessment. After cumulative results were reviewed with district personnel, students were targeted for additional standards based instruction and test taking strategies. Saturday programs were offered in Math before MCAS for targeted students.
 - A math coach was available to support teachers with the implementation of Go Math. The coach modeled, co-taught, and targeted specific students.
 - Targeted ELL students received after school support from a certified Math teacher for MCAS preparation.
 - An ELL interventionist worked with C level students in mainstream math classes to support needs.
 - Special Educators co-taught inclusion classes with general educators.
- The reading coach worked with grade 6 reading teachers to create backwards design units.
- ELL students who were testing received additional time with
- We have a school support staff which services many students with social emotional needs, such as a Lynn Community Health School Based Health Center with medical and behavioral health services, a school social worker, and a school adjustment counselor.

Assessment Practices:

- As a whole school, teachers within all subjects, work together to develop formal and informal, formative and summative, standards based assessments. These assessments are delivered in a variety of implementations to reach all learners.
- All students who qualify take the state mandated MCAS exams in math, English and eighth grade science. Some students may qualify for an alternative assessment. In order to assess and prepare for the test students were given a district created common, cumulative, standards based assessment. Students were then given individualized standards based instruction dependent on the results.
- Within our math department, there were district made quarterlies and unit based assessments. The data from this was used to guide classroom instruction.
- Within our English department there were district created standards based unit assessments. Teachers within grade level PLCs also created common formative assessments.

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School based PD Time:

- PLC time is built into most teachers' schedule where they meet two days out of the 7-day cycle. One of the PLCs is facilitated by the Program Specialist and the other day is self-guided by the grade-level content team of teachers. During PLC time the focus is to collaborate, unify and create lesson plans, analyze data and student work, in addition to continually adhering to the guidelines of the evaluation process.
- Once a month, teachers are required to attend a school-wide faculty meeting for one hour after school where the primary focus is on professional development and minimal housekeeping items.
- In addition to these faculty meetings, teachers are required to attend their department meeting for one hour. All department meetings are facilitated by the lead teacher within that specific content area. Each department meeting focused around a book talk that allowed room to discuss new techniques and strategies to increase student achievement. Teachers received PDPs for participating in the minimum 10 hours required during the school year. The majority of time spent during the hour was spent discussing a chapter in the assigned book and minimal time was spent on housekeeping items.
- Learning Walks were conducted at various times throughout the school year. Different teams of teachers were invited to be part of each LW Team, visiting about 4 classrooms for about 20 minutes and then analyzing and summarizing the data which observed and ultimately delivered to the entire faculty.
- Two In-Service days are scheduled district wide where all teachers are required to attend the day before school starts for students and then another day in November. On these days students are not in attendance and the focus for teachers is professional development.

Create strategies to attract highly qualified teachers

Our school is advised by the Lynn Public Schools' Human Resources Office when teaching positions become available at the school. Resumes are forwarded from their office with the credentials of all teaching applicants. The Human Resources Office, in concert with the Assistant Director of Curriculum for Teaching Quality work to identify teachers who are highly qualified in terms of credentials and who aspire to serve youths in a large, urban community with many challenges. Recruitment fairs, advertising, and contacts with local schools of education are utilized as a way in which to locate teachers. In addition, the district has implemented processes and procedures for student teachers, which has resulted in a number of subsequent teaching hires at our school. Collaborative programs with Salem State, Northeast Consortium for Staff Development and several planned coop programs with Endicott College are easily accessed by teachers who are earning credentials. Furthermore, the district provides tutoring for any professional seeking to pass MTEs.

Teacher Evaluation. All of our teachers are evaluated using the Massachusetts Educator Evaluation System. Teachers who might be "in need of improvement" are monitored as they work towards improving their instruction. Curriculum and instruction teachers, math and ELA coaches, and ESL coaches work to model lessons for teachers who need to improve.

Coordinate and integrate Federal, State, and local services and programs; and meet intent and purposes of each program whose funds are consolidated, if applicable. Our school submits budget requests directly to the Superintendent's Senior Leadership team. This team includes both Deputy Superintendents, the Executive Director of Curriculum, the ELL coordinator, the SPED administrator, the human resources manager, and the financial manager for the Lynn Public Schools. As the organization is formed and resources are allocated, all sources of funds are coordinated in order to meet the needs of our school.

