

Breed Middle School
School Improvement Plan
2016-2017

School Improvement Team

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Narrative Description of the School

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.

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 1,300 students in SY17. We have a very diverse population of students at Breed. 47.9% of our students are economically disadvantaged according to state and federal data. 60% 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. 10.1% of our students are English Language Learners and 16.3% of our students have an IEP. 58.4% of our students are Hispanic, 10.2% are African American, 12.2% are Asian, and 15.7% 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 91 teachers and 13 paraprofessionals. In SY17 approximately 20 teachers were new to Breed.

Student Enrollment Teacher Information

Student attendance continues to be an area of concern at Breed, with more than a third (35.8%) absent 10 or more days last school year. This is below the district, but above the state average.

Student Enrollment

	2014	2015	2016	2016 District
Grade 6	411	410	448	1,074
Grade 7	374	407	396	950
Grade 8	435	380	395	944
Total	1,220	1,197	1,239	2,968

Teacher Information

	2013	2014	2015	2015 District	2015 State
Teacher Retention	72.6	80.5	69.0	75.9	83.5
Staff Age	2014	2015	2016	2016 District	2016 State
Under 26	11%	11%	12%	7%	6%
26-56	69%	71%	73%	72%	76%
Over 56	20%	18%	15%	21%	18%
Median Yrs Experience	-	7			
% ≥ 10 Yrs Experience	-	41%			

Performance Indicators

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	2014	2015	2016	District 2016	State 2016
Student Attendance Rate	93.0	93.1	94.6	93.9	94.9
Absent 10 or more days (%)	46.4	46.0	35.8	38.1	30.5
Chronically Absent (% with < 90%)	23.9	23.8	17.4	19.6	12.3
Student Retention Rate	4.1	3.6	1.2	3.2	1.5
Out-of-School suspension Rate	13.4	19.1	11.7	8.1	2.9

Percent of students by race and gender

	% of Students				
	2014	2015	2016	2016 District	2016 State
African American	12.0	10.1	10.2	10.1	8.8
Asian	11.6	11.1	12.2	9.1	6.5
Hispanic	54.8	57.2	58.4	58.2	18.6
White	18.6	18.3	15.7	18.3	62.7
Multi-Race	2.6	2.8	3.1	3.9	3.2
Male	51	53	52	52	51
Female	49	47	48	48	49

Enrollment by Special Population

Demographic Group	2014	2015	2016	2016 District	2016 State
First Language Not English	61.1	61.1	60.0	54.0	19.0
English Language Learner	9.6	10.4	10.1	19.5	9.0
Special Education	18.9	18.7	16.3	15.4	17.2
Economically Disadvantaged	-	47.5	47.9	47.0	27.4

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 and enrichment classes. However, due to an increase of student enrollment in grade 6, some teachers are teaching split grade levels out of cluster. 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. All 7th and 8th grade special education students participating in the standardized State mandated assessments are mainstreamed into ELA, math, and science classes, therefore decreasing the amount of self-contained classrooms from 8 to 5. Our goal this year is to transition more students into the mainstream with support. Breed follows a 4-day waterfall schedule with 60 minute periods.

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Core Instructional Programs:

- ELA
 - During SY16, we adopted a new district-wide curriculum called *Collections* by Houghton Mifflin Harcourt.
 - During SY16, vocabulary instruction was supported by a grade level program called *Wordly Wise*, a consumable workbook with online support. This program will not be continued, however we will be using the vocabulary instruction through *Collections*.
 - During SY16, pre and Post *Collections* assessments were given per Collection.
 - During SY17, we will be administering a district baseline assessment as well as a district midyear assessment to measure student progress.
 - During SY17, we will follow an updated grade level curriculum map created by the district based on the Common Core standards including *Collections* performance tasks, which will be assessed using Six Traits rubrics.
- Math
 - During SY16, sixth grade students had a singular math period in cluster, whereas all seventh and eighth grade students had double blocks. All students will now receive one hour of math instruction daily.
 - During SY16, sixth, seventh, and eighth grade maps created by the districts were followed, supported by a GoMath program, constituted by consumable workbook, online support, and available assessments. This will continue into SY17.
 - During SY16, district-wide benchmark and unit assessments were used to adjust instruction with the exception of Algebra. This will continue into SY17.
 - During SY16, three groups of students in each grade who demonstrated high level math proficiency received accelerated math instruction, including accelerated 6th grade math, pre-Algebra in 7th grade and Algebra 1 in 8th grade. This will continue into SY17.
 - During SY17, Algebra classes will be following a new curriculum now aligned with high school Algebra standards.
- Science
 - During SY16, Grade 8 continued to teach the 2006 Massachusetts STE Curriculum Frameworks with the exception of the technology standards, and reviewed STE standards from prior grade levels.
 - During SY16, grades 6 and 7 adopted Next Generation Science Standards. This will continue into SY17.
 - During SY16, all labs and activities were teacher created to align with the standards and will continue to be teacher created in SY17.
 - During SY17, assessments will be district wide. 6th and 7th grade will have two district wide assessments, while 8th will have one.
 - During SY17, grade 8 instruction will reflect the identified focus standards as determined by the DESE.
- Social Studies
 - During SY16, teachers will follow new district created maps with new resources and new assessments aligned with the CCSS.
 - During SY16, grades 6 and 8 had common district assessments and Document Based Questions.
 - During SY17, all grades will have common assessments and Document Based Questions.
 - During SY17, grade 7 will have supplemental program called *Choices*.
- Enrichments
 - During SY17, all students will receive 4 enrichment cycles, including art, music, gym, health, Tech Ed, drama, and engineering.
- 5th Major
 - These courses include reading, foreign language, SuccessMaker, Academic Support, Read180, Supplemental Science, and ESL and are assigned depending on student need.

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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:

- During SY16, inclusion students follow the curriculum of their general education classmates with specialized support and specific accommodations according to their IEP. This will continue into SY17.
- During SY16, all students in SLD and Intellectually Impaired programs use READ 180, which is a program to develop literacy and comprehension skills in reading. This will continue into SY17.
- During SY16, students with more severe reading deficiencies in Special Education programs, such as students in the Life Skills program, used System 44, which focuses on basic reading skills.
- During SY17, all formerly self-contained students in grades 7 and 8 will receive core instruction in math, ELA, and science in a mainstream setting with an inclusion teacher, with the exception of students on an alternate assessment.
- During SY16 and SY17, a targeted population received and will continue to receive academic support.
- During SY17, a special education curriculum instructional teacher was added to the budget.

ELA

- During SY16, a building based ELA coach was in place but was unable to fulfill duties leading to the Pickering and Marshall ELA coaches coming to support teachers and students on occasion.
- During SY17, an ELA coach will support teachers in implementing the *Collections* program.

Math

- During SY16, targeted grade 6 and special education students as well as level 2 ELL students received SuccessMaker as a second math block.
- During SY16, a building based math coach was available to support teachers.
- During SY16, based on the results of unit assessments, specific students were invited to an intervention program led by a Math teacher in order to master targeted standards. This will continue into SY17.
- During SY16, an ELL interventionist and a United Way intern worked with level 3 students in mainstream math classes to support needs. This will continue into SY17.
- During SY17, levels 1 and 2 ELLs and targeted 6th graders will receive SuccessMaker as a second math block.
- During SY17, each grade will have a district math coach who will be available for two week blocks every five weeks.

ELL

- During SY16, targeted ELL students received after school support from a certified ESL teacher to support specific student needs.
- During the summer after SY16, ELL students were invited to participate in a five week ELL program at the school.
- During SY16, students at level 2 were reorganized to receive grade specific instruction in math and science. This reorganization will continue into SY17.
- During SY16, level 1 and 2 ELLs were instructed in ESL and SEI content classes including science, math, and social studies. This will continue into SY17.
- During SY16, level 3 and level 4 ELLs received an additional period of ESL support. This will continue into SY17.
- During SY17, all level 1 and 2 ELLs will receive an extra intervention in math and reading using the SuccessMaker program.
- During SY17, the ELL curriculum instructional teacher was eliminated.

Additional Departments

- During SY16, we had a school support staff which serviced 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. This will continue into SY17.

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Assessment Practices:

- All teachers have access to a TestWiz account in order to enter and analyze district and teacher created CCSS based assessment.
- All students participate in state mandated testing.
- Teachers use assessment data to drive instruction and interventions programming.

School based PD Time:

- PLC time is built into most teachers' schedules where most meet two days out of the 4-day cycle. One PLC per 4-day cycle is supported by the Program Specialist and the other day is self-guided by the grade-level content team of teachers. Focus areas during PLC time include lesson planning, data and assessments, meeting diverse needs, and reviewing/grading 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.
- In addition to these faculty meetings, teachers are required to attend their department meeting for one hour. During SY16, a book-talk allowed discussion about new techniques and strategies to increase student achievement. All department meetings are facilitated by the lead teacher within that specific content area. During SY17, each department meeting agenda should include the following focus areas: curriculum and instruction, meeting diverse needs, and logistics. A special presenter should also be invited to most department meetings.
- Learning Walks were conducted at various times throughout the school year. During SY17, however, there will only be two learning walks; one in the beginning and one at the end of the school year.
- Lesson Studies were and will continue to be conducted at various times throughout the school year. Different teams of teachers participated in lesson studies where they would plan a lesson together and one teacher on the team was selected to implement the lesson while the other teachers observed and provided feedback on the lesson.
- 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.
- During SY16, a representative from Collections provided PD in ELA. However, during SY17, Keys to Literacy will be offered to ELA, Social Studies, ESL, and specific Special Ed. teachers.

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

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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.

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.

Data below is from the VISTA survey completed by approximately 88 teachers.

- With regard to collaboration in school:
 - 81% of the surveyed teachers felt that collaborating with other teachers in school was a valuable use of time.
 - 89% stated that collaboration was embedded within the school schedule.
- With regard to the impact of professional development on strengthening instruction:
 - 86% of the teachers surveyed felt that peer observations had a positive impact on their instruction.
 - 87% felt that PLC had a strong impact on their instruction.
- With regard to student assessment results from school and district:
 - 67% of teachers felt that school test results provide useful information about how well students will master the state standards.
 - 53% of teachers felt that district test results provide useful information about how well students will master the state standards.
 - 74% of teachers felt school tests improved their practice.
 - 56% of teachers felt district tests improved their practice.

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 were significant changes from SY15 to SY16 in all areas of testing.

Overall:

- Students with disabilities overall had lower Student Growth Percentile than other subgroups.
- Girls overall had a higher SGP and CPI than boys.
- In ELA, Math, Science, and ACCESS Testing, the school was on or above target for SGP, % Advanced, and % Warning. In all testing areas, the CPI improved but was below target.

ELA:

- Percentage of Advanced students increased by 6 percentage points, from 3% to 9%; Proficient increased 9 percentage points from 46% to 55%; Needs Improvement decreased 10 percentage points from 35% to 25%; Warning decreased from 16% to 12%.
- There was an increase in CPI from 76.4 to 82.8, which is higher than the district.
- Increased CPI in all grades with significant gains in 6th grade (71.9 to 81.5) and 8th grade (78.6 to 86).
- Overall school SGP increased by 13.5 from 40.5 to 54, which is the same as the district SGP.
- SGP in 6th and 8th grade increased significantly. 6th Grade increased from 36 to 66 and 8th grade increased from 35.5 to 55. However, 7th grade dipped from 51 to 44.
- The SGP for ELL students was 59.5, which dropped from 63 in SY15, however it was higher than the school average.
- The SGP for students with disabilities was 45, which increased from last year but is still below school average.
- SGP for female students was higher than the school average at 62 while SGP for males was 49.

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Math:

- Percentage of students in Advanced increased from 10% to 15%; Proficient increased from 23% to 29%; Needs Improvement decreased from 32% to 30%; Warning decreased from 35% to 26%.
- There was an increase in CPI from 61.6 to 68.9.
- Increased CPI in all grades; 6th grade (62.6 to 70.1), 7th grade (59.5 to 63.8) and 8th grade (62.7 to 72.3).
- School wide SGP increased from 41 to 60, which is higher than the district average at 50.
- SGP in all grades increased significantly. 6th grade increased from 27 to 44, 7th grade from 46 to 64, and 8th grade from 57.5 to 76.
- The SGP for ELL students was 70, which is considered high growth, increased from last year, and had the highest overall SGP compared to other subgroups.
- The SGP for students with disabilities was 45, which increased from last year at 31.5 but is still below school average of 60.
- SGP for female students was 63, which was higher than the school average of 60, while SGP for males was 58.

Science:

- Percentage of students in Advanced increased from 0% to 4%; Proficient increased from 18% to 33%; Needs Improvement decreased from 44% to 40%; Warning decreased from 38% to 23%.
- There was an increase in CPI from 56.2 to 67.9.
- Students with disabilities and ELL had low CPI, 44.1 and 36 respectively.
- Percent of ELL students in warning decreased from SY15 from 84% to 61% in SY16, however there are still no ELL students at or above proficiency.
- Students with disabilities performance was very low with no students scoring Advanced, 7% in Proficient, 34% in Needs Improvement, and 59% in Warning.
- There was a slight difference in CPI between male and female 67.6 and 69.1 respectively.

ELL:

- On Access Testing, 74% of ELL students showed high growth, which is an increase of 16 percentage points from SY15.
- The percent of ELLs with low growth decreased from 18% to 9%.
- Of the ELLs at the Entering level, 100% advanced at least one level
- Of the ELLs at the Emerging level, 79% advanced at least one level and the rest remained Emerging
- Of the ELLs at the Developing level 5% decreased one level, 35% stayed remained Developing, and 59% advanced at least one level.
- Of the ELLs at the Expanding level 43% decreased one level, 29% remained Expanding, and 29% advanced one level.
- One ELL student at the Bridging level decreased to Expanding.

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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, and 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: 13								
Cumulative PPI (all students) 69								
Proficiency Gap Narrowing	2013	2014	2015	2015 Change	2015 Rating	2016	2016 Change	2016 Rating
ELA								
CPI	74.6	77.1	76.4	-0.7	No Change	82.8	6.4	Improved Below Target
SGP	38	43	40.5	-2.5	Below Target	54	13.5	On Target
% Advanced	3.4	3.4	2.9	-0.5	Not meeting target	8.8	5.9	Met Target
% Warning	16.6	13.3	14.6	1.3	Not meeting target	10.5	-3.9	Met Target
Math								
CPI	60.3	61.6	61.6	0.0	No Change	68.9	7.3	Improved Below Target
SGP	35	43	41	-2	Below Target	60	19.0	Above Target
% Advanced	5.4	7.5	10.1	2.6	Met Target	14.7	4.6	Met Target
% Warning	32.7	31.2	32.7	1.5	Not meeting target	24.5	-8.2	Met Target
Science								
CPI	58.8	59.2	56.1	-3.1	Declined	67.9	11.8	Improved Below Target
% Advanced	0.8	1.4	0.3	-1.1	Not meeting target	4.5	4.2	Met Target
% Warning	28.9	28.4	35.8	7.4	Not meeting target	22.0	-13.8	Met Target
			2015 SGPA	2015 Target		2016 SGPA	2016 Target	
ELL Proficiency Growth			70	60	Met Target	79	60	Met Target

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 3	School Percentile:	5 th %ile	Annual PPI = 35	Cumulative PPI = 47
2016	Level 3	School Percentile:	13 th %ile	Annual PPI = 100	Cumulative PPI = 69

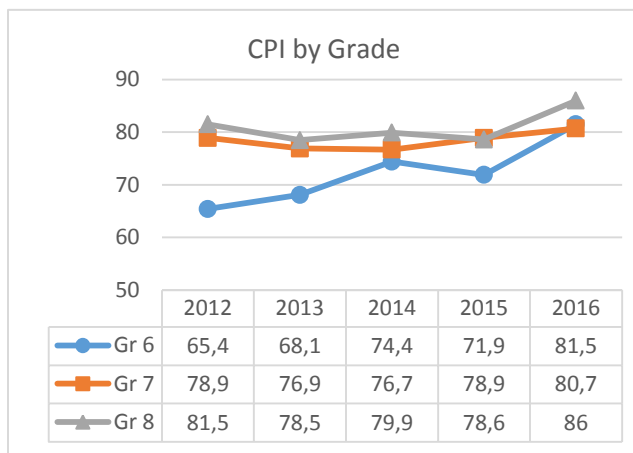
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ENGLISH LANGUAGE ARTS

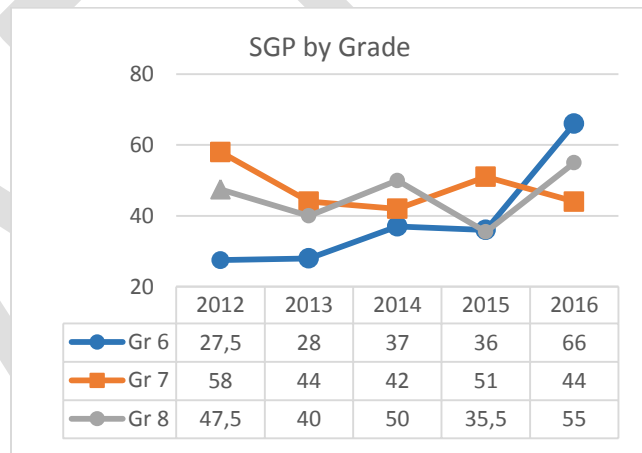
Multi-Year MCAS ELA Results – All Students

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
School 2016	1,182	9	55	25	12	82.8	54
District 2016	7,581	7	47	31	15	81.0	54

Multi-Year MCAS ELA CPI Results by GRADE



Multi-Year MCAS ELA SGP Results by GRADE



MCAS ELA 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	1,161	9	55	25	12	82.8	54
Students with Disabilities	175	1	22	49	29	66.2	45
ELL	112	1	19	34	46	50.2	59.5
Former ELL	113	4	42	37	17	72.3	52
Economically Disadvantaged	617	6	53	31	11	80.8	54
Male	605	6	49	31	14	77.3	49
Female	556	13	63	18	6	88.5	62

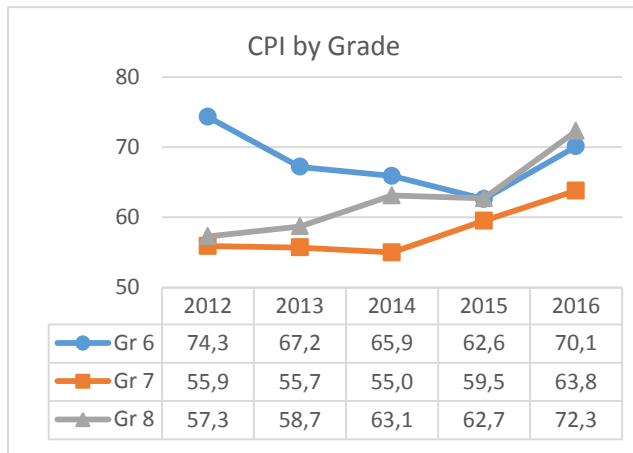
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MATHEMATICS

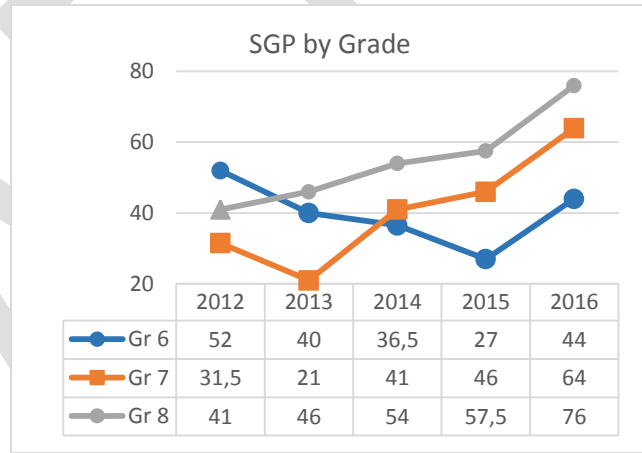
Multi -Year MCAS Math Results – All Students

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
School 2016	1,162	15	29	30	26	68.9	60
District 2016	7,546	15	34	30	21	74.5	50

Multi -Year MCAS Math CPI Results by GRADE



Multi -Year MCAS Math SGP Results by GRADE



MCAS Math 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	1,140	15	29	30	26	68.9	60
Students with Disabilities	173	2	8	29	60	39.9	45
ELL	112	0	13	19	69	35.7	70
Former ELL	112	5	19	35	41	53.3	53.5
Economically Disadvantaged	602	12	28	33	27	65.7	59
Male	596	14	25	34	28	64.9	58
Female	544	16	35	27	21	72.9	63

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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
School 2016	381	4	33	40	23	67.9
District 2016 (Gr 8)						

MCAS STE 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	378	4	33	40	22	68.3
Students with Disabilities	59	0	7	34	59	44.1
ELL	41	0	0	39	61	36.0
Former ELL	24	4	8	42	46	46.9
Economically Disadvantaged	191	3	30	38	29	65.3
Male	196	6	31	39	24	67.6
Female	182	3	35	41	21	69.1

ACCESS for ELLs 3-Year Results on Overall Score.

Proficiency Level	2014 ELL Students		2015 ELL Students		2016 ELL Students	
	#	%	#	%	#	%
Entering	13	10%	13	10%	23	16%
Emerging	40	30%	40	30%	29	20%
Developing	41	31%	41	31%	55	37%
Expanding	35	26%	35	26%	36	24%
Bridging	4	3%	4	3%	4	3%
Reaching	0	0%	0	0%	0	0%
Total	133		133		147	

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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%
2016	72	74%	16	16%	9	9%

ACCESS for ELLs change in proficiency level.

2015 ACCESS Proficiency Levels	2016 ACCESS Proficiency Levels					
	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Entering		9 (64%)	5 (36%)			
Emerging		8 (21%)	27 (69%)	4 (10%)		
Developing		2 (5%)	13 (35%)	20 (54%)	2 (5%)	
Expanding			3 (43%)	2 (29%)	2 (29%)	
Bridging				1 (100%)		
Total (98)						

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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.
<p>Strengths:</p> <ul style="list-style-type: none"> • The district/school provides teachers with curriculum maps aligned to the Massachusetts Curriculum Frameworks for ELA, Math, Social Studies, and Next Generation Standards for Science. • Learning Walks and Lesson Studies refocused the delivery of effective instruction. • Teachers develop and implement lessons based on curriculum maps. • Teachers align assessments and evaluate student work based on a common understanding of what mastery looks like. • Lesson plans/tasks are monitored and feedback provided for alignment to curriculum maps and pacing guides. • Teachers receive support in lesson development during PLC time.
<p>Areas of Need:</p> <ul style="list-style-type: none"> • Instructional materials and technologies that align to curriculum maps are utilized when available. • While the district does provide planning guides or curriculum maps, there are no district resources available for all content areas. • No current curriculum or CCSS-based resources are available for ESL instruction.
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.
<p>Strengths:</p> <ul style="list-style-type: none"> • Leaders and instructional staff agree on a criteria for effective instruction. • Teachers consistently analyze effective instruction with one another through Learning Walks, Lesson Studies, PLC meetings, and department meetings. • Effective instruction is showcased for teachers through presentations and support personnel in classrooms as well as in all Professional Development sessions. • The school has expanded the co-teaching inclusion model to decrease the number of students in self-contained classrooms by mainstreaming these students in math, ELA, and science.
<p>Areas of Need:</p> <ul style="list-style-type: none"> • Students in self-contained classrooms are not accessing the curriculum at the same level as students in mainstream classrooms. • There is inconsistency in the rigor and high expectations reflected in student tasks across contents. • There is inconsistency in use of differentiation strategies for students with different learning modalities across classrooms as well as school wide. • Not all lessons reflect the instructional strategies that meet the needs of all students.
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.

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Strengths:

- Teachers use a range of assessments that are aligned to the standards and grade-level learning outcomes.
- Common formative and benchmark assessments are vertically aligned in many content areas.
- Teachers utilize district assessments and/or develop common assessments, analyze assessment data, and draw meaningful conclusions from results.
- Data was used to identify students for extended day programs.

Areas of need:

- Incorporating formative assessments.
- Defined processes of collecting and analyzing data.
- Student involvement and ownership in improvement.
- Creating flexible instructional groups.
- Embedding tiered instruction in daily lessons.
- Using explanatory devices.
- Meeting the diverse needs of all learners.
- 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 meetings, including faculty, and department meetings.
- 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.
- Breed teachers and staff lead learning walks and lesson studies.

Areas of need:

- The school lacks sufficient time built into the school year to conduct professional development that does not interrupt instruction and is differentiated.

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 one hour per session with focus areas (lesson planning, data and assessment, evaluation guidance, meeting diverse needs in the classroom, and collaboratively reviewing/grading common assessments) in order to foster accountability.
- Learning walks with external trainers support collaboration between leaders and teachers around effective instruction.
- Lesson studies provide teachers the opportunity to plan, observe implementation, and assess the effectiveness of a focused lesson in order to better their practice.
- Meetings and Professional Development days organized based on teacher need.

Areas of need:

- A system to determine the effectiveness of Professional Development on student achievement.

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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 through extended day programs for math instruction based on district unit assessments 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.
- Students with limited English proficiency are in classrooms with dually certified content and ESL teachers.
- SuccessMaker is available for targeted students.
- The new inclusion model provides mainstream instruction for SLD and Intellectually Impaired students in English, math, and science for seventh and eighth grade.
- Teachers are more regularly using formative assessment data to tier instruction within the classroom.
- SEI endorsed teachers have been trained in instructional practices to help support ELL students in their transition to mainstream classrooms.
- Common assessments for most disciplines are implemented and data analyzed in order to improve future instruction.

Areas of need:

- Not all lessons integrate differentiated instruction in the form of flexible grouping or formative assessment data to determine tiered instruction in order for students to learn key concepts.
- Administrators need to more regularly monitor the effectiveness of 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 within the school schedule does not provide time for grouping students that require additional support.
- Tiered instruction is restricted due to the limited support staff, increased enrollment, and schedule limitations.
- Recommended students for extended day do not attend due to a variety of circumstances.

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 a wide range of staff to address student needs such as the 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, ALL Stars, volunteer opportunities, Breed Leadership Academy, National Junior Honor Society, multiple clubs, and athletic opportunities.

Areas of need:

- Communicate to staff the roles and responsibilities of support personnel and how to access their services.
- Lack of PD available on subjects of student well-being and health, as well as keeping up-to-date with the support staff.

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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.
- A bilingual parent liaison was added to the budget to address developing relationships with 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.
- The school ensures effective two-way communication with both families and community partners, addressing language and other potential barriers.
- Administrators and staff regularly provide families and community partners with information on student status and progress (HAC, Twitter, Remind, blogs, classroom pages, Blackboard Connect, etc.).
- The principal or a designee meets regularly with the school council and 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, United Way intern, etc.)
- 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 Parent Nights including the Night of Excellence that showcases student work.

Areas of need:

- Administrators should survey families on a consistent basis in order to determine needs.
- Parents, staff, community partners, and district office should provide feedback on the school's efforts to communicate with and engage families and community partners.
- The school has no Parent-Teacher Organization.
- There is a lack in consistency from outreach from community partners.

Needs Assessment- Leadership (Refer to Conditions for School Effectiveness II)

Effective School leadership. The school takes action to attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission/vision and set of goals. Clear systems, structures, and procedures guide daily routines and school programs.

Indicator 9: School leaders convey clear, high expectations for all stakeholders and ensure that the school-wide focus remains on established academic goals and school priorities. Communication between the leadership team and staff is fluid, frequent, and open to ensure an inclusive, transparent decision-making across the organization.

Strengths:

- Community Leaders/Cluster Leaders work with students and fellow teachers to enhance the middle school experience through activities and building culture. In SY17 a teacher from the ESL and Special Ed. Departments were added as Community Leaders/Cluster Leaders in order to align with Breed's Professional Practice Goal of meeting the diverse needs of all students.
- Teachers from different departments visit PLCs and department meetings of different departments to share knowledge and collaborate.
- Through extracurricular, athletics, and Title I programs (math intervention and All-Stars) teachers play important leadership roles.
- School Improvement Plan Team continues to include representatives from most disciplines.
- Lead teachers represent the following departments: ELA, Math, Science, Social Studies, Special Education, ESL, and Foreign Language.
- Learning Walks are led by teams of teachers.
- Teams of teachers participate in lesson studies; they plan, observe, and analyze a lesson and its outcomes together.

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- PLCs are self-guided by the grade-level content team of teachers. Focus areas during PLC time include lesson planning, data and assessments, meeting diverse needs, and reviewing/grading student work.
- Teachers act as special presenters during Faculty Meetings, Department Meetings, PD Days, and School Support Team Meetings.

Areas of need:

- Formalized building-based supports; such as coaches and CITs in various disciplines.

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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: Meeting the diverse learning needs of all students
Alignment to District Priority(s): Tiered Instructional System of Support, Standards Based Instruction

Priority 1	In all classrooms, teachers will plan and implement lessons designed to meet the needs of diverse learners.
Strategies/ Actions	<ul style="list-style-type: none"> Based on input from school leaders, district administration, and data gathered from PARCC and MCAS assessments and learning walks, a school wide professional practice goal was developed. Structured meeting protocol in place in order to focus on priority areas for lead teacher, department, PLC, school support team, faculty, and community leader meetings. Two learning walks with adapted continuum focused on priority areas will be completed. The increased number of co-taught classrooms in grades 7 and 8 in math, ELA, and science. Each PLC participates in lesson studies in order to improve instruction to ensure they are addressing the instructional practices. Teachers will develop lessons that use instructional practices (framing the learning, using explanatory devices, creating flexible groups, and developing tiered activities). Professional Development, provided there is funding, will focus on how to implement previously stated instructional practices. Increased communication through quarterly teacher newsletters to promote the use of previously stated instructional practices and highlighted examples of best practices observed within the school. Modified suggested daily lesson plan template to promote the use of instructional practices.
Expected Outcome(s)	<ul style="list-style-type: none"> Through lesson plan binder collection, lessons are developed using: framing the learning, using explanatory devices, creating flexible groups, and developing tiered activities. Through walk-throughs, teachers are observed including in their daily lessons instructional practices listed in Priority 1. A development of a common language between teachers and administration. An increase in student performance in order to close the gap. An increase in active student engagement. Increase in number of students moving to less restrictive environments. Teachers' ability to articulate the decision making process for grouping and instruction.
Timeline for Actions	Ongoing

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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: