

**Breed Middle School  
School Improvement Plan  
May 2014**

**School Improvement Team Members**

**Julie Louf, Principal  
Molly Cohen, Vice Principal  
Michael Zimirowski, Vice Principal  
Kathleen White, Lead Math Teacher  
Sarah Phelan, Lead English Language Arts Teacher  
Leah Kouch, Social Studies Teacher  
Cindy Quaratiello, Lead Science Teacher  
Cheryl Correnti, Special Education Teacher  
Kimberly Skeadas, Academic Support Specialist**

**School Council Members**

**David Angelli, Tech Ed Department  
Helena Diamond, Math Department  
Bradford Green, ELA Department  
Jolene, Lang, Math Department  
Jan Murphy, Special Ed Department  
Maria Spagnuolo-Terry, ELA Department  
George & Valeri Glen, Gr. 6 Parents  
Mitch Jones, Gr. 7 Parent  
Jen Lange, Gr. 6 Parent  
Shannon Molea, Gr. 8 Parent  
Patricia Valeri, Gr. 6 Parent**

**EXECUTIVE SUMMARY**  
**School Profile and Demographics**

The Breed Middle School is the largest of Lynn’s three middle schools and has a student population of approximately 1,220 students. Demographically the student population is 12% African American, 11.6% Asian, 54.8% Hispanic, 0.3% Native American, 18.6% White, and 2.6% multi-race non-Hispanic. Breed is a Title I school. The student population is composed of 60.6% of students whose first language is not English, 9.6% who are Limited English Proficient, 87.1% who are low income, and 18.9% who receive services from the Special Education Department, and 89.8% in the High Needs area. The following table compares Breed’s selected population statistics with those of the district and the state.

**Enrollment Data 2013-2014**

School	Number of Students	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% ELL	% Low Income	% Special Ed	% High Needs
Breed	1,220	12	11.6	54.8	0.3	18.6	2.6	61.1	9.6	87.1	18.9	89.8
Lynn	14,378	11	9.5	54.5	0.3	20.9	3.7	54	17.8	83	15.8	86.4
State	955,739	8.7	6.1	17	0.2	64.9	2.9	17.8	7.9	38.3	17	48.8

**Accountability Status**

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 NCLB accountability labels have been replaced by state accountability and assistance levels (Levels 1-5).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

**PPI Indicators (all students)**

Proficiency Gap Narrowing	2011 CPI	2012 CPI	2013 CPI Target	2013 CPI	PPI Points	Target Rating	Extra Credit Increase Advanced	Extra Credit Decrease Warning
ELA	78.8	75.1	82.3	74.6	25	No Change	0	0
Math	60.4	62.8	67	60.3	25	No Change	0	0
Science	56.4	52.7	63.7	58.8	50	Improved Below Target	25	25

Student Growth (SPG)	6 Yr Goal	2011 SGP	2012 SGP	2013 SGP	PPI Points	Target Rating
ELA	51	57	43	38	25	Below Target
Math	51	45	41	35	25	Below Target

<b>Accountability and Assistance Level- Level 3</b>
<b>Cumulative PPI (all students)- 45</b>

## MCAS Results

The following charts show the percentage of Breed's students in each of the reporting categories, Advanced, Proficient, Needs Improvement, and Warning, for grade 6- 8 MCAS ELA and Math tests.

Grade 6 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2003								
2004								
2005								
2006	4	4	48	46	39	39	8	12
2007	2	4	46	44	43	39	9	13
2008	4	7	45	46	42	35	10	13
2009	4	6	40	41	41	36	15	17
2010	2	4	39	41	38	33	21	22
2011	5	5	38	37	35	37	23	21
2012	2	5	32	34	39	36	27	25
2013	2	4	36	40	40	33	23	23

Grade 6 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2003	6	6	27	21	37	36	30	37
2004	9	7	23	21	34	38	34	35
2005	6	8	23	22	40	36	31	35
2006	10	9	26	22	37	34	27	35
2007	9	10	25	25	41	32	25	33
2008	15	15	30	29	31	30	24	26
2009	11	10	32	28	35	33	23	30
2010	10	10	29	26	30	30	31	34
2011	9	8	28	27	36	33	26	32
2012	12	9	37	30	32	34	20	26
2013	7	7	32	28	34	34	27	32

Grade 7 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2003	3	2	55	50	34	37	9	10
2004	3	2	55	49	36	38	6	11
2005	1	2	50	45	42	43	7	9
2006	2	3	44	43	40	38	14	17
2007	1	2	47	47	42	39	9	12
2008	1	2	44	44	44	37	11	17
2009	1	2	45	45	44	39	10	13
2010	2	1	47	48	37	36	15	15
2011	5	3	49	48	34	35	12	14
2012	8	4	47	46	28	33	18	18
2013	2	3	45	45	41	37	12	15

Grade 7 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2003								
2004								
2005								
2006	2	4	13	16	38	36	47	44
2007	4	4	27	24	37	36	32	36
2008	4	5	18	20	39	33	40	42
2009	3	5	17	20	39	34	42	40
2010	3	4	28	26	30	31	39	39
2011	6	7	20	22	34	30	40	42
2012	6	5	15	16	40	38	39	40
2013	3	3	21	17	40	37	37	43

Grade 8 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
<b>2003</b>								
<b>2004</b>								
<b>2005</b>								
<b>2006</b>	4	3	57	49	30	36	8	13
<b>2007</b>	2	3	62	52	29	32	7	12
<b>2008</b>	3	4	59	56	31	29	7	11
<b>2009</b>	4	4	63	57	24	25	9	14
<b>2010</b>	4	5	58	56	24	25	13	13
<b>2011</b>	8	6	60	57	26	25	7	12
<b>2012</b>	4	5	57	54	26	25	12	16
<b>2013</b>	6	6	52	51	21	25	20	18

Grade 8 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
<b>2003</b>	2	3	15	14	30	32	54	52
<b>2004</b>	6	6	20	17	32	35	42	42
<b>2005</b>	5	4	25	16	34	36	37	44
<b>2006</b>	4	4	22	18	29	30	44	48
<b>2007</b>	5	7	18	16	36	32	41	45
<b>2008</b>	8	7	22	22	36	30	34	41
<b>2009</b>	7	8	20	20	33	30	39	42
<b>2010</b>	7	8	23	22	34	32	36	39
<b>2011</b>	10	9	24	21	31	32	35	39
<b>2012</b>	5	6	24	22	33	30	39	42
<b>2013</b>	7	10	21	20	36	31	37	40

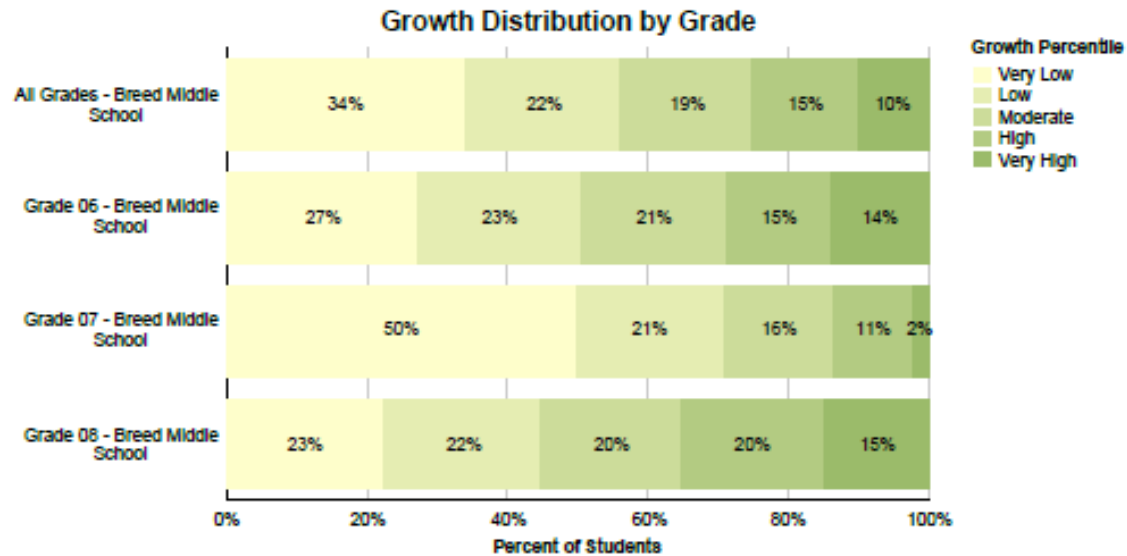
## Student Growth Percentile by School and Grade

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



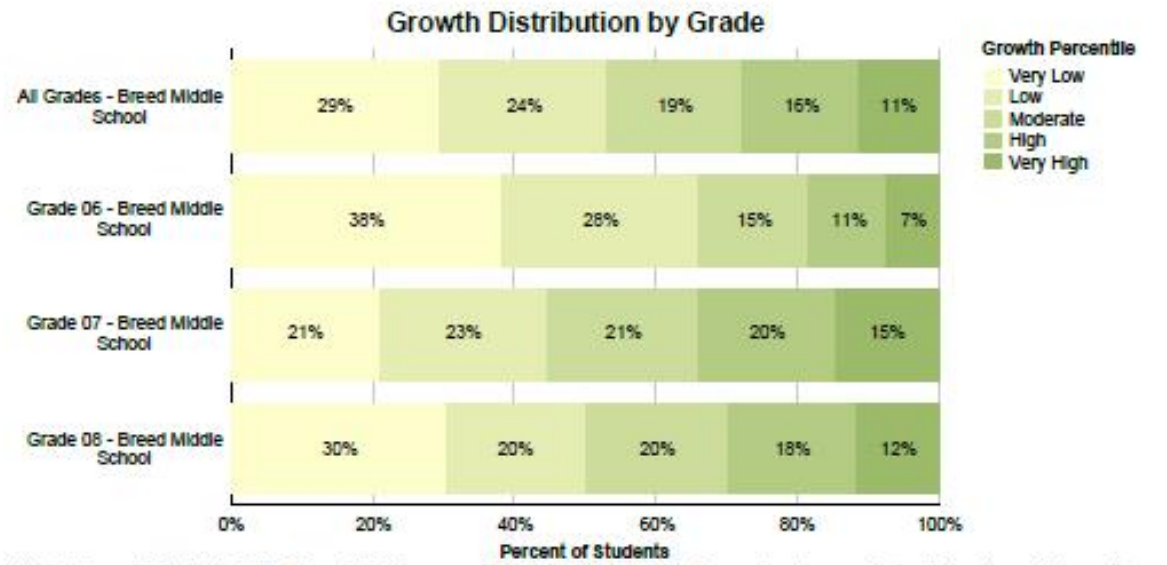
### Spring 2013 MCAS School Growth Distribution Mathematics

District: Lynn  
Subject: Mathematics



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

	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Ach. Level)
All Grades - Breed Middle School	355	230	194	159	104	35.0	1,042	30	1,141
Grade 06 - Breed Middle School	89	76	67	49	45	40.0	326	39	366
Grade 07 - Breed Middle School	191	80	60	43	9	21.0	383	23	416
Grade 08 - Breed Middle School	75	74	67	67	50	46.0	333	28	359



	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Ach. Level)
All Grades - Breed Middle School	304	245	197	170	117	38.0	1,033	48	1,140
Grade 06 - Breed Middle School	124	91	50	36	24	28.0	325	38	366
Grade 07 - Breed Middle School	80	89	81	74	55	44.0	379	47	413
Grade 08 - Breed Middle School	100	65	66	60	38	40.0	329	59	361

## Implementation Summary of 2013-2014 School Improvement Plan

The following charts state the goals from Breed’s SY 2013-2014 School Improvement Plan, the strategies that were put in place, the implementation activities to support the strategies, and the results thus far.

<b>Measurable Goals</b>	<b>Strategies</b>	<b>Implementation Status (Did you? How it was done, when)</b>
<b>1. To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics</b>	Teachers will use instructional strategies that are unified and non-negotiable.	The administrative team began to identify strategies to focus on part way through the school year. Teachers began to implement the strategies with increased frequency, confidence and consistency.
	Teachers will provide evidence of daily objectives, standards, an agenda, essential questions, frequent formative assessments and extensions (homework) as part of well-structured lessons.	Administration collected lesson plans and provided feedback several times a year on the Educator Record of Evidence form. Administrators did not clearly state the expectations for the teachers in the classroom.
	Teachers will provide differentiated instruction and Gradual Release of Responsibility or scaffolding to allow students to access knowledge.	It was observed that teachers were attempting to implement gradual release of responsibility in the classroom. Administration needs to clarify the models of differentiated instruction.
	Teachers will frequently utilize activators and summarizers to engage students and guide instruction.	Administration collected lesson plans and provided feedback. Activators are used frequently but summarizers are used sporadically due to time management.
	Teachers will create rigorous assessments that include a variety of question types and multiple steps that reflect the MCAS assessment	Teachers created assessments and submitted to administration for feedback. Feedback was provided on the Educator Record of Evidence Form. Not all assessments reflect the rigor of standards evident in the Common Core.

<b>Measurable Goals</b>	<b>Strategies</b>	<b>Implementation Status (Did you? How it was done, when)</b>
<b>To make PPI in both ELA and Mathematics for the aggregate and all subgroups.</b>	Teachers will address literacy standards in History/Social Studies, Science and Technical Subjects as stated in the MA Curriculum Framework for ELA and Literacy.	Teachers addressed these standards in all areas.
	Teachers will use relevant, authentic resources to enhance instruction, increase engagement and allow students to make connections.	Some teachers utilized resources to enhance instruction.
	Teachers will attend and actively participate in meetings that focus on SBI, lesson planning and assessments.	All Math, ELA, Science and Social Studies teachers attended PLC meetings 3 times every 6 day cycle.
	Teachers will collaborate to compile authentic, relevant and current resources to enhance instruction, increase engagement, and allow students to make connections.	Most teachers collaborate to compile resources to guide instruction.
	PIM, Leadership Team, Community Leaders and Administrators will create programs to promote positive culture in the school.	Multiple programs were offered to promote positive culture such as ELA and Math Boot Camps, Vacation Academy, Honor Roll Celebrations, collaboration with Lynn Classical High School and mentoring.
	Guidance Counselors will promote academic excellence, student social awareness and cultural experiences.	Some evidence to support this with one counselor. Expectations were not clear.
	Grade 6 teachers will work in clusters and teachers in grade 7 and 8 will be located in specific wings of the building by content.	Fully implemented.
	Teachers will provide a positive, safe and collaborative learning environment.	Teachers are working on this as evidenced in their evaluation binder and through classroom observations.
	Administrators and teachers will maintain safety and positive behavior by monitoring specific areas in the building before and after school and between all classes.	Administrators were unable to monitor and support due to other commitments.
	Guidance Counselors will encourage at risk students to take advantage of extra support services provided by the school/district.	With direction from administration this has been done.



## School Year 2014-2015 School Improvement Plan

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

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

### Data Analysis

Based on the 2013 MCAS results, PPI, and common district assessments, the following areas of weakness have been identified:

#### Weaknesses in ELA and Math:

- Application of strategies
- Content area knowledge, vocabulary and background knowledge
- Investment in the educational process for college and career readiness

### Student Learning Objectives

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

- Students will apply appropriate strategies in order to complete higher order tasks.
- Students will be able to retain content and grade level vocabulary, skills and knowledge.
- Students will be able to identify the importance of the educational process and be able to persevere through adolescent obstacles.

## Breed Middle School SY 2014/2015 School Improvement Plan

Goal	<ul style="list-style-type: none"> <li>To achieve a minimum of 75 PPI points in ELA, Mathematics and Science for the aggregate and all subgroups</li> </ul>
Identified Student Weakness	<ul style="list-style-type: none"> <li>Application of strategies</li> </ul>
Student Learning Objective	<ul style="list-style-type: none"> <li>Students will apply appropriate strategies in order to complete higher order tasks.</li> </ul>

Strategy/Action (What, Who, How) Curriculum and Instructional Practices	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will lead students in lesson tasks and guiding questions that promote application, analysis, synthesis and evaluation.	Daily	Bloom's poster, PD if necessary	Walkthroughs, Plan book collection, evidence binder
Teachers will model strategies such as, think pair share, write around, reciprocal teaching, etc. and provide students with the opportunities to practice in varying group configurations.	Daily	PD if necessary, poster, handouts	Walkthroughs, plan book collection, evidence binder
Teachers will pose higher level questions and give students adequate wait time.	Ongoing	PD if necessary	Walkthroughs, evidence binder

## Breed Middle School SY 2014/2015 School Improvement Plan

Goal	<ul style="list-style-type: none"> <li>To achieve a minimum of 75 PPI points in ELA, Mathematics and Science for the aggregate and all subgroups</li> </ul>
Identified Student Weakness	<ul style="list-style-type: none"> <li>Content area knowledge, vocabulary and background knowledge</li> </ul>
Student Learning Objective	<ul style="list-style-type: none"> <li>Students will be able to retain content and grade level vocabulary, skills and knowledge.</li> </ul>

Strategy/Action (What, Who, How) Planning and Assessment	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will frame the learning with an agenda, create clear student friendly objectives, and HOT tasks that align to the objective and show evidence of formative assessments.	Daily	PD if necessary, PLC time	Plan book collection, walkthroughs, evidence binder
Teachers will model instruction then provide students with opportunities to work in groups then complete the task independently. (GRR)	Daily	PD if necessary, PLC time	Plan book collection, walkthroughs, evidence binder
Provide professional development on building background knowledge and vocabulary strategies.	SY 2014/2015	Time, publications specific to content, high frequency word list	Attendance at meetings
Teachers will implement vocabulary and background knowledge instructional strategies learned during professional development into their daily instruction.	SY 2014/2015	Frequently changing vocabulary lists or wall	Plan book collection, walkthroughs, evidence binder
Teachers will intentionally use content vocabulary in instruction, discussions, and assessments and provide expectations for students to use academic language in the classroom.	Daily	Expectations statement- POSTER	Walkthroughs

## Breed Middle School SY 2014/2015 School Improvement Plan

Goal	<ul style="list-style-type: none"> <li>To achieve a minimum of 75 PPI points in ELA, Mathematics and Science for the aggregate and all subgroups</li> </ul>
Identified Student Weakness	<ul style="list-style-type: none"> <li>Investment in the educational process for college and career readiness</li> </ul>
Student Learning Objective	<ul style="list-style-type: none"> <li>Students will be able to identify the importance of the educational process and be able to persevere through adolescent obstacles.</li> </ul>

Strategy/Action (What, Who, How) Professional Culture and Climate	Timeline (When)	Resources Needed	Method of Collecting Evidence
All staff will create relationships with students and families in order to promote a climate of academic excellence.	SY 2014/2015	Funding, parent nights	Evidence binder
All staff will focus on promoting a positive school climate.	Monthly	Funding	Survey
Guidance will promote academic excellence, student's social awareness and cultural experiences.	SY 2014/2015	Speakers, Naviance, Funding, Community Partners	Log of programs and attendance
All staff will encourage at risk students to take advantage of extra support services.	SY 2014/2015	Programs, Partners, Funding	Attendance at programs

## **Parent and Community Involvement**

### **Parent Involvement**

Breed Middle School has implemented the following parent involvement activities:

- Breed Middle School Website: Updated by webmaster.
- Home Access Center
- Notices sent to parents with relevant information
- Parent School Council
- Automated phone system: Informs all parents of important events and activities related to the Breed community. These messages will be bilingual.
- Open House: Breed offers three open houses at various times.
- Interpreting service: On-site volunteer interpreters for Open House.
- Guidance meetings with teacher(s) upon request from parents.
- PTO-Parent Teacher Organization
- Movie Night
- Dances: Breed parents volunteer
- Night of Excellence
- Teacher Appreciation Week
- Grade 8 Parent Promotional Activities committee
- Spelling Bee
- Winter concert, Spring concert, All City Band, All-City Chorus
- Drama Production
- Science Fair
- Clothing Drive
- Incoming 6<sup>th</sup> Grade Orientation

### **Community Involvement**

- Bed for Every Child
- American Red Cross
- Leukemia and Lymphoma Society
- North Shore Community College
- Lynn Community Health Center
- Cradles to Crayons
- Lynn Youth Council
- CAST
- Healthy Futures
- Christmas Help
- ECCF
- Cultural Grant
- Gregg House
- WISE
- Nahant Marine Center
- USHLI- United States Hispanic Leadership Institute
- Rotary
- Law Day
- Speaker Series
- Support the Troops
- GE

### **Attendance Policy**

Breed Middle School has implemented the following attendance policy:

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

### **Bullying Policy**

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

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