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Perception Data: Provide any formal or informal information regarding the perception of the school's learning environment by district and school leaders, students, teachers, parents and community members.

Currently the school does not have any methods of collecting perception data however we will be collecting information during the 2015/2016 school year.

Student Learning Data: Provide a summary of the achievement trends of the school. Include information about student proficiency on MCAS and accountability data (i.e., CPI, student growth percentiles, and graduation and dropout rates).

After reviewing school accountability data, there was no significant change from SY14 to SY 15. However, in SY15, the percent of students moving to advanced in math met target.

Overall

- Girls overall had higher SGP than boys.

ELA

- Percentage of student at each performance level remained consistent
- Grade 6 had been making gradual improvements each year in CPI, but had a dip in SY15.
- The largest gap between SY14 and SY15 is in Grade 8 SGP, dropping from 50 in SY14 to 35.5 in SY15.
- SGP for ELL students was 63, which is considered high growth.
- SGP for SWD is lower than the school average at 36.

Math

- Grade 6 SGP has dropped significantly over time. Grade 6 dropped steadily from 52 in SY12 to 27 in SY15.
- Grade 7 increased both CPI points and SGP from SY14.
- Grade 8 had the highest SGP with 57.5.
- SGP for SWD is lower than the school average at 31.5
- ELL CPI and SGP are low.

Science

- CPI score declined from SY14 and is significantly lower than the district average.
- ELL performance is very low with 84% of students scoring in warning and no students at or above proficiency.
- Only 1 student out of 357 scored advanced.

ELL

- On Access Testing, 58% of ELLs showed high growth, an increase of 18 percentage points from SY14.
- Students at the Entering and Emerging levels are moving at higher rates than the students at higher levels of proficiency.

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ACCOUNTABILITY DATA

The state accountability system considers multiple measures of achievement in ELA, Math, and Science, as well as growth statistics to determine a school's relative standing compared to similar schools in the commonwealth. Schools in the lowest 20% of schools with similar configurations (i.e., elementary schools, elementary/middle schools, middle schools, high schools) are automatically identified as Level 3. Schools are identified as Level 1 or Level 2 based on whether the school is meeting the cumulative Progress and Performance Index (PPI) target of 75.

| Accountability and Assistance Level: Level 3 | | | | | | | | | | |
|---|-------------|-------------|-------------|--------------------|------------------|--------------------------|--------------|--------------------|--------------------------------|--|
| School Percentile: 5th | | | | | | | | | | |
| Cumulative PPI (all students) 52 | | | | | | | | | | |
| Proficiency Gap Narrowing | 2012 | 2013 | 2014 | 2014 Change | 2014 %ile | 2014 Rating | *2015 | 2015 Change | 2015 Rating | |
| <u>ELA</u> | | | | | | | | | | |
| CPI | 75.1 | 74.6 | 77.1 | 2.5 | 13 th | Improved Below Target | 76.5 | -0.6 | No Change | |
| SGP | 43 | 38 | 43 | 5 | 21 st | Below Target | 41 | -2 | Below Target | |
| % Advanced | 4.6 | 3.4 | 3.4 | 0.0 | 11 th | Not meeting target | 2.9 | -0.5 | Not meeting target | |
| % Warning | 17.7 | 16.6 | 13.3 | -3.3 | 12 th | Met Target | 14.7 | 1.5 | Not meeting target | |
| <u>Math</u> | | | | | | | | | | |
| CPI | 62.8 | 60.3 | 61.6 | 1.3 | 13 th | Improved Below Target | 61.6 | 0.0 | No Change | |
| SGP | 41 | 35 | 43 | 8 | 23 rd | Below Target | 41 | -2 | Below Target | |
| % Advanced | 7.6 | 5.4 | 7.5 | 2.1 | 10 th | Met Target | 10.2 | 2.7 | Met Target | |
| % Warning | 30.4 | 32.7 | 31.2 | -1.5 | 12 th | Not meeting target | 33.3 | 2.1 | Not meeting target | |
| <u>Science</u> | | | | | | | | | | |
| CPI | 52.7 | 58.8 | 59.2 | 0.4 | 15 th | Improved Below Target | 56.2 | -3.0 | Declined Not meeting target | |
| % Advanced | 0.0 | 0.8 | 1.4 | 0.6 | 22 nd | Met Target | 0.3 | -1.1 | Not meeting target | |
| % Warning | 38.7 | 28.9 | 28.4 | -0.5 | 15 th | Not meeting target | 36.2 | 7.8 | Not meeting target | |

*2015 accountability data are preliminary.

Historical Accountability Data

| | | | | | |
|------|---------|--------------------|----------------------|-----------------|---------------------|
| 2012 | Level 3 | School Percentile: | 8 th %ile | Annual PPI = 35 | Cumulative PPI =49 |
| 2013 | Level 3 | School Percentile: | 8 th %ile | Annual PPI = 40 | Cumulative PPI =45 |
| 2014 | Level 3 | School Percentile: | 5 th %ile | Annual PPI = 65 | Cumulative PPI = 52 |
| 2015 | Level | School Percentile: | %ile | Annual PPI = | Cumulative PPI = |

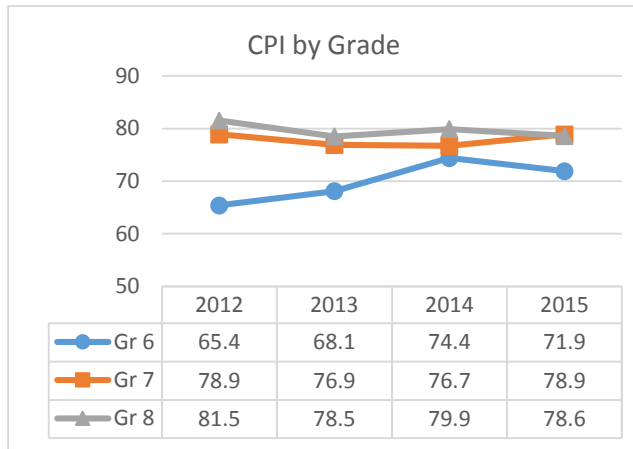
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ENGLISH LANGUAGE ARTS

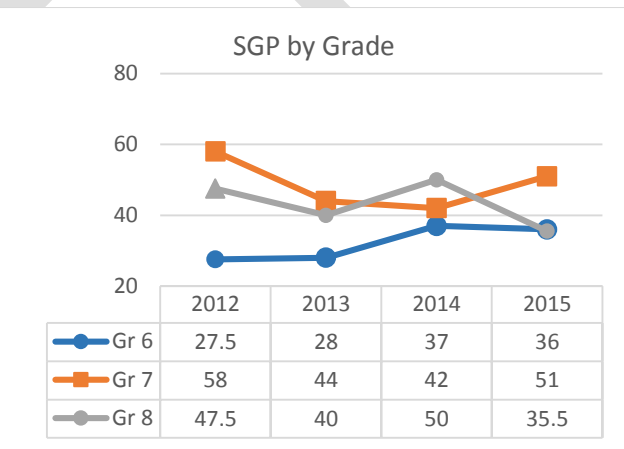
Multi-Year MCAS ELA Results – All Students

| Student Group | Students Included | % at Each Level | | | | CPI | SGP |
|---------------|-------------------|-----------------|----|----|----|------|------|
| | | A | P | NI | W | | |
| School 2012 | 1,182 | 5 | 45 | 31 | 19 | 75.1 | 43 |
| School 2013 | 1,140 | 3 | 44 | 34 | 18 | 74.6 | 38 |
| School 2014 | 1,162 | 3 | 46 | 35 | 15 | 77.1 | 43 |
| School 2015 | 1,106 | 3 | 46 | 35 | 16 | 76.4 | 40.5 |
| District 2015 | 7,228 | 8 | 43 | 33 | 15 | 78.8 | 46 |
| State 2015 | | | | | | | |

Multi-Year MCAS ELA CPI Results by GRADE



Multi-Year MCAS ELA SGP Results by GRADE



MCAS ELA 2015 Results by Subgroup

| Student Group | Students Included | % at Each Level | | | | CPI | SGP |
|----------------------------|-------------------|-----------------|----|----|----|------|------|
| | | A | P | NI | W | | |
| All Students | 1,108 | 3 | 46 | 35 | 16 | 76.5 | 41 |
| Students with Disabilities | 215 | 0 | 11 | 42 | 47 | 53.4 | 36 |
| ELL | 89 | 0 | 12 | 28 | 60 | 42.4 | 63 |
| Former ELL | 116 | 1 | 24 | 53 | 22 | 62.9 | 48 |
| Economically Disadvantaged | 518 | 2 | 42 | 41 | 16 | 73.4 | 40 |
| African American /Black | 113 | 4 | 44 | 34 | 18 | 76.8 | 45 |
| Asian | 125 | 5 | 54 | 30 | 10 | 82.0 | 45.5 |
| Hispanic | 626 | 2 | 42 | 38 | 18 | 73.5 | 41 |
| White | 209 | 5 | 51 | 30 | 14 | 80.9 | 37 |
| Male | 587 | 2 | 41 | 38 | 19 | 73.1 | 39.5 |
| Female | 519 | 4 | 52 | 31 | 13 | 80.1 | 43 |

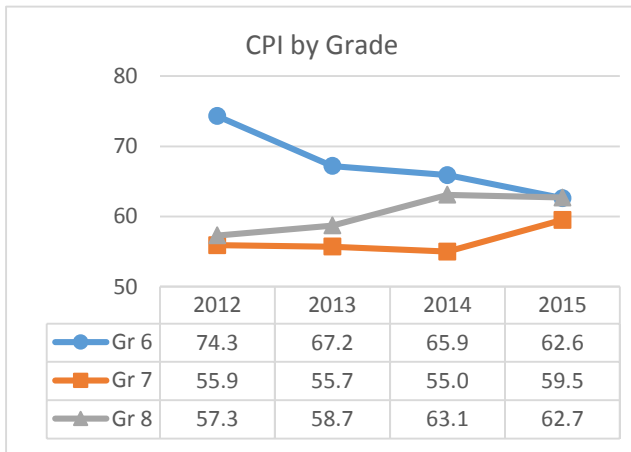
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MATHEMATICS

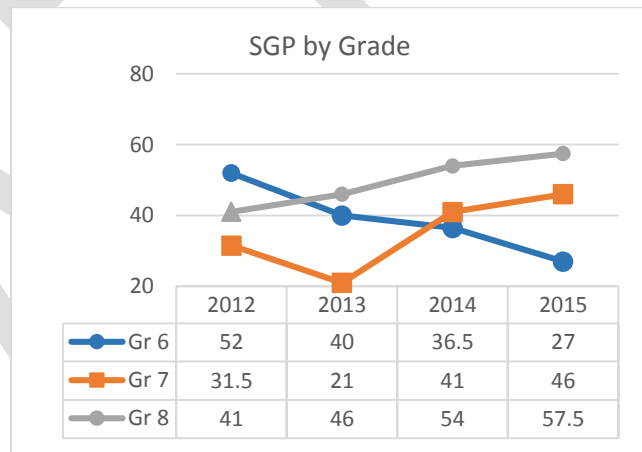
Multi -Year MCAS Math Results – All Students

| Student Group | Students Included | % at Each Level | | | | CPI | SGP |
|---------------|-------------------|-----------------|----|----|----|------|-----|
| | | A | P | NI | W | | |
| School 2012 | 1,182 | 8 | 26 | 35 | 32 | 62.8 | 41 |
| School 2013 | 1,141 | 5 | 24 | 37 | 34 | 60.3 | 35 |
| School 2014 | 1,161 | 7 | 23 | 36 | 34 | 61.6 | 43 |
| School 2015 | 1,115 | 10 | 23 | 32 | 35 | 61.6 | 41 |
| District 2015 | 7,312 | 15 | 28 | 32 | 24 | 71.4 | 45 |
| State 2015 | | | | | | | |

Multi -Year MCAS Math CPI Results by GRADE



Multi -Year MCAS Math SGP Results by GRADE



MCAS Math 2015 Results by Subgroup

| Student Group | Students Included | % at Each Level | | | | CPI | SGP |
|----------------------------|-------------------|-----------------|----|----|----|------|------|
| | | A | P | NI | W | | |
| All Students | 1,115 | 10 | 23 | 32 | 35 | 61.6 | 41 |
| Students with Disabilities | 214 | 1 | 6 | 19 | 74 | 41.5 | 31.5 |
| ELL | 91 | 1 | 4 | 13 | 81 | 29.4 | 44.5 |
| Former ELL | 116 | 5 | 12 | 35 | 47 | 49.4 | 34 |
| Economically Disadvantaged | 617 | 8 | 21 | 33 | 38 | 58.9 | 40 |
| African American /Black | 112 | 11 | 21 | 29 | 40 | 59.2 | 47 |
| Asian | 128 | 20 | 32 | 30 | 19 | 74.6 | 53 |
| Hispanic | 628 | 7 | 21 | 33 | 39 | 57.4 | 37 |
| White | 213 | 13 | 27 | 33 | 27 | 67.7 | 41 |
| Male | 588 | 11 | 23 | 30 | 36 | 61.9 | 38 |
| Female | 527 | 9 | 23 | 35 | 33 | 61.3 | 44.5 |

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SCIENCE/TECHNOLOGY & ENGINEERING

Multi -Year MCAS STE Results – All Students

| Student Group | Students Included | % at Each Level | | | | CPI |
|-------------------------|-------------------|-----------------|----|----|----|------|
| | | A | P | NI | W | |
| School 2012 | 421 | 8 | 38 | 36 | 17 | 52.7 |
| School 2013 | 351 | 1 | 21 | 47 | 31 | 58.8 |
| School 2014 | 423 | 1 | 19 | 49 | 30 | 59.2 |
| School 2015 | 357 | 0 | 18 | 44 | 38 | 56.2 |
| District 2015 (Grade 8) | 941 | 0 | 25 | 42 | 32 | 62.3 |
| State 2015 (Grade 8) | | | | | | |

MCAS STE 2015 Results by Subgroup

| Student Group | Students Included | % at Each Level | | | | CPI |
|----------------------------|-------------------|-----------------|----|----|----|------|
| | | A | P | NI | W | |
| All Students | 357 | 0 | 18 | 44 | 38 | 56.2 |
| Students with Disabilities | 77 | 0 | 3 | 26 | 71 | 40.6 |
| ELL | 37 | 0 | 0 | 16 | 84 | 25.7 |
| Former ELL | 20 | 0 | 5 | 40 | 55 | 41.3 |
| Economically Disadvantaged | 191 | 1 | 17 | 41 | 41 | 54.3 |
| African American /Black | 37 | 0 | 19 | 30 | 51 | 51.4 |
| Asian | 39 | 0 | 33 | 49 | 18 | 67.9 |
| Hispanic | 190 | 1 | 11 | 45 | 44 | 51.6 |
| White | 76 | 0 | 28 | 49 | 24 | 65.1 |
| Male | 186 | 0 | 23 | 40 | 37 | 59.0 |
| Female | 171 | 1 | 13 | 48 | 38 | 53.2 |

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ACCESS for ELLs 3-Year Results on Overall Score.

| Proficiency Level | 2013 ELL Students | | 2014 ELL Students | | 2015 ELL Students | |
|-------------------|----------------------|-----|----------------------|-----|----------------------|-----|
| | # | % | # | % | # | % |
| Entering | 14 | 15% | 13 | 10% | 19 | 15% |
| Emerging | 28 | 30% | 40 | 30% | 43 | 33% |
| Developing | 35 | 38% | 41 | 31% | 41 | 31% |
| Expanding | 16 | 17% | 35 | 26% | 20 | 15% |
| Bridging | 0 | 0% | 4 | 3% | 5 | 4% |
| Reaching | 0 | 0% | 0 | 0% | 3 | 2% |
| Total | 93 | | 133 | | 131 | |

ACCESS for ELLs Growth

| Year | High Growth | | Moderate Growth | | Low Growth | |
|------|-------------|-----|-----------------|-----|------------|-----|
| | # | % | # | % | # | % |
| 2014 | 32 | 40% | 20 | 25% | 29 | 36% |
| 2015 | 46 | 58% | 19 | 24% | 14 | 18% |

ACCESS for ELLs change in proficiency level (ELL Students with 2014 and 2015 Results).

| 2014 ACCESS Proficiency Levels | 2015 ACCESS Proficiency Levels | | | | | |
|--------------------------------|--------------------------------|-----------|------------|-----------|----------|----------|
| | Entering | Emerging | Developing | Expanding | Bridging | Reaching |
| Entering | 1 (7%) | 13 (93%) | - | - | - | - |
| Emerging | - | 9 (29%) | 20 (65%) | 2 (6%) | - | - |
| Developing | - | - | 10 (48%) | 8 (38%) | 1 (5%) | 2 (10%) |
| Expanding | - | - | 2 (13%) | 9 (60%) | 3 (20%) | 1 (7%) |
| Bridging | - | - | - | - | - | - |
| Reaching | - | - | - | - | - | - |
| Total (81) | 1 | 22 | 32 | 19 | 4 | 3 |

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Needs Assessment- Curriculum and Instruction (Refer to Conditions for School Effectiveness III and IV)

Using state, local, and classroom assessment data, identify specific areas of strength and need in the Curriculum and Instruction areas listed below. Consider and analyze student results by grade-level, subgroups, learning standards/strands/domains, question type, etc. The curricula and instructional practices in the school are developed and implemented to attain high levels of achievement for all students.

Indicator 1: Aligned and Consistently Delivered Curriculum: School leadership, teachers and other staff ensure consistent use and effective delivery of the district's curricula/mapping. The school's taught curricula are aligned to state curriculum frameworks and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.

Strengths:

- The district/school provides teachers with curriculum maps aligned to the Massachusetts Curriculum Frameworks for ELA, Math, Social Studies, and Science.
- As observed during school-wide Learning Walks, there was an increase in the number of instructional staff delivering effective instruction.
- Instructional staff has time to collaborate to unpack their standards to have a working knowledge of proficiency.
- Instructional staff access standards so that they have a working knowledge of proficiency.
- Instructional staff develops and implements lessons based on curriculum maps/curricular guidance.
- Instructional staff engages in regular discussions of student learning expectations both horizontally and vertically.
- Instructional staff aligns assessments and evaluates student work based on a common understanding of what mastery looks like.
- Instructional materials and technologies that align to curriculum maps are available to and used in all classrooms.
- Lesson plans/tasks are monitored for alignment to curriculum maps and pacing guides.
- Periodic reviews of student learning inform revisions to curriculum maps and lesson plans.
- Instructional staff receives support in creating and refining curricula and in lesson development during PLC time.
- Instructional staff can describe how the content they teach builds on or relates to content in other subjects/grades.

Areas of Need:

- The district/school does not provide planning guides or curriculum maps for all disciplines.
- Not all instructional staff is eligible to recommend refinements to the curriculum.
- Curriculum documents for specific content areas do not include guidelines that help with the instruction of English Language Learners.

Indicator 2: Effective Instruction: Instructional practices are based on evidence from a body of high quality research and on high expectations for all students. The school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.

Strengths:

- Leaders and instructional staff agree on a criteria for effective instruction.
- We consistently analyze effective instruction with teachers through learning walks.
- Effective instruction is modeled for teachers by coaches in classrooms as well as in all Professional Development sessions.

Areas of Need:

- There is inconsistency in the rigor and high expectations reflected in student tasks.
- There is inconsistent implementation of high level tasks and higher order thinking, along with student engagement.
- There is inconsistency in use of differentiation strategies for students with different learning modalities across classrooms as well as school wide.

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Needs Assessment- Assessment (Refer to Conditions for School Effectiveness V)

School leadership, teachers and other staff use student assessment results (formative, benchmark, state assessments) external and internal reviews, and other pertinent data to improve student achievement and inform all aspects of its decision-making including: professional development, student services, instructional programs, and assessment practices.

Indicator 3: Data-based Decision-Making: The school analyzes and uses data to drive decision-making. School leadership, teachers and other staff review student assessment results, external and internal reviews, and other pertinent data to prioritize goals, maximize effectiveness in allocating resources and to initiate, modify or discontinue programs, policies and initiatives.

Strengths:

- Instructional staff use a range of assessments that are aligned to the standards and grade-level learning outcomes.
- Common formative and benchmark assessments are horizontally/vertically aligned in many content areas.
- Instructional staff receives PD and supports to help in developing assessments, analyzing assessment data, and drawing meaningful conclusions from results.
- Data was used to identify students for extended day programs.

Areas of need:

- The structures to use and analyze data and incorporate it into our daily instruction is in place, but the process of implementation is still underway.
- These areas need improvement:
 - Working collaboratively.
 - Incorporating formative assessments.
 - Defined processes of collecting, and analyzing data.
 - Student involvement and ownership in improvement.
 - Differentiated PD including time to reflect, process, and implement.

Needs Assessment- Professional Learning (Refer to Conditions for School Effectiveness VII)

Describe the process of determining the professional learning needs of all staff, including how the school implements ongoing professional development during the school year. Professional development programs and services are based on district and school priorities, information about staff needs, student achievement data and assessments of instructional practices and programs.

Indicator 4: Professional Development: PD for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning.

Strengths:

- PD is embedded at all meetings, including faculty and department meetings.
- Teachers are trained by an external trainer on how to objectively analyze teaching for effective strategies.
- There are numerous opportunities throughout the district to participate in Professional Development opportunities.
- Schoolwide professional practice goal aligns with the school goal and priorities and professional development and support is provided.

Areas of need:

- We lack sufficient time built in to the school year to conduct professional development that does not interrupt instruction and is differentiated.
- We have inconsistent systems to measure whether teachers implement what was learned in PD in their classroom and how it affects student progress.

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Indicator 5: Structures for Collaboration: The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.

Strengths:

- Time is built into the school schedule for collaboration in PLCs with grade level content teams twice a cycle for 48 minutes a session.
- Learning walks with external trainers support collaboration between leaders and teachers around effective instruction.

Areas of need:

- Inconsistent systems and protocols are in place during collaboration.
- Inconsistency is shown during PLCs in holding each other accountable for student performance and for implementing learnings from PD.

Needs Assessment- Student Support (Refer to Conditions for School Effectiveness VIII, IX and X)

Schools have a framework for providing appropriate supports (academic, social, emotional, and health) to all students. School leadership, teachers and other staff engage with families and community partners to promote student achievement and progress.

Indicator 6: Tiered Instruction and Adequate Learning Time: The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.

Strengths:

- Supports are in place when students demonstrate behavioral challenges, such as LCHC and Social Worker.
- SEI, EI, and substantially separate Special Education programs demonstrate flexibility in groupings for supports and interventions.
- Since parent communication is an LPS priority area, teachers are working to collaborate more regularly with families to support student learning.
- Teachers are more regularly using formative assessment data to tier instruction within the classroom.

Areas of need:

- Not all teachers demonstrate responsibility for student learning.
- Not all lessons integrate differentiated instruction so that 80-90% of students learn key concepts through core instruction and without the need for tiered support.
- Leaders need to more regularly monitor the effectiveness of the core curriculum/instruction.
- No universal screening system is used to assess academic and behavioral strengths and challenges of all students, and to identify students needing additional support. No progress monitoring system is in place.
- Limited flexibility in groupings for students that require additional support.

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Indicator 7: Students' social, emotional, and health needs: The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students.

Strengths:

- School leaders and staff have structures in place to establish a safe learning environment and behavioral expectations.
- Breed has an SRO, School Adjustment Counselor, School Psychologist, Social Worker, School Nurses, and a Teen Health Center with behavioral and physical health in addition to Guidance, and Vice Principals.
- Specific programs are in place to engage students in the school community, such as mentoring for targeted students, student voice group, volunteer opportunities, Breed Leadership Academy, National Junior Honor Society, many clubs and athletic opportunities.

Areas of need:

- Not all staff is aware of roles and responsibilities of support personnel.
- Lack of PD available on subjects of student well-being and health, as well as keeping up-to-date with the support staff.
- Lack of community involvement with regard to safety and behavior.

Indicator 8: Family-school and Community engagement: The school develops strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.

Strengths:

- SIP is available on the school website for access by students, families and community partners.
- Leaders solicit and act on the input of families and community partners when implementing the school's strategic plan by surveying families.
- The school actively works to overcome barriers to family engagement and participation.
- Families and community partners are encouraged to help plan meaningful events and programs.
- The school provides community partners with resources and support.
- Strong relationships with families contribute to student learning and students' social, emotional, and physical well-being.
- The school ensures effective two-way communication with both families and community partners, addressing language and other potential barriers.
- Leaders and staff regularly provide families and community partners with information on student status and progress (HAC, Twitter, Remind, blogs, classroom pages, etc.).
- The principal or a designee meets regularly with the school council, parents, and keeps them informed of current school issues, concerns, and solutions.
- The school, in conjunction with community partners, offers families resources and activities that support student academic and social/emotional success (school adjustment program, social workers, community health center, etc.)
- Leaders evaluate the school's efforts to communicate with and engage families and community partners, and adjustments are made as necessary.
- There is evidence that the concerns, requests, and needs of families and community partners are addressed by the school in a timely and professional manner.
- Families attend a Night of Excellence that showcases student work.

Areas of need:

- Leaders do not strategically leverage family and community resources in service of these goals.
- The school has a very small Parent-Teacher Organization.
- There is a lack in consistency from outreach from community partners.
- There should be more student involvement to keep students informed of school issues, concerns and solutions.
- The school does not provide an opportunity to jointly analyze data with families.

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| Define Priorities and Describe the Strategies/Actions |
| GOAL: To meet or exceed all local and state accountability targets, in achievement and growth in English Language Arts, Mathematics, and Science in the aggregate and all subgroups. |
| Identified Area of Need: Effective Instruction |

| | |
|--------------------------------|--|
| Priority 1 | In all classrooms teachers will plan, implement and reflect on rigorous standards based lessons and hold students accountable for their learning. |
| Strategies/ Actions | <ol style="list-style-type: none"> 1. Teachers provide students with lessons that 1) are appropriate to their developmental and language proficiency levels, 2) engage them with content and address academic and social/emotional needs, and 3) promote higher-order thinking. 2. Student assignments contain rigorous, embedded learning objectives that reflect high expectations; teachers ensure students understand the objectives of the lesson. 3. During PLC's teachers engage in ongoing focused discussion and collaborative reflection on instructional practice. The ELA and Math Coaches will assist teachers in the planning, implementation, and review of lessons. 4. Teachers will be trained and participate in Learning Walks in order to reflect on school-wide instructional practice and trends including high level tasks and questions and students articulating their thinking and reasoning. 5. A select group of teachers leaders will lead the learning walks. 6. Strategies are modeled for teachers by evaluators, coaches, and colleagues in classrooms and at whole school meetings. 7. Evaluators regularly gather evidence on instructional practice and provide feedback that aligns with priority areas. The principal, assistant principals, and program specialist will walk through classrooms on a daily basis, and give frequent feedback to teachers on lesson planning and classroom instruction. |
| Expected Outcome(s) | <ol style="list-style-type: none"> 1. Lesson plans will include: higher order thinking tasks and questions; objectives written in student-friendly terms; students have clearly defined roles and expectations of each task. 2. Student assignments will be expected to include high level tasks and questions. 3. As part of Professional Development, teachers will be trained in and participate in Learning Walks and reflect on school-wide instructional practice and trends. 4. Teachers will be supported in appropriate instructional practices by leaders, coaches, and colleagues. 5. Administrators will see evidence of increase levels of high quality and rigorous curricula. 6. Teachers will be given feedback based on submitted evidence and walkthroughs and refine their practice to meet the needs of all learners. 7. Teachers will receive differentiated professional development based on evidence including student achievement, PD, and other data. |
| Timeline for Actions | <p>Daily lesson plans, assignments</p> <p>Learning walks will happen four times during SY16.</p> <p>Professional Development will be ongoing</p> <p>Feedback will be ongoing</p> |

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GOAL: To meet or exceed all local and state accountability targets, in achievement and growth, in Early Literacy, English Language Arts, Mathematics, and Science in the aggregate and all subgroups.

Identified Area of Need: Tiered Instruction

Priority 2

Classroom environment and activities are engineered to promote the mindset that effective effort affects achievement.

Strategies/Actions

1. Administrators will build the knowledge base for both students and teachers around the Growth Mindset.
2. Teachers and students will be surveyed about their mindset.
3. Teachers will create a presentation for parents about how their classroom environment promotes a mindset that effort affects achievement.
4. Teachers will provide students with multiple opportunities to demonstrate mastery.

Expected Outcome(s)

1. Through walkthroughs administrators will see evidence of a classroom that has a growth mindset.
2. Survey results in the spring will see an increase in teacher and student perception around their mindset.
3. Parents will be educated on how effective effort increases achievement through a presentation at open house.
4. Data charts will show progression of mastery throughout the Students will be able to master standards and increase achievement.

Timeline for Actions

1. Professional Development day, Faculty meetings
2. Survey- October
3. Parent Presentation- September Open House
4. Ongoing during SY 2015-2016

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Appendix A

Implementation Reflection: Please provide a brief description of the implementation of the strategies/actions identified for the priority areas this year. Provide evidence, qualitative and quantitative, to support the identified successes and/or challenges in the implementation.

October Accountability Data Update and Reflections:

February (Mid-Year) Implementation reflections and adjustments (as needed):

To June (End-of-Year) Implementation Reflection: