Seymour Board of Education

REGULAR MEETING MINUTES

October 17, 2016
Seymour Middle School
Library Media Center
7:00 p.m.

BOARD MEMBERS IN ATTENDANCE:	Yashu Putorti, Chairman James Garofolo Jay Hatfield Peter Kubik Jennifer Magri Ed Strumello
BOARD MEMBERS ABSENT:	Kristen Harmeling Allison Sobieski Fred Stanek
OTHERS IN ATTENDANCE:	Christine Syriac, Superintendent of Schools Vonda Tencza, Associate Superintendent Rick Belden, Assistant Superintendent - Finance & Operations Lee-Ann Dauerty, Board Clerk Jim Freund, Principal, SHS Paul Lucke, Assistant Principal, SHS Bernadette Hamad, Principal, SMS Ernie DiStasi, Assistant Principal, SMS Mary Sue Feige, Principal, BS Lauren Reid, Assistant Principal, BS Roxanne Melaragno, Assistant Principal, CLS

At 7:03 pm, because there was not a quorum, Mr. Putorti asked that only information be presented. Mrs. Syriac turned the meeting over to Mrs. Tencza. Mrs. Tencza spoke about the new format which is very different from the past. She said the goal overall is continuous improvement. Mr. Putorti said that in the corporate world, this is call "kaizen" which he said means continuous improvement.

I. **CALL TO ORDER**

With the arrival of Ms. Magri and Mr. Hatfield, there was a quorum, so Mr. Putorti called the meeting to order with the Pledge of Allegiance at 7:06 p.m.

II. **PUBLIC COMMENT**

None

III. **REPORTS AND INFORMATION**

A. Information

1. School Improvement Plans – Vonda Tencza

Mrs. Tencza continued talking about the new format for the School Improvement plans explaining that the Data Teams (made up of administrators and teachers) met in the summer and noted that they have done great work in a short amount of time. She said the template that is being used for our School Improvement Plans was selected from many plans that were analyzed in the summer. Differences from last year will be seen. Mrs. Tencza said she felt the format will enrich the level of conversation. The data plans will come together at the end of the year or the beginning of next year to review and make necessary changes.

a. Bungay School

Mrs. Feige reviewed the School Improvement Plan for Bungay School. She reviewed the goals, indicators and results. (See attached) Mr. Kubik said the overall data is good. He said more information regarding the acronyms was needed. He said he had trouble with the charting. He didn't know what the goals were and asked that particular goals be shown. He said personally he likes the Power Point format better, he thinks all the data is there but it is difficult to correlate. Mrs. Syriac said this is the type of feedback we are looking for. She said particular targets are coming from the State but did not want to delay presenting this information. We will update the information to include the state data at mid-year. We do not know the target scores yet. Mr. Kubik said he would like to see a goal set and maybe include a stretch goal. Mr. Garofolo asked Mrs. Feige to address any negative responses with regard to the parent survey. Mrs. Feige said that their overall parent responses were high numbers. She said many parents requested workshops in reading, math, science, and discipline which they will be presenting over the coming year. Mr. Garofolo asked about the nexus of the survey and Mrs. Feige explained it was done by an outside agency "Panorama Student Survey". The questions asked in the survey were suggested by them. Mr. Strumello said he reviewed all four schools and saw differences with each one. He agreed with Mr. Kubik that the acronyms needed more explanations. He asked if professional development will be focusing on vocabulary. He noted that he thought there needed to be a better way to do professional development. Mr. Putorti noted that each school has their own personality but there needed to be a common thread for the public.

b. Chatfield-LoPresti School

Ms. Roxanne Melaragno, Assistant Principal presented the data for Chatfield-LoPresti School. She focused on the School Improvement goals. (See attached) Mr. Kubik was confused by the differences in the slides that indicated K-2 and K-5. Mrs. Melaragno said the first two slides should be K-2 and the second is K-5. She indicated the slides were correct. Mr. Hatfield asked why some of the data shows five years while others only show three years. He said he felt it should be consistent across the board. Mrs. Syriac said this is due to the fact that Chatfield-LoPresti is a new school and does not have five years of data. Mr. Hatfield said he felt an explanation was needed in the data. He also indicated he would like the parent survey to be streamlined in some manner. There was a brief discussion on surveys online vs. paper. It was noted that more people participated in paper surveys. Mr. Putorti said he knew this to be true and said it is because no matter how much you tell people that the online surveys are confidential, people still feel they can be identified so they do not participate. Mr. Garofolo asked generally speaking is parental involvement up, down or flat? Mrs. Melaragno said she felt parents are better informed because of the strategies that are sent home. These strategies help the parents when they sit down to work with their child on homework. Mr. Garofolo asked how they gauge parental involvement. Mrs. Melaragno said they see more homework is completed and parents contact the teachers more often. When asked if the teachers ask the students if the parents are helping them, she responded that many teachers do ask this informally. Mr. Garofolo asked Mrs. Melaragno to describe a typical workshop and she described two workshops that occurred last year. One was focused on division and another one was focused on fractions. She said they hope to video workshops in the future and put them online for parents who are unable to attend. Mr. Garofolo also asked if they have encountered any language barriers with parents. She said she did not believe this has been an issue. When asked how it would be handled, she said they would reach out to the parents after the workshop and offer more help.

Mr. Strumello said he had a concern that if we put videos of workshops online, people may choose just to watch them rather than attend them.

c. Middle School

Mrs. Hamad reviewed the goals. (See attached) Mr. Garofolo asked what the plan will be for professional development. He said he felt that we needed to look at what is needed in math and reading. Mrs. Hamad said they are currently using their in-house reading specialist to do professional development at faculty meetings and early release days. Mr. Strumello asked if math was a concern. Mrs. Hamad said we have a better understanding this year. Mr. Kubik wondered if the math scores could be identified to a specific classroom. Mrs. Hamad said it was not a particular classroom so therefore it may be a curriculum problem. Mr. Strumello wanted to know why girls performed higher than boys in physical education. Mrs. Hamad said she believed it was because boys don't mature as quickly as boys and girls are more flexible at this age.

d. High School

Mr. Freund did an overview of the School Improvement Plan for the high school. (See attached) Ms. Magri asked if the lower scores in grade 9 could be attributed to the adjustment of being in high school and learning what is expected of them. Mr. Freund agreed that he felt this was part of it. Mr. Strumello asked about World Language and Mr. Freund said students were having a difficult time recognizing words in context. They are currently working on trying to make a connection to English.

There was a brief discussion among the Board members regarding the new format for our School Improvement Plans. Mr. Strumello cautioned that too much data can be overwhelming. He found listening to all four schools in one meeting was taxing. Mr. Hatfield said he was surprised that all four schools presented in one night and wondered if parents were invited as they have been in the past. Mrs. Syriac confirmed that parents were invited. She said they are working on a communication plan on how to share the information with all stakeholders. Mrs. Syriac thanked the Board members for their input saying it was very useful. She reminded them that they were informed that we would be covering all four schools at tonight's meeting.

IV. **PUBLIC COMMENT**

None

V. **ADJOURNMENT**

MOTION: (Mr. Garofolo/sec., Mr. Strumello) to adjourn

SO VOTED

AFFIRMATIVE: Mr. Garofolo, Mr. Hatfield, Mr. Kubik, Ms. Magri, Mr. Putorti, Mr. Strumello

The meeting adjourned at 8:41 p.m.

Submitted by:
Lee-Ann Dauerty
Board Clerk

Seymour Public Schools
School Improvement Plan

2016-2017

Mission of the Seymour Public Schools

The Mission of the Seymour Public Schools is to educate and inspire all students, to enrich their experiences, and to prepare them to meet the challenges of an ever changing world.

Name of School: **Bungay Elementary School**
Principal: Mary Sue Feige
Date: October 17, 2016

School-Wide Data Team Members

Name	Role
Kim Barton	SRBI Mathematics Teacher
Dawn Black	Third Grade Teacher
Mary Sue Feige	Principals
Kimberly Freeman	SRBI Language Arts Teacher
Katelyn Furino	Kindergarten Teacher
Caitlin Jurkowski	Computer Teacher
Michael Milla	Fifth Grade Teacher
Carolyn Mucci	Language Arts Consultant
Kayleigh Novi	School Psychologist

Introduction

This school improvement plan was collaboratively created to define the indicators and outline the strategies and actions that the schools will use to attain their goals and achieve their vision and mission. The school goals represent a reach, a challenge, and serve to inspire the entire school to work together to achieve and move beyond the current status. The District Theory of Action guides this work and is adapted at each school level to establish a through-line of consistency from the classrooms to the schools to the district.

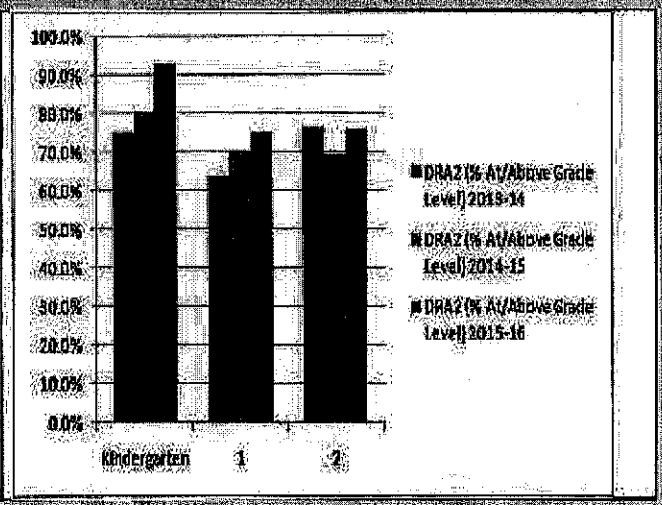
School Vision Statement

Children First!
A Great Place to Learn! A Great Place to Grow! A Great Place to Be!

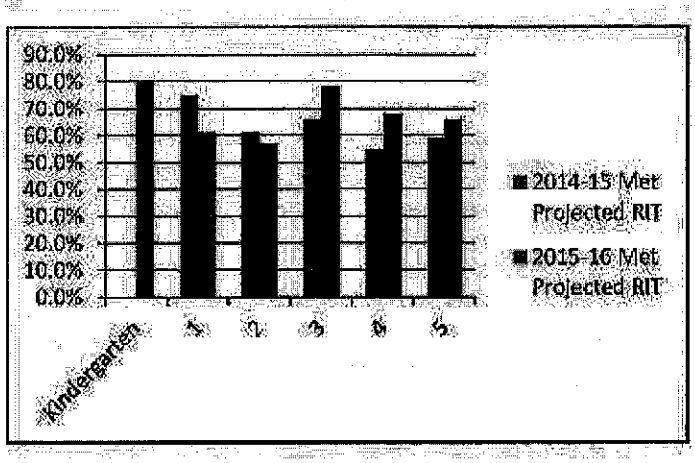
School Mission Statement

The faculty and staff of Bunggay Elementary School are committed to providing a respectful and engaging learning environment where all students are expected to achieve their maximum potential and become lifelong learners.

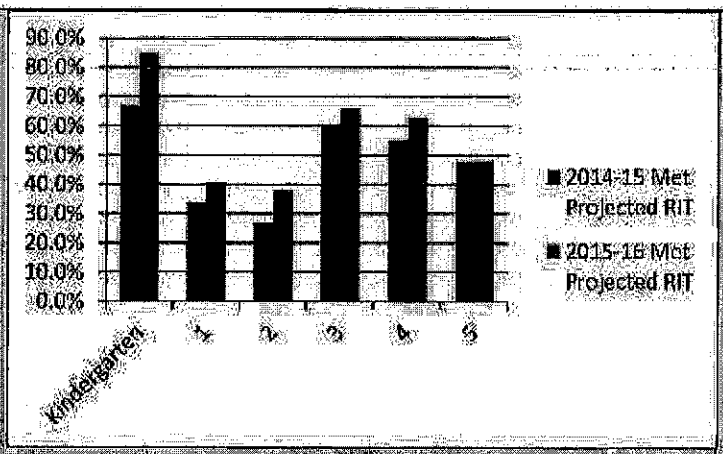
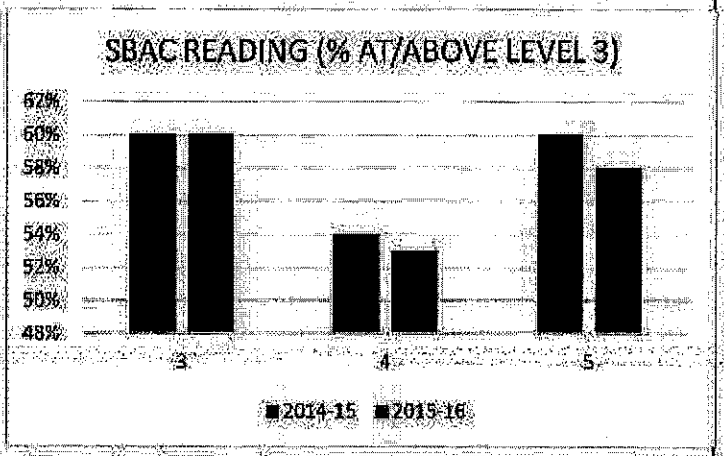
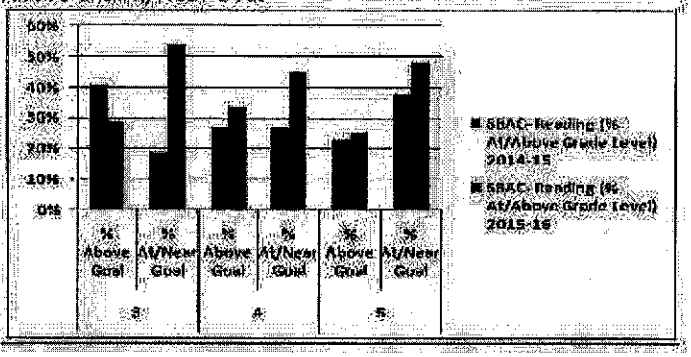
Data Analysis

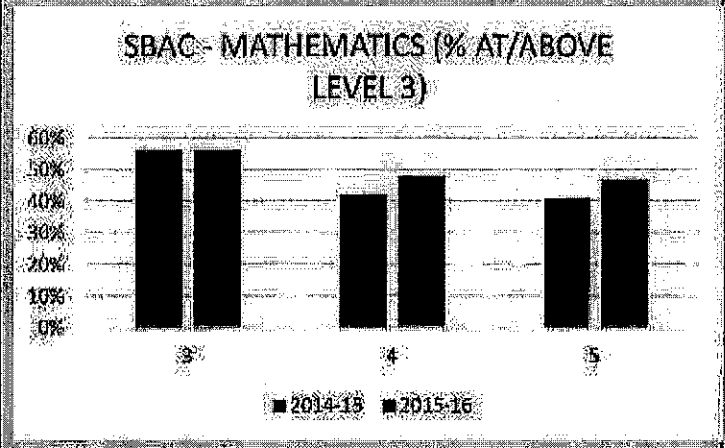
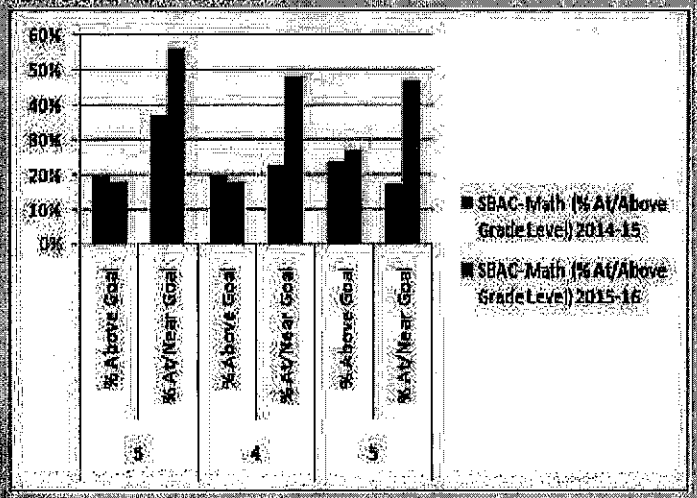
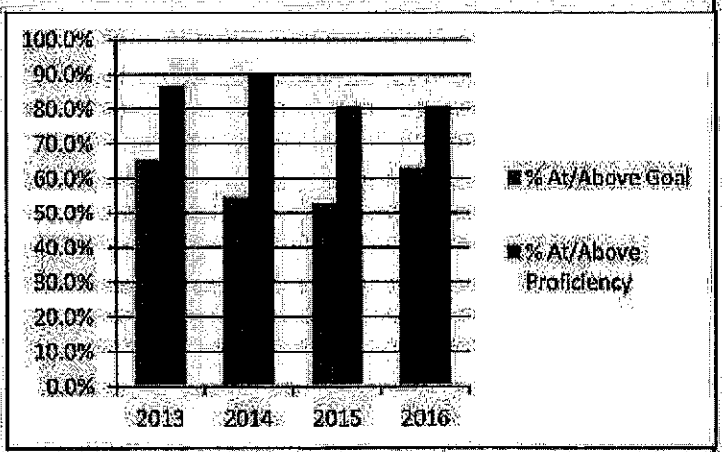
Assessment	Grade	Subject/ Content Area	Data Trends	Observations
DRA2	K-2	Reading	2016 – Kindergarten through Grade 2 – 82% at/above spring benchmark 2015 – Kindergarten through Grade 2 – 74% at/above spring benchmark 	All Kindergarten students in DRA2 were at 75% or higher in the last three years. Steady progress over the three years in K/1. Gradual increase in scores (except for grade 2 from 13-14 and 14-15) 2016 – 80% of K-5 students

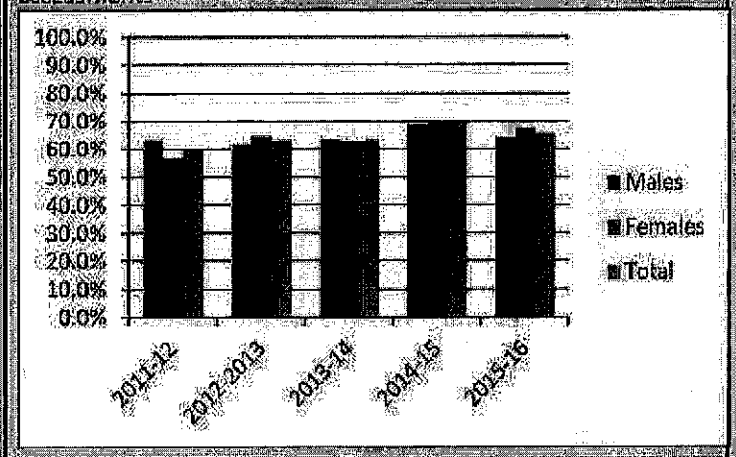
			Spring 2015	[illegible]	[illegible]	[illegible]		finished at end of grade level benchmark. 93% of Bungay students reading at/above benchmark in kindergarten. 91% of students in grade five were at/above the spring 2016 benchmark.
			K		50/56	89%	0%	
			1	81% (K)	58/77	75%	-6	
			2	76% (1)	64/78	77%	+7	
			3	71% (2)	55/87	63%	-8	
			4	98% (3)	69/90	86%	+18	
			5	81% (4)	72/79	91%	+10	
			Total	74%	366/467	80%		
MAP	K – 5	Reading						In 2015-2016, grades 3, 4, and 5 showed an increase in the number of students making their projected RIT. Kindergarten demonstrated the most gains with 80% of students in Kindergarten making their projected RIT. In reading, the cohort from grade 4 (55%) to grade 5 (66%) demonstrated the most growth. In mathematics, the cohort from grade 2 (27%) to grade 3 (66%) demonstrated significant gains.



Grade	Percentage Meeting Projected Growth Targets in Reading 2015	Percentage Meeting Projected Growth Targets in Reading 2016	Percentage Meeting Projected Growth Targets in Mathematics 2015	Percentage Meeting Projected Growth Targets in Mathematics 2016
K	n/a	80%	[illegible]	85%
Grade 1	[illegible]	61%	[illegible]	41%
Grade 2	[illegible]	[illegible]	[illegible]	[illegible]
Grade 3	66%	[illegible]	66%	[illegible]
Grade 4	[illegible]	[illegible]	[illegible]	[illegible]
Grade 5	59%	[illegible]	48%	[illegible]

MAP	K – 5	Math		K increased significantly from 67% in 14-15 to 85% in 15-16. Grade 1 increased from 34% in 14-15 to 41% in 15-16. Grade 2 increased from 27% to 38%. Grades 3 & 4 also had an increase in scores. Student scores increased overall in Kindergarten through grade 4.
SB	3-5	Reading	At Level 3 and Above  Above and At/Near Goal 	Students at or near goal are increasing. Large jump from 2014-2015 4th grade at/near goal to 2015-2016 at/near goal for same cohort in 5th grade. The highest percentage of students in 2015and 2016 reading at/above level 3 was consistently in grade 3 at 60%.

SBAC	3-5	Math	At Level 3 and Above  Above and At/Near Goal 	Increase in students At/Near goal from 14-15 to 15-16 in every grade. Above goal percentage increased in Grade 5 in both years assessed. At/near goal levels higher in 2015-2016 than in 2014-2015 across grades 3, 4, 5. The highest percentage of students in 2015and 2016 mathematics at above level 3 was consistently in grade 3 at 58%.
CMT/CAPT	5	Science	In 2016, • 63% at/above goal • 81% at/above proficiency • 18% advanced 	Increased % at or above goal from 2015 to 2016 by 10%

Physical Fitness		2015-16	Grade 4 – 65.8% meeting/exceeding in all 4 assessments 64.3% males meeting/exceeding in all 4 assessments 67.6% females meeting/exceeding in all 4 assessments 	Totals increased each year, until 2015-2016

Goals

Goal #1: **Improving Reading Performance**

Reading has continued to be a high-priority need in Seymour. Seymour's core values state that all students can be successful learners. At Bungay, we support that and believe that every student deserves to learn to read. After carefully examining the quality data at the school level, we identified reading as a high-priority need for our population as well. The focus of this goal will contribute to student success in SPS by ensuring that all students have the tools that they need to be college and career ready. Above all, students will achieve and have a desire to continue to improve.

I. Student Outcome Indicator

Statement of Student Outcome Indicator	Connection to District Goals
As measured by the May 2017 MAP Assessment, the percentage of students in Grades K – 5 meeting and/or exceeding their projected growth targets in reading will increase from 68% in May 2016 to 70% or greater.	Seymour's district goals continue to strive for improved student achievement in the area of reading. The efforts towards attaining the Bungay goal for the 2016-17 school year also correlate to improving our students' performance on the Smarter Balanced ELA assessment.
Student Outcome Indicator Rationale	
There was a 6 percentage point increase from the previous year in the number of Bungay students who made their projected RIT in the 2015-16 school year. As a school we did not achieve our 2015-2016 school goal of 69% meeting their projected RIT for Reading, instead reaching 68%. Therefore we feel that increasing our goal to 70% of students meeting or exceeding their projected RIT for Reading is rigorous.	

II. Adult Action Indicators

Adult Action Indicator(s)	Adult Action Indicator(s) Rationale:
Through adult collaboration and implementation of English/Language Arts strategies, students will improve in their individual growth as measured by the Spring 2017 MAP assessment with 70% of Bungay kindergarten through grade 5 students meeting and/or exceeding their projected growth targets.	The Bungay School Data Team strongly believes that teacher actions can impact student achievement. This is aligned with supporting our students' growth in reading.

III. Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Guiding students to set purposes for independent reading when reading fiction and non-fiction, followed up by 1 to 1 teacher-student reading conferences.	Each student meeting individually with a teacher once every 4-6 weeks.	Classroom teachers and special education teachers	Improved individual student performance on Running Records and/or DRA2, and MAP assessments.
Professional learning for staff on best practices in reading strategies and conferencing with students, and related SBAC reading claims.	September through June via faculty meetings and grade level data/team meetings.	Administration, Language Arts Consultant, Teaching Staff	Improved individual student performance on Running Records and/or DRA2, MAP assessments, and SBAC. Teacher reflection and feedback to presenters on efficacy of professional learning.
Communication to parents of reading strategies used in partnership of school and home.	Conveyed via weekly/monthly newsletters and parent workshops	Administration and classroom teachers Teaching Staff and Language Arts Consultant	Parent Survey Results
Teachers will utilize the MAP Learning Continuum to pinpoint specific skill areas of needs for their students to differentiate their instruction targeting the goal areas as specified by the District Data Team: K- Literature 1- Foundational Skills 2 - Vocabulary Acquisition 3- Informational Text 4 and 5 – Vocabulary Acquisition	September through June	Classroom teachers, tutors and interventionists	Improved individual student performance on Running Records and/or DRA2, MAP, and the Smarter Balanced ELA assessment.

Examining Student Work at Morning Grade Level Data Team Meetings	Every 6 days on rotating schedule	Administration, Language Arts Consultant, Teaching Staff	Reading responses, writing prompts, and standardized assessment data will demonstrate improvement.
Increased interventions for primary grade students; aiming to provide multiple layers of interventions across both Tier 2 and Tier 3 levels.	September through June	Progress Monitoring Team, classroom teachers, tutors and interventionists	Progress monitoring data specific to each student's goals is collected at 6 week intervals for students receiving interventions. As data is analyzed, instructional decisions are determined by the progress monitoring results.

Goal #2: **Improving Mathematics Performance**

Bungay School is striving to improve math performance in kindergarten through grade five. As we continue with our implementation of a new math program, now entering its third year for grades 1 – 5 and its second year in kindergarten, we seek to make consistent progress in the percent of students meeting their projected RIT targets as they progress from grade to grade.

I. Student Outcome Indicator

Statement of Student Outcome Indicator	Connection to District Goals
As measured by the May 2017 MAP Assessment, the percentage of students in Grades K – 5 meeting and/or exceeding their projected growth targets in mathematics will increase from 56% in May 2016 to 60% or greater.	As Seymour is having a district goal in regards to improving student achievement in the area of mathematics, Bungay School is seeking to do the same. The efforts towards attaining the Bungay math goal for the 2016-17 school year also correlates to improving our students' performance on the Smarter Balanced math assessment, which is a predictive indicator of student success in college/career readiness.
Student Outcome Indicator Rationale: While the performance at Bungay School for mathematics demonstrated growth in kindergarten through grade four, grade five remained flat from 2014-2015 to 2015-2016. When we compare the MAP cohort data, 67% had met their projected targets as kindergarteners in 2015 and as first graders, the same group of students, only 41% had. Grade four students in 2014-2015 were at 55% and dipped to 48% as fifth graders in 2015-2016.	

II. Adult Action Indicators

Adult Action Indicator(s):	Adult Action Indicator(s) Rationale:
Through adult collaboration and implementation of strategies, students will improve in their individual growth as measured by the Spring 2017 MAP assessment with 60% of Bungay kindergarten through grade 5 students meeting and/or exceeding their projected growth targets.	The Bungay School Data Team strongly believes this is aligned with supporting our students' growth in mathematics.

III. Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Students will write responses and explain their mathematical thinking as they work through progressively more difficult problems.	September through June	Classroom teachers	Quality of open-ended responses in math will demonstrate improvement as measured by Smarter Balanced aligned rubrics Students will make individual growth as measured by the MAP assessment.
Math Talk - student to student conferences -improving our implementation school-wide.	September through June	Classroom teachers, special education teachers, math SRBI teacher, and students	Quality of open-ended responses, classroom math performance, and standardized assessment data will demonstrate student improvement.
Examining Student Work at Morning Grade Level Data Team Meetings	September through June	Administration, classroom teachers, special education teachers, math SRBI teachers	Both classroom math performance and standardized assessment data will demonstrate student improvement.
Teachers will utilize the MAP Learning Continuum to pinpoint specific skill areas of needs for their students to differentiate their instruction targeting the goal areas as specified by the District Data Team.	September through June	Classroom teachers, special education teachers, math SRBI teachers	Improved individual student performance on Math Expressions unit assessments, MAP, and the Smarter Balanced Math assessment.
Professional learning for staff on: 1. Calibration of scoring student responses to improve students' written responses to open-ended questions in mathematics and related Smarter Balanced reading claims. 2. Math Talk	September through June	Administration, classroom teachers, special education teachers, math SRBI teachers	Both classroom math performance and standardized assessment data will demonstrate student improvement.
Communication to Parents of Mathematical Strategies and Building Focus on Math	Conveyed via weekly/monthly newsletters Parent Workshops	Administration and classroom teachers Teaching Staff and Math SRBI	Parent Survey Results

V. Communication Plan

Communication:
Bungay School will continue to target reading as our main focus and informing parents on what is taught in reading at each grade level, ways that parents and families may help their children in reading in the home, and knowing how their child is doing before report cards are received. In addition to our reading focus, suggestions on how to work with children at home in areas of mathematics will also be sent. Bungay School will be communicating to all stakeholders via PTA meetings, Friday Flash, Teacher Newsletters and through PowerSchool, the district's new communication tool used to notify parents of assignments and grades.

Baseline Data and Targets

Assessments	Grades Tested or Course	Subjects	Measure	Baseline Data 2015-16	Target 2016-2017
DRA2	K	Reading	Students on/above spring benchmark	93%	
DRA2	1	Reading	Students on/above spring benchmark	75%	
DRA2	2	Reading	Students on/above spring benchmark	76%	
MAP	K	Reading	Students meeting RIT projected target	80%	
MAP	K	Math	Students meeting RIT projected target	85%	
MAP	1	Reading	Students meeting RIT projected target	60%	
MAP	1	Math	Students meeting RIT projected target	41%	
MAP	2	Reading	Students meeting RIT projected target	51%	
MAP	2	Math	Students meeting RIT projected target	38%	
MAP	3	Reading	Students meeting RIT projected target	78%	
MAP	3	Math	Students meeting RIT projected target	66%	
MAP	4	Reading	Students meeting RIT projected target	67%	
MAP	4	Math	Students meeting RIT projected target	63%	
MAP	5	Reading	Students meeting RIT projected target	66%	
MAP	5	Math	Students meeting RIT projected target	48%	
SBAC	3	Reading	Students at Level 3 and above	60%	
SBAC	3	Math	Students at Level 3 and above	56%	
SBAC	4	Reading	Students at Level 3 and above	77%	
SBAC	4	Math	Students at Level 3 and above	48%	
SBAC	5	Reading	Students at Level 3 and above	58%	
SBAC	5	Math	Students at Level 3 and above	47%	
CMT	5	Science	Students at goal	63%	
CMT	5	Science	Students at advanced	16%	
Physical Fitness	4	Fitness	83% meeting/exceeding in all 4 assessments	66%	
Attendance	K-5		Average daily building attendance		
Attendance	CLS		Chronic Absenteeism by building		

Results for 2015-2016 Bungay School Improvement Goals

Goals, Indicators and Results

Students in kindergarten through grade five will demonstrate improvement in their reading abilities.

Indicator: Overall, 69% of the K-5 students at Bungay Elementary School will meet their spring 2015 to spring 2016 projected RIT.

Outcome: 68 % of all the K-5 students at Bungay Elementary School met their spring 2015 to spring 2016 projected RIT.

Students in the primary grades, K-2, will demonstrate improvement in terms of accuracy, fluency and comprehension.

Indicator: On the DRA 2, as measured by the May 2016, DRA2, 80% of students will score at/above benchmark in reading in Grades K-2.

Outcome: On the DRA 2, as measured by the May 2016, DRA2, 81% of students scored at/above benchmark in reading in Grades K-2.

Students at Bungay Elementary School will improve their engagement to instruction throughout the 2015-2016 school year.

The Charlotte Danielson student engagement rubric is used to develop a common understanding of how we are defining student engagement.

Indicator: As measured by non-evaluative walk-through data in grades 3, 4, and 5 in May, 2016, students will demonstrate a 10% increase in engagement in comparison to baseline data of 2.69 to 2.96.

Outcome: As measured by non-evaluative walk-through data in grades 3, 4, and 5 in May, 2016, demonstrated a 21.78% increase in engagement in comparison to baseline data of 2.78 to 3.39.
Outcome: As measured by non-evaluative walk-through data in grades K- 5 in May, 2016, students will demonstrated an 18.51 % increase in engagement in comparison to baseline data of 2.69 to 3.19.

Overall, *96% of parents responded favorably* (142 parents responded) to the spring 2016 Panorama Survey:

Highest favorable response areas include:

- Staff has high expectations for students at this school (99%)
- I have the opportunity to communicate often with teachers at my child's school. (99%)
- The school is a safe place for my child. (98%)
- The school is sensitive to issues related to race gender, sexual orientation, and disabilities. (98%)
- The staff is available to parents and willing to listen. (98%)

Seymour Public Schools
School Improvement Plan

2016-2017

Mission of the Seymour Public Schools

The Mission of the Seymour Public Schools is to educate and inspire all students, to enrich their experiences, and to prepare them to meet the challenges of an ever changing world.

Name of School: **Chatfield-LoPresti School**
Principal: David S. Olechna
Date: October 17, 2016

School-Wide Data Team Members

Name	Role
Debbie Baldarelli	Special Education/Inclusion Facilitator
Alison Brett	Special Education Teacher
Jamie Broad	Kindergarten Teacher
Ashley Charochak	First Grade Teacher
Sue Duke	Math SRBI Teacher
Dave Fleming	Fifth Grade Teacher
Roxanne Melaragno	Assistant Principal
Darlene O'Callaghan	Language Arts Consultant
Dave Olechna	Principal
Laura Pellerito	School Psychologist
Sandra Prefontaine	ELA SRBI Teacher

Introduction

This school improvement plan was collaboratively created to define the indicators and outline the strategies and actions that the schools will use to attain their goals and achieve their vision and mission. The school goals represent a reach, a challenge, and serve to inspire the entire school to work together to achieve and move beyond the current status. The District Theory of Action guides this work and is adapted at each school level to establish a through-line of consistency from the classrooms to the schools to the district.

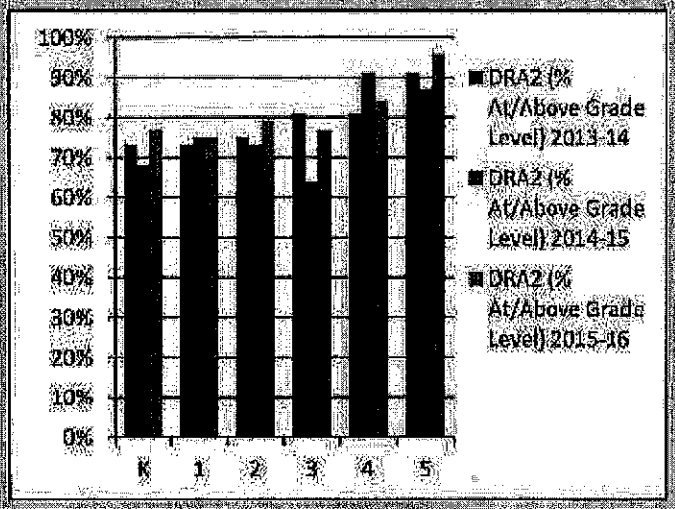
School Vision Statement

Care. Learn. Succeed.

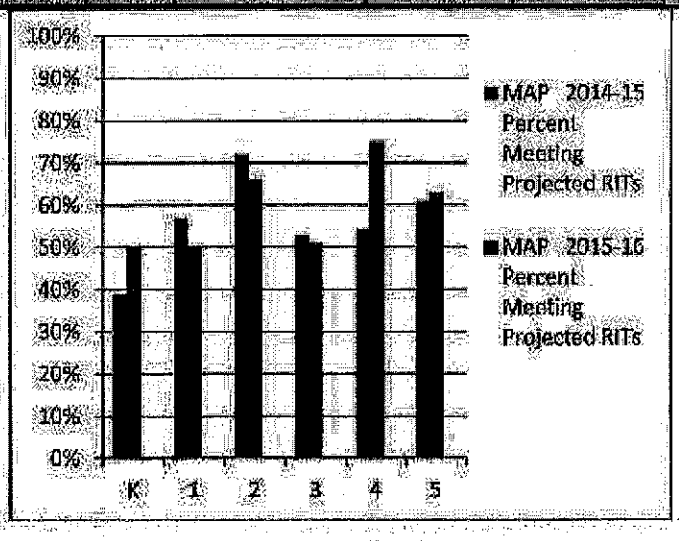
School Mission Statement

The faculty and staff of Chatfield-LoPresti School are dedicated to creating an atmosphere where students can achieve their full potential as members of a strong community and to instilling a love of learning as we prepare our students for a productive future.

Data Analysis

Assessment	Grade	Subject/ Content Area	Data Trends	Observations
DRA2	K-2	Reading	2016 – Kindergarten through Grade 2 – 77% at/above spring benchmark 2015 – Kindergarten through Grade 2 – 72% at/above spring benchmark 	Each grade made progress as a cohort. 2016 - 81% of K-5 students finished at end of grade level benchmark – highest GLS has ever had.

			K		49/92	74%	N/A
			1	66% (K)	60/80	75%	7
			2	75% (1)	75/100	75%	4
			3	72% (2)	68/88	77%	5
			4	84% (3)	59/70	84%	20
			5	90% (4)	90/94	96%	6
			Total	77%	402/494	81%	4
MAP	K – 5	Reading					



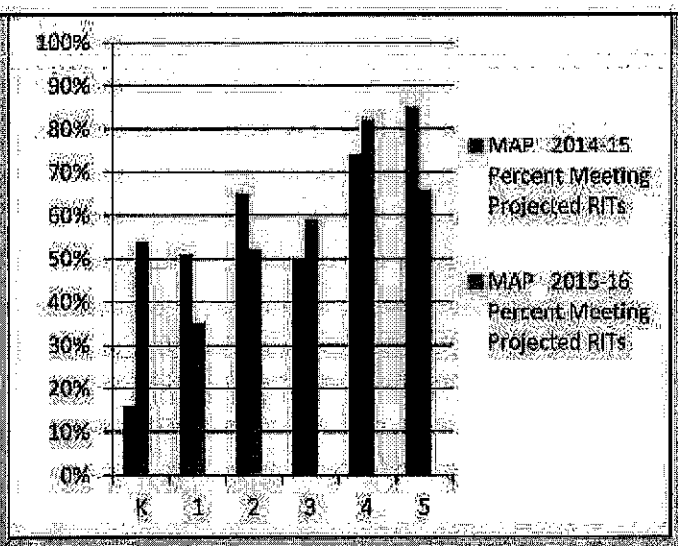
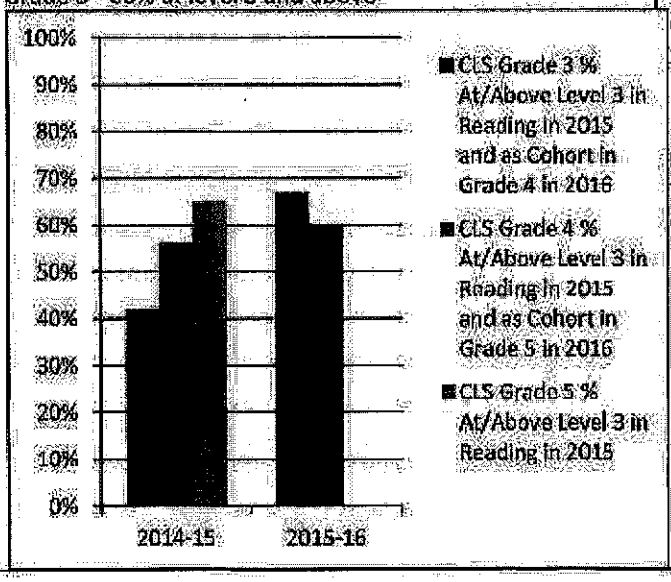
Grade	Percentage Meeting Projected Growth Targets in Reading 2015	Percentage Meeting Projected Growth Targets in Reading 2016	Percentage Meeting Projected Growth Targets in Mathematics 2015	Percentage Meeting Projected Growth Targets in Mathematics 2016
K	38%	50%	45%	54%
Grade 1	[illegible]	50%	[illegible]	55%
Grade 2	[illegible]	[illegible]	[illegible]	[illegible]
Grade 3	63%	[illegible]	60%	[illegible]
Grade 4	[illegible]	46%	[illegible]	84%
Grade 5	61%	[illegible]	65%	[illegible]

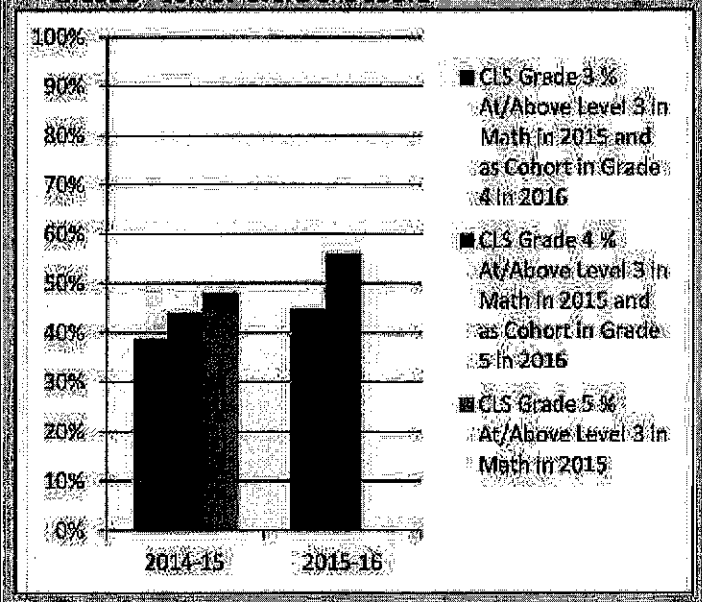
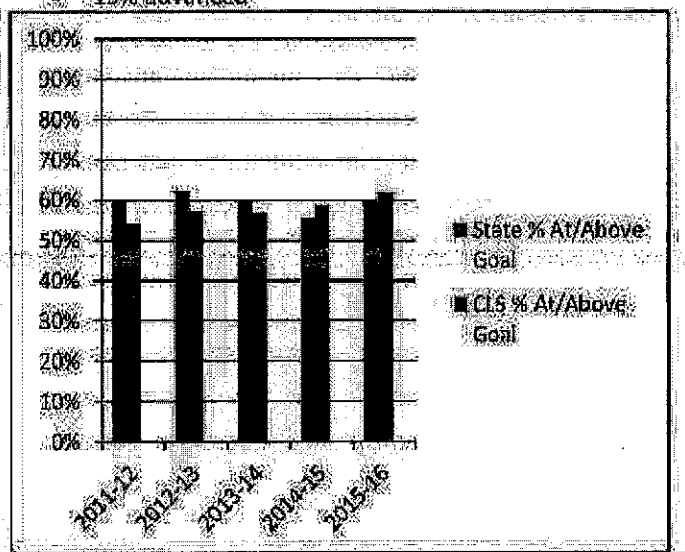
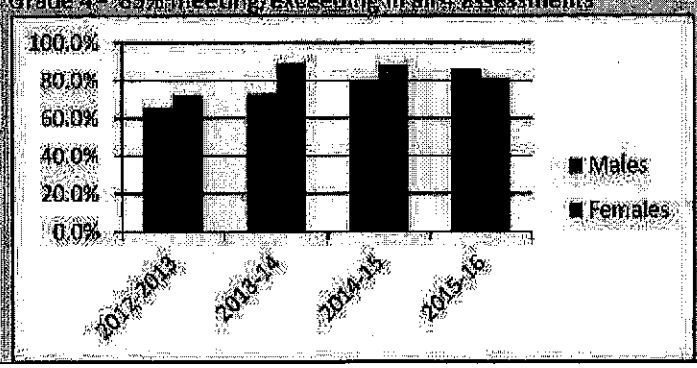
4th grade students improved from 53% meeting their projected RIT targets as 3rd graders in 2015 to 75% in 2016.

In 2016 the Kindergarten, 1st grade, 3rd grade, and 4th grade cohorts improved over their performance in 2015.

2016 - Both Kindergarten and 1st grade only had 50% of the students meet their projected RIT targets in reading.

In 2016 only the 3rd grade cohort decreased from their performance the previous year (72% meeting RIT targets as 2nd graders in 2015 to 50% in 2016 as 3rd graders).

MAP	K—5	Math		2015 kindergarten students performed at a higher level than kindergarten students in 2015. In 2016 the 1st grade, 2nd grade, and 4th grade cohorts improved compared to their performance in 2015. 4th grade cohort improved from 80% making projected RIT targets as 3rd graders in 2015 to 82% meeting RIT targets in 2016. 3rd graders decreased from their percentage as 2nd graders meeting projected RIT targets from 65% in 2015 to 59% in 2016. 5th graders decreased from their percentage as 4th graders meeting projected RIT targets from 74% in 2015 to 66% in 2016.
SBAC	3-5	Reading	• Grade 3 - 57% at level 3 and above • Grade 4 - 67% at level 3 and above • Grade 5 - 60% at level 3 and above 	3rd grade students in 2015-16 scored better than 3rd grade students did in 2014-15 (42% in 2015 and 57% in 2016). Both 4th grade and 5th grade improved from their performance as a cohort from the previous grade.

SBAC	3-5	Math	• Grade 3 - 48% at level 3 and above • Grade 4 - 45% at level 3 and above • Grade 5 - 56% at level 3 and above 	3rd grade students in 2015-16 scored better than 3rd grade students did in 2014-15 (39% in 2015 and 48% in 2016). Both 4th grade and 5th grade cohorts improved from previous year.
CMT/CAPT	5	Science	• 62% at/above goal • 19% advanced 	62% at/above goal is the highest percentage CLS has ever had for Science CMT.
Physical Fitness		2015-16	Grade 4 - 85% meeting/exceeding in all 4 assessments 	Continuing high performance (2015 was 83.8%)

Goals

Goal #1: Improving Reading Performance

Although Chatfield-LoPresti School has made noticeable gains in reading over the past few years, there is still room for greater student achievement. We seek for our students' standardized assessment performance to more closely align with the percentage of students reading at/above level as determined by the DRA2. We also understand that high levels of student performance on MAP and SBAC correlate with student success in college/career readiness skills.

I. Student Outcome Indicator

Statement of Student Outcome Indicator	Connection to District Goals
As measured by the May 2017 MAP Assessment, the percentage of students in Grades K – 5 meeting and/or exceeding their projected growth targets in reading will increase from 61% in May 2016 to 66% or greater.	Seymour's district goals continue to strive for improved student achievement in the area of reading. The efforts towards attaining the CLS goal for the 2016-17 school year also correlate to improving our students' performance on the Smarter Balanced ELA assessment.
Student Outcome Indicator Rationale	
This target would represent an increase of 25 students school-wide reaching their projected targets.	

II. Adult Action Indicators

Adult Action Indicator(s)	Adult Action Indicator(s) Rationale:
Through adult collaboration and implementation of English/Language Arts strategies, students will improve in their individual growth as measured by the Spring 2017 MAP assessment with 66% of CLS Kindergarten through grade 5 students meeting and/or exceeding their projected growth targets.	The CLS Building Data Team strongly believes that teacher actions can impact student achievement. This is aligned with supporting our students' growth in reading.

III. Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Guiding students to set purposes for independent reading when reading fiction and non-fiction, followed up by 1 to 1 teacher-student reading conferences.	Each student meeting individually with a teacher once every 4-6 wks	Classroom teachers and special education teachers	Improved individual student performance on Running Records and/or DRA2, and MAP assessments.
Professional learning for staff on best practices in reading strategies and conferencing with students, and related SBAC reading claims.	September – June faculty meetings and grade level data/team meetings.	Administration, Language Arts Consultant, teaching staff	Improved individual student performance on Running Records and/or DRA2, MAP assessments, and SBAC. Teacher reflection and feedback to presenters on efficacy of professional learning.

Communication to parents of reading strategies used in partnership of school and home.	Conveyed via weekly/monthly newsletters and parent workshops	Administration and classroom teachers teaching staff and Language Arts Consultant	Parent Survey Results
Teachers will utilize the MAP Learning Continuum to pinpoint specific skill areas of needs for their students to differentiate their instruction targeting the goal areas as specified by the District Data Team: K & 1st - Foundational Skills 2nd & 3rd - Vocabulary Acquisition 4th - Literature 5th - Informational Text	September through June	Classroom teachers, tutors and Interventionists	Improved individual student performance on Running Records and/or DRA2, MAP, and the Smarter Balanced ELA assessment.
Examining student work at morning Grade Level Data Team Meetings.	Every 6 days on rotating schedule	Administration, Language Arts Consultant, teaching staff	Reading responses, writing prompts, and standardized assessment data will demonstrate improvement.
Increased interventions for primary grade students; aiming to provide multiple layers of interventions across both Tier 2 and Tier 3 levels.	September through June	Progress Monitoring Team, classroom teachers, tutors and interventionists	Progress monitoring data specific to each student's goals is collected at 6 week intervals for students receiving interventions. As data is analyzed, instructional decisions are determined by the progress monitoring results.

Goal #2: **Improving Mathematics Performance**

Chatfield-LoPresti School is striving to improve math performance across all grades. Although Smarter Balanced data shows growth over time for grades 3, 4, and 5, our Kindergarten and first grade students have a higher percentage scoring low or low average compared to the district norm. As we continue with our implementation of a new math program, now entering its third year for grades 1 – 5 and its second year in kindergarten, we seek to make consistent progress in the percent of students meeting their projected RIT targets as they progress from grade to grade.

I. Student Outcome Indicator

Statement of Student Outcome Indicator	Connection to District Goals
As measured by the May 2017 MAP Assessment, the percentage of students in Grades K – 5 meeting and/or exceeding their projected growth targets in mathematics will increase from 58% in May 2016 to 63% or greater.	As Seymour is having a district goal in regards to improving student achievement in the area of mathematics, Chatfield-LoPresti School is seeking to do the same. The efforts towards attaining the CLS math goal for the 2016-17 school year also correlate to improving our students' performance on the Smarter Balanced math assessment, which is a predictive indicator of student success in college/career readiness.
Student Outcome Indicator Rationale The performance at CLS for mathematics was inconsistent from grade to grade. 65% had met	

their projected targets as second graders in 2015 and as third graders only 59% had. Grade 4 in 2015 was at 74% and dipped to 66% as fifth graders in 2016. This target would represent an increase of 25 students school-wide reaching their projected targets.	

II. Adult Action Indicators

Adult Action Indicator(s):	Adult Action Indicator(s) Rationale:
Through adult collaboration and implementation of strategies, students will improve in their individual growth as measured by the Spring 2017 MAP assessment with 63% of CLS Kindergarten through grade 5 students meeting and/or exceeding their projected growth targets.	The CLS Building Data Team strongly believes this is aligned with supporting our students' growth in mathematics.

III. Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Students will write responses and explain their mathematical thinking as they work through progressively more difficult problems.	September through June	Classroom teachers	Quality of open-ended responses in math will demonstrate improvement as measured by Smarter Balanced aligned rubrics Students will make individual growth as measured by the MAP assessment.
Math Talk - student to student conferences -improving our implementation school-wide.	September through June	Classroom teachers, special education teachers, math SRBI teacher, and students	Quality of open-ended responses, classroom math performance, and standardized assessment data will demonstrate student improvement.
Examining student work at morning Grade Level Data Team Meetings.	September through June	Administration, classroom teachers, special education teachers, math SRBI teachers	Both classroom math performance and standardized assessment data will demonstrate student improvement.
Teachers will utilize the MAP Learning Continuum to pinpoint specific skill areas of needs for their students to differentiate their instruction targeting the goal areas as specified by the District Data Team.	September through June	Classroom teachers, special education teachers, math SRBI teachers	Improved individual student performance on Math Expressions unit assessments, MAP, and the Smarter Balanced Math assessment.

Professional learning for staff on: 1. Calibration of scoring student responses to improve students' written responses to open-ended questions in mathematics and related Smarter Balanced reading claims. 2. Math Talk	September through June	Administration, classroom teachers, special education teachers, math SRBI teachers	Both classroom math performance and standardized assessment data will demonstrate student improvement.
Communication to Parents of mathematical strategies and building focus on math	Conveyed via weekly/monthly newsletters Parent Workshops	Administration and classroom teachers teaching staff and math SRBI	Parent Survey Results

V. Communication Plan

Communication:

Chatfield-LoPresti School will again target mathematics as our main focus and how to assist parents in being informed on what is taught in math at each grade level, the ways to help their children in math and how to exactly help their child at home, and knowing how their child is doing before report cards are received. In addition to our math focus, suggestions on how to work with children at home in areas of ELA will also be sent.

CLS will be communicating to all stakeholders via PTA meetings, Weekly Principal Newsletters, Cheetah Chats, Teacher Newsletters and Classroom Communications. In addition, regular share-outs will occur at faculty meetings as well as mid-year and summary updates at Board of Education meetings.

Baseline Data and Targets

Assessment	Grade/ Course	Subjects	Measure	Baseline 2015-16	Target 2017
DRA2	K	Reading	Students on/above spring benchmark	74%	
DRA2	1	Reading	Students on/above spring benchmark	75%	
DRA2	2	Reading	Students on/above spring benchmark	79%	
MAP	K	Reading	Students meeting RIT projected target	50%	
MAP	K	Math	Students meeting RIT projected target	54%	
MAP	1	Reading	Students meeting RIT projected target	50%	
MAP	1	Math	Students meeting RIT projected target	35%	
MAP	2	Reading	Students meeting RIT projected target	66%	
MAP	2	Math	Students meeting RIT projected target	52%	
MAP	3	Reading	Students meeting RIT projected target	51%	
MAP	3	Math	Students meeting RIT projected target	59%	
MAP	4	Reading	Students meeting RIT projected target	75%	
MAP	4	Math	Students meeting RIT projected target	82%	
MAP	5	Reading	Students meeting RIT projected target	63%	
MAP	5	Math	Students meeting RIT projected target	66%	
SBAC	3	Reading	Students at Level 3 and above	57%	
SBAC	3	Math	Students at Level 3 and above	48%	
SBAC	4	Reading	Students at Level 3 and above	67%	
SBAC	4	Math	Students at Level 3 and above	45%	
SBAC	5	Reading	Students at Level 3 and above	60%	
SBAC	5	Math	Students at Level 3 and above	56%	
CMT	5	Science	Students at goal	62%	
CMT	5	Science	Students at advanced	19%	
PE Fitness	4	Fitness	83% meeting/exceeding in all 4 assessments	83%	
Attendance	K-5		Average daily building attendance		
Attendance	CLS		Chronic Absenteeism by building		

Results for 2015-16 Chatfield-LoPresti School Improvement Goals

Goal: As measured by the May 2016 MAP Assessment, the percentage of students in Grades 1 – 5 meeting and/or exceeding their projected growth targets in reading will increase from 63% in May 2015 to 68% or greater.

As determined by the May 2016 MAP assessment, 61% of the students at Chatfield-LoPresti School made their projected growth targets. This only includes students who were attending CLS in May 2015 who then had a Spring 2015 to Spring 2016 target. It does not include students who were new to our school following the May 2015 assessment who then had a Fall to Spring target, and students who made their Spring target in the winter, but who missed scoring at the targeted level in the spring. If students meeting their Spring 2016 target in the winter are included and new students who met their Fall 2015 to Spring 2016 target, 68% of CLS students met their projected growth targets.

2015-16 Parent Communication Goals

We expect to see a significant increase in the number of parents who know how their child is doing in math before report cards are received. We expect this number to increase from 56% to 70% by May of 2016.

77.58% agreed or strongly agreed on the May CLS Parent Involvement Survey

We expect to see an increase in the number of parents who receive information from teachers on how to work with their child at home. We expect this number to increase from 52% to 70% by May of 2016.

96% of parents have received information from teachers on how to work with their child at home on the March Parent Conference Survey

75.86% agreed or strongly agreed on the May CLS Parent Involvement Survey

We expect to see a decrease in the number of parents who receive communication less than once a month from their child's teacher as to what their children are learning in math. We expect this number to decrease from 40% to 20%. 80% will hear from their child's teacher as to what their child is learning in math at least once a month.

90% hear from their child's teacher at least once a month on the March Parent Conference Survey.

74.14% reported they hear from their child's teacher at least once a month, a decrease of 14.14 percentage points on the May CLS Parent Survey.

Seymour Public Schools
School Improvement Plan

Mission of the Seymour Public Schools

The Mission of the Seymour Public Schools is to educate and inspire all students, to enrich their experiences, and to prepare them to meet the challenges of an ever changing world.

Name of School:	**Seymour Middle School**
Principal:	Bernadette Hamad
Assistant Principal:	Ernie DiStasi
Date:	October 17, 2016

School-Wide Data Team Members

Name	Role
Jennifer Batterton	Eighth Grade Math Teacher
Eleanor Brasche	Language Arts Consultant
Toni Cassone	Seventh Grade Math Teacher
Ernie DiStasi	Assistant Principal
Nancy Garlock	Special Education Teacher
Bernadette Hamad	Principal
Meagan Krushinski	Unified Arts Teacher

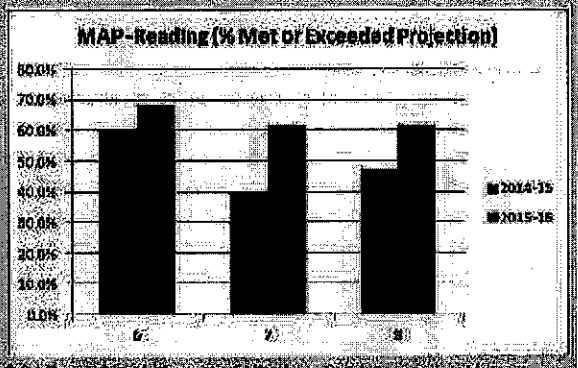
Introduction

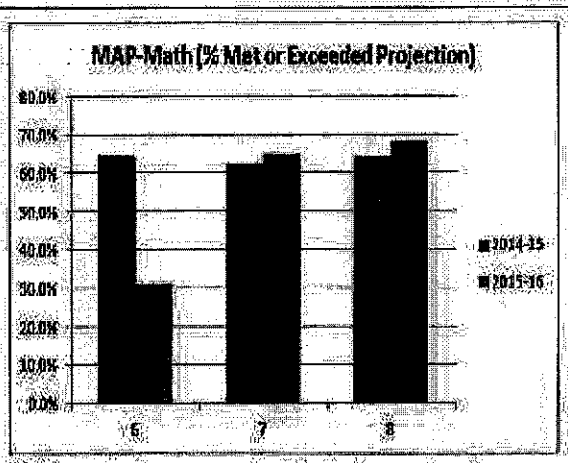
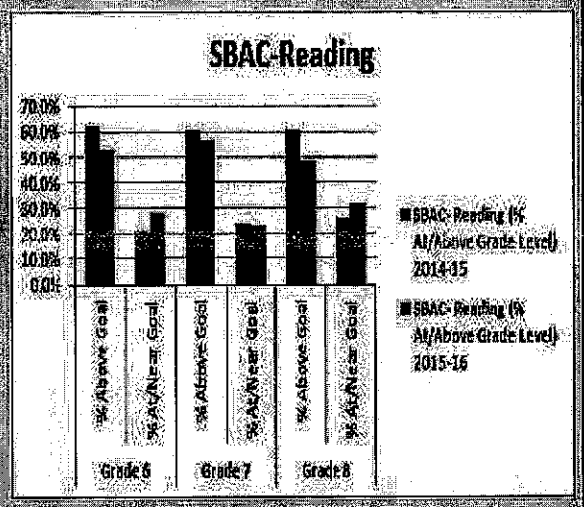
This school improvement plan was collaboratively created to define the indicators and outline the strategies and actions that the schools will use to attain their goals and achieve their vision and mission. The school goals represent a reach, a challenge, and serve to inspire the entire school to work together to achieve and move beyond the current status.

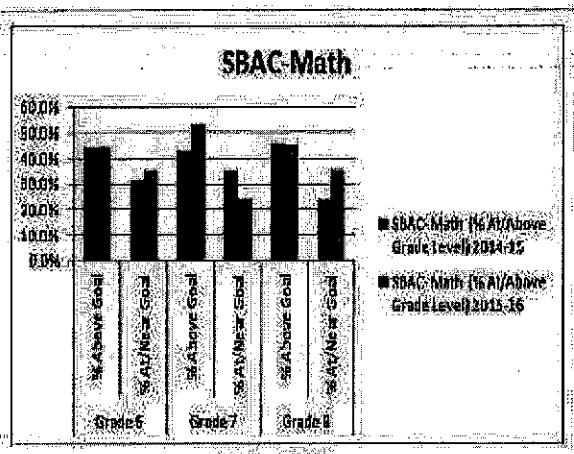
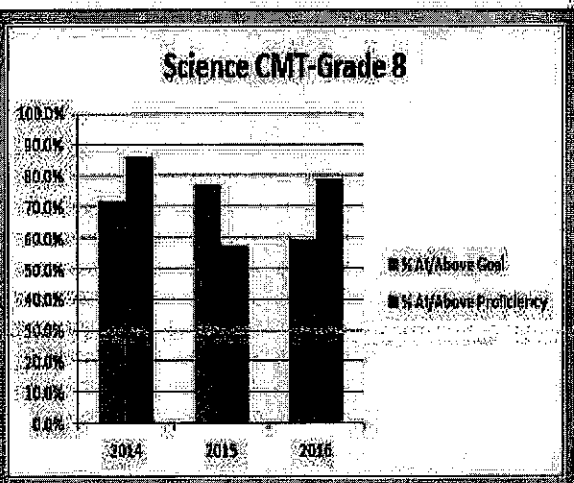
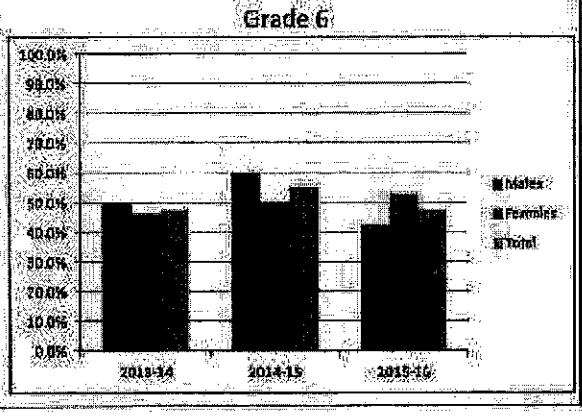
Mission of Seymour Middle School

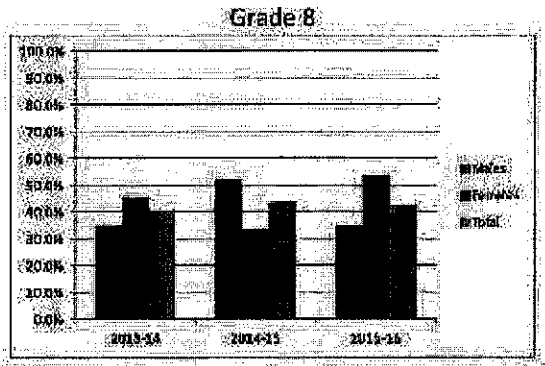
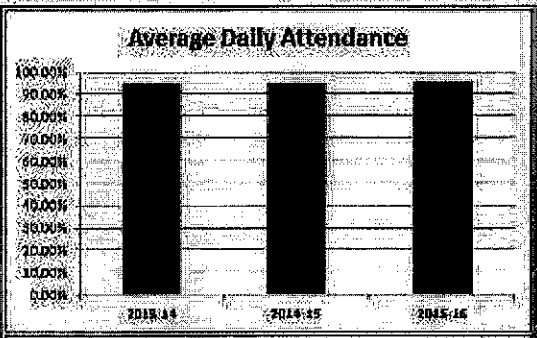
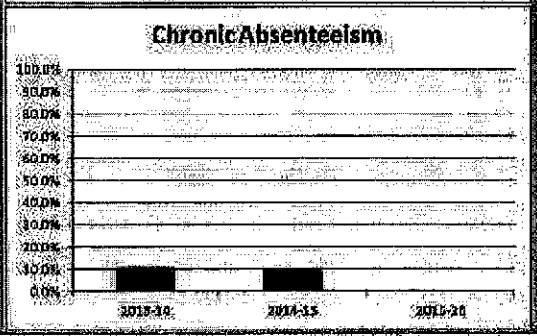
Seymour Middle School, in partnership with the community, is committed to providing a safe environment that promotes social, emotional, and physical health. It encourages personal responsibility and accountability from all its members in an environment where teaching and learning are exciting. Our mission is to empower our students to become life-long learners and reach their highest potential. We will provide a nurturing environment that promotes dignity, mutual respect, and embraces diversity.

Data Analysis

Assessment	Grade	Subject/ Content Area	Data trends	Observations
MAP	6,7,8	Reading	 2015 projections were Fall to Spring projections whereas the 2016 projections were Spring to Spring Cohort Data: Grade 2014-2015 2015-2016 5 65.5% 6 60.5% 68% 7 40% 62% 8 47.5% 62%	Improvement was made from 2015 to 2016 by approximately 15 percentage points at each grade level. Literature was a strength in all three grade levels. The weakest areas were in vocabulary acquisition and informational text.

MAP	6,7,8	Math	 2015 projections were Fall to Spring projections whereas the 2016 projections were Spring to Spring. Cohort Data Grade 2014-2015 2015-2016 5 65.5% 6 64.8% 31% 7 62.4% 65% 8 64.3% 68%	The area of strength in 6th grade was in Statistics and Probability, 7th grade was in Real and Complex Number Systems, and in 8th grade the strength was in Operations and Algebraic Thinking. The area of weakness in all three grades was Geometry. Conferencing involving goal setting contributed to student awareness and ownership of their learning. New knowledge of the learning continuum enabled teachers to personalize instruction.
SB	6,7,8	Reading	 Cohort Data Level 3 Level 4 Grade 2014-2015 2015-2016 6 45.4% 16.4% 7 48% 16.8% 43.2% 13.7% 8 38.5% 10.1%	The percent of students scoring above goal decreased in all three grade levels. The percent at or near goal increased in 6th and 8th grade. The percent at or near goal decreased slightly in 6th grade.

SB	6,7,8	Math	 Cohort Data Level 3 Level 4 Grade 2014-2015 2015-2016 6 27.3% 15.8% 7 20.1% 16.2% 32.8% 21.3% 8 24.6% 21.2%	Progress was made across the grades and particularly in 7th grade. Some progress was made in the goal of decreasing the percent of students in the Below Standard range for the claim of Concepts and Procedures. In 7th and 8th grade, Concepts and Procedures was a strength and in 6th grade Communicating Reasoning was a strength. The weakness in each grade level was: 6th grade-Concepts and Procedures, 7th grade-Communication, and in 8th grade-Problem Solving.
CMT	8	Science		New standards have been released. New resources and professional development on the implementation of the new standards will contribute to student learning at the secondary level.
Physical Fitness	6 & 8	PE		Females have consistently made progress, showing growth over the years.

				
Attendance			 	The attendance data indicates that accountability for student attendance results in the consistent high attendance and the decrease in chronic absenteeism.
After School Activities			Number of clubs offered to students: • 2013-14: 13 clubs • 2014-15: 13 clubs • 2015-16: 14 clubs	The number of clubs offered over the past three school years has remained consistent. As clubs have been lost, new clubs have been introduced.

Goals

Goal #1: Improving Reading Performance

In reviewing two years of Smarter Balanced Assessment data, the Reading claim continued to be the strongest deficient area, resulting in the development of this goal. In reviewing MAP assessment data, the Informational Text component was noted as an area of deficiency. Reading informational text is addressed across a variety of content areas, increasing the likelihood that students will demonstrate improvement in this area. The focus on reading directly aligns with the District's goals.

At each grade level there will be a decrease in the percentage of students "below standard" in the Reading Claim by 10% as measured by the May 2017 Smarter Balanced Assessment .

At each grade level there will be a decrease in the percentage of students "low/low average range " by 10% in the area of Informational Text and no increase at any grade level as measured by the May 2017 MAP assessment.

I. Student Outcome Indicator

Statement of Student Outcome Indicators	Connection to District Goals
Grade 6 student 'below standard' scores in Reading will decrease from 25.5% as 5th graders to 22.95% as 6th graders as measured by the 2017 Smarter Balanced Assessment Grade 7 student 'below standard' scores in Reading will decrease from 29% as 6th graders to 26.1% as 7th graders as measured by the 2017 Smarter Balanced Assessment Grade 8 student 'below standard' scores in Reading will decrease from 29% as 7th graders to 26.1% as 8th graders as measured by the 2017 Smarter Balanced Assessment ********** Grade 6 will decrease the percent of students scoring at the low/low average range in the area of Informational Text from 28.75% to 25.875% Grade 7 will decrease the percent of students scoring at the low/low average range in the area of Informational Text from 26% to 23.46% Grade 8 will decrease the percent of students scoring at the low/low average range in the area of Informational Text from 25% to 22.5%	The SMS Data Team believe that if we focus on informational text structure, student reading comprehension will improve, resulting in higher scores on the Reading claim on this year's Smarter Balanced Assessment.
Student Outcome Indicator Rationale In reviewing two years of Smarter Balanced Assessment data, the Reading claim continued to be the strongest deficient area, resulting in the development of this goal. In reviewing two years of MAP assessment data, the area of Informational Text continued to be an area of weakness, resulting in the development of this goal.	

II. Adult Action Indicators

Adult Action Indicator(s)	Adult Action Indicator(s) Rationale
In addition to the every 6-8 week review dates, the SRBI team will meet after each MAP administration (3 times year) to strategically identify students in need of services with MAP data and triangulation sources. Teachers in 7th and 8th grade will implement strategies learned through Reader's Workshop. Teachers will emphasize content literacy strategies across all content areas. Professional development will be provided on strategies to increase students' skills in vocabulary acquisition and use.	If we are more strategic in identifying students in need of services through SRBI, then reading skills will improve for more students and result in improved reading scores. If we provide training to teachers to implement Readers Workshop in 7th and 8th grade, then student's ability to comprehend diverse text and reading scores will increase. If we provide focused instruction on informational text and vocabulary acquisition, then students' reading achievement will increase.

III. Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success
Provide literacy interventions for students in need of services	October - May	SRBI Team Teachers at each grade Tutors	Review meetings (6 to 8 weeks) to discuss progress monitoring data and classroom progress.
Implement Reader's Workshop strategies	October-May	Language arts teachers at each grade level	Student work and teacher/student conferences
Activate discussions and implementation of subject area & grade level literacy strategies related to informational text	October-May	All teachers	Lesson plans identifying strategies and walkthroughs will note demonstration of implementation.
Increase professional development opportunities in vocabulary acquisition and use, focusing on informational text structure	October -May	LAC	Dates of professional development through faculty meetings will be recorded.

Goal #2: Improving Math Performance

In reviewing two years of Smarter Balanced Assessment data, the Concepts and Procedures claim continued to be the largest deficient area, resulting in the development of this goal. In reviewing MAP assessment data, the Geometry component was noted as an area of deficiency. As this proved to be a common area of weakness across all grade levels, it justified the selection of this area for this goal

At each grade level there will be a decrease in the percentage of students "below standard" on Math Concepts and Procedures claim by 10% as measured by the May 2017 Smarter Balanced Assessment .

At each grade level there will be a decrease in the percentage of students "low/low average range " by 10% in the area of Geometry and no increase at any grade level as measured by the May 2017 MAP assessment.

I. Student Outcome Indicator

Statement of Student Outcome Indicator	Connection to District Goals
Grade 6 student scores in Concepts and Procedures will decrease from 25.5% as 5th graders to 22.95% as 6th graders as measured by the 2017 Smarter Balanced Assessment Grade 7 student scores in Concepts and Procedures will decrease from 35% as 6th graders to 31.5% as 7th graders as measured by the 2017 Smarter Balanced Assessment Grade 8 student scores in Concepts and Procedures will decrease from 32% as 7th graders to 28.8% as 8th graders as measured by the 2017 Smarter Balanced Assessment	We believe that if we focus on Concepts and Procedures, student performance in the area of math will improve, resulting in higher scores on the Concepts and Procedures claim on the Smarter Balanced Assessment. We believe that if we focus on Geometry, student performance in the math will improve, resulting in higher scores on the Geometry section of the MAP assessment.
Grade 6 will decrease the percent of students scoring at the low/low average range in the area of Geometry from 37% to 33.3% Grade 7 will decrease the percent of students scoring at the low/low average range in the area of Geometry from 37% to 33.3% Grade 8 will decrease the percent of students scoring at the low/low average range in the area of Geometry from 44% to 39.6%	
Student Outcome Indicator Rationale In reviewing two years of Smarter Balanced Assessment data, the Concepts and Procedures claim continued to be an area of weakness, resulting in the development of this goal. In reviewing two years of MAP assessment data, the area of Geometry was an area of weakness, resulting in the development of this goal.	

II. Adult Action Indicators

Adult Action Indicator(s)	Adult Action Indicator(s) Rationale
Professional development will be provided to gain knowledge of strategies to address the Concepts and Procedures in geometry In addition to the every 6-8 review dates, the SRBI team will meet after each MAP administration (3 times a year) to strategically identify students in need of services. Teachers will use the Learning Continuum throughout the year to inform instruction. Teachers will conference with students on their progress, use of strategies, setting goals, and providing feedback.	If we continue to provide focused strategies in the claim of Concepts and Procedures, then the percentage of students scoring in the below standard range will continue to decrease. If we continue to provide focused strategies in Geometry, then the percentage of students scoring in the low/low average range will decrease.

III. Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success
Increase professional development opportunities in effective strategies for Concepts and Procedures & f Geometry	November - May	Content expert to be identified	Dates of professional development after school and through faculty meetings will be recorded.
Provide math intervention for students identified in need of services	October - May	SRBI Team Teachers at each grade Tutors	Review meetings (6 to 8 weeks) to discuss progress monitoring data and classroom progress.
Increase use of the MAP Learning Continuum to group students by instructional need and to inform instruction	October-May	Math teachers at each grade level	Lesson plans and student work samples
Implement conferencing with students (goal setting and analyzing student work/ providing feedback)	October-May	Math teachers at each grade level	Logs of conferences (dates, notes, etc).

IV. Communication Plan

Communication Plan
Progress on the SIP will be communicated through regular school bulletins, Parent Council meetings, posting information on the school website, share-outs at faculty meetings, mid-year and summary updates at Board of Education meetings.

Baseline Data and Targets

Assessment	Grade Level or Course	Subject	Measure	Baseline Data Spring 2016	Target Spring 2017
MAP	6	Reading	percent of students making RIT projections	68%	
MAP	7	Reading	percent of students making RIT projections	62%	
MAP	8	Reading	percent of students making RIT projections	62%	
MAP	6	Math	percent of students making RIT projections	31%	
MAP	7	Math	percent of students making RIT projections	65%	
MAP	8	Math	percent of students making RIT projections	68%	
SBAC	6	ELA	% of Students at Level 3 and above	53%	
SBAC	7	ELA	% of Students at Level 3 and above	56%	
SBAC	8	ELA	% of Students at Level 3 and above	48%	
SBAC	6	Math	% of Students at Level 3 and above	43%	
SBAC	7	Math	% of Students at Level 3 and above	53%	
SBAC	8	Math	% of Students at Level 3 and above	45%	
CMT	8	Science	% of students at goal	48%	
CMT	8	Science	% of students at advanced	11%	
Physical Fitness	6	fitness	% meeting/exceeding in all 4 assessments	47.5%	
Physical Fitness	8	fitness	% meeting/exceeding in all 4 assessments	44.6%	
Attendance	6-8		Average daily building attendance	94.8%	
Attendance	SMS		Chronic Absenteeism by building	10%	

Results for 2015-15 SMS School Improvement Goals

MAP Reading

Goal: % of students meeting or exceeding projections will increase from 55.6% to 62.6%

Goal Met at 64.6%

MAP Math

Goal: % of students meeting or exceeding projections will increase from 69% to 74.4%

Not Met at 54.4%

SBAC Reading

Goal: % of students in the "below Standard" range will decrease from 25% to 20%

Not Met at 29.5%

SBAC Math

Goal: % of students in the "below standard" range will decrease from 35% to 30%

Not Met at 33%

Introduction

This school improvement plan was collaboratively created to define the indicators and outline the strategies and actions that the schools will use to attain their goals and achieve their vision and mission. The school goals represent a reach, a challenge, and serve to inspire the entire school to work together to achieve and move beyond the current status.

School vision statement:

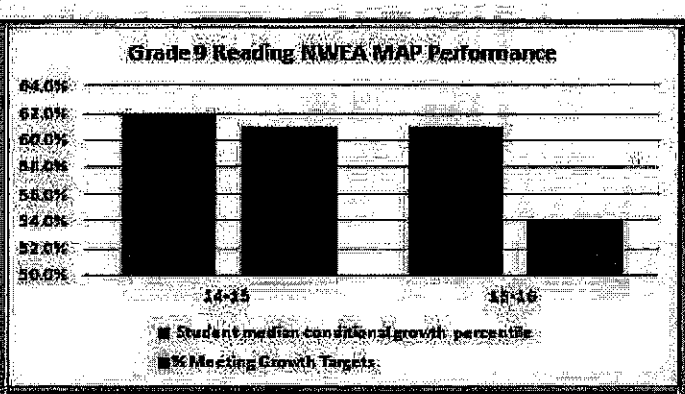
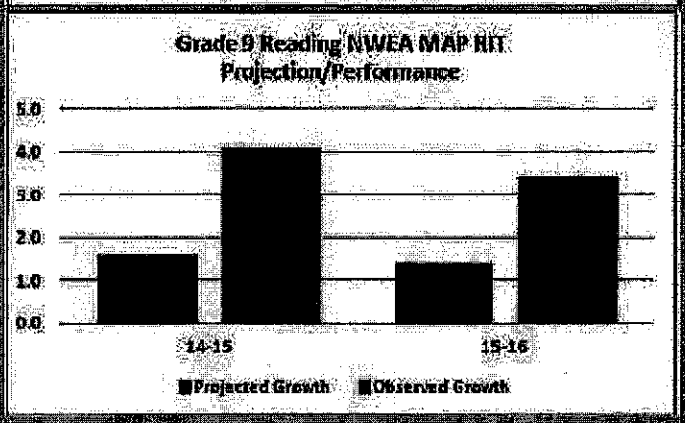
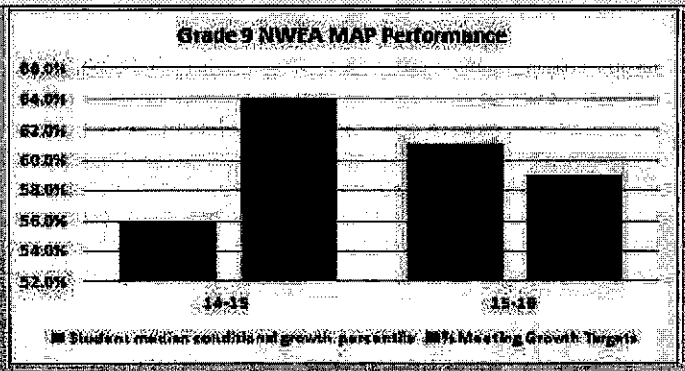
The Seymour High School faculty and staff believe that:

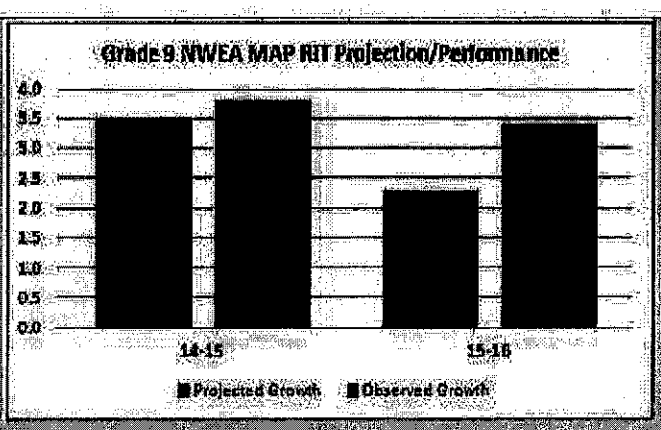
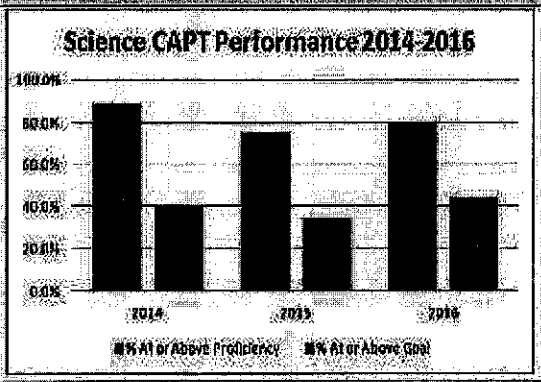
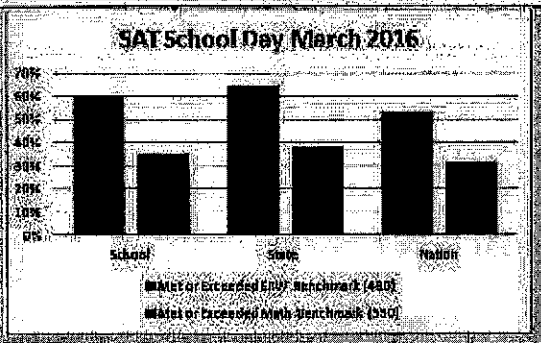
- Learning is a lifelong process that is driven by the passion which intrinsically motivates each student.
- Seymour High School is committed to working with our families and the community to empower students by engaging in a challenging 21st century learning experience that provides access to real world application in a safe and respectful learning environment.
- Students will develop meaningful connections with teachers while being held accountable for individual academic growth during their course of studies at Seymour High School
- Diverse learning experiences respect the unique abilities of each individual while increasing ownership in intellectual exercise.

School mission statement:

The mission of Seymour High School is to ensure that our students graduate as confident, independent, responsible, civic-minded citizens with a desire to continue to learn.

Data Analysis

Assessment	Grade	Subject/ Content Area	Data trends	Observations
MAP	9	Reading	 	The median conditional growth percentile increased by [illegible] percentile points. The percentage of students meeting their conditional growth percentile declined by seven percent in 2015-16. The observed growth was greater than projected RIT growth projections.
MAP	9	Math		The percentage of ninth grade students achieving their median conditional growth percentile has increased. The percentage of students meeting their RIT growth targets has decreased. Student RIT growth was greater than RIT growth projections.

					
CMT/CAPT	10	Science			The percentage of students scoring goal or above on the CAPT Science assessment increased to 44% The percentage of students scoring proficiency or above has grown to 80%
SAT	11	Evidence Based Reading and Writing	 SAT Benchmark Achievement Percentage • Evidence Based R/W Benchmark is 480 • Mathematics Benchmark is 530		The percentage of Seymour students who achieved benchmark on Evidence Based Reading /Writing and in Mathematics was less than the percentage of students who achieved this benchmark in Connecticut, but more than the percentage of students who achieved this in the nation

CTE

State Ranking on CTE Exams

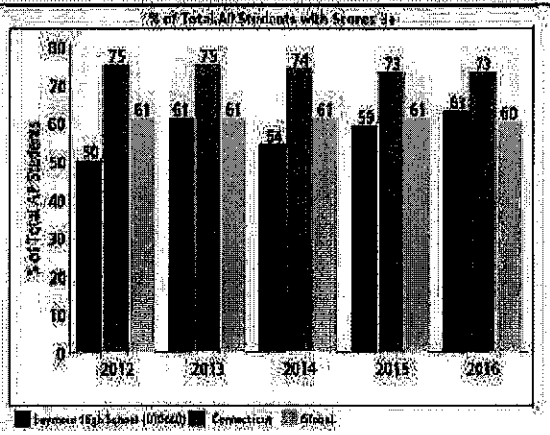
	2013-14	2014-15	2015-16
CADD	2	1	1
Business Management	3	1	1
Finance	7	16	15
Pre-Engineer	24	22	23

Overall

- 78 students tested and 53 passed or 69.23%
- SHS is ranked 7 / 122 in CT

Seymour High School has been ranked first in CADD and Business Management two years in a row.

AP



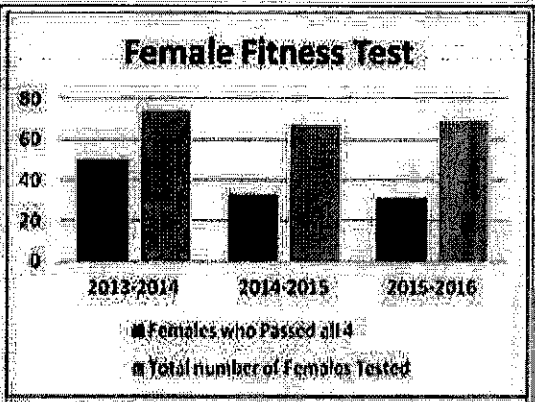
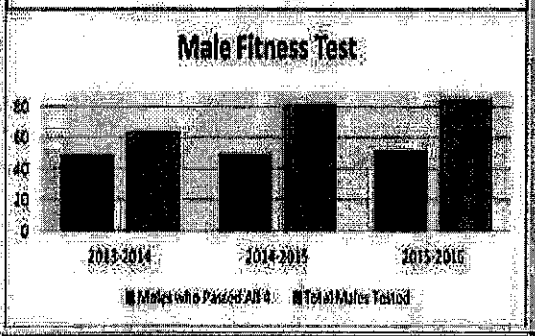
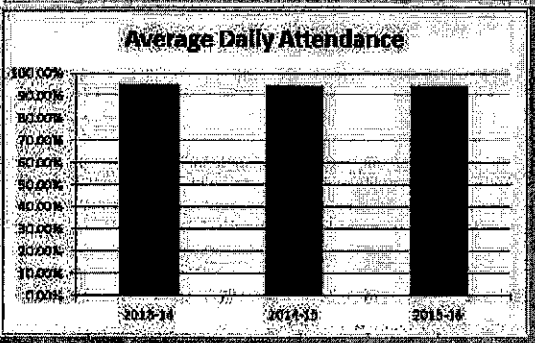
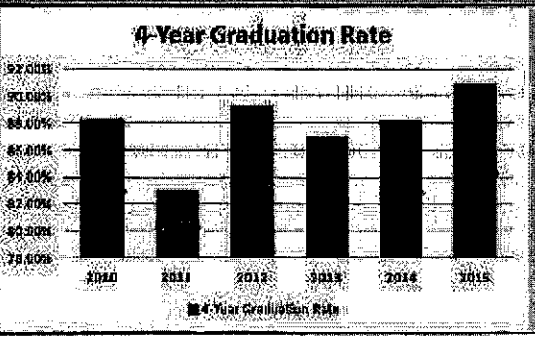
	2012	2013	2014	2015	2016
Seymour High School (070660)					
Total AP Students	111	109	119	149	160
Number of Exams	181	194	207	275	268
AP Students with Scores 3+	55	66	69	84	105
% of Total AP Students with Scores 3+	49.5	60.6	58.0	56.4	65.6

The percentage of AP students with scores of three or better has increased over the past three years.

The number of AP students has grown to 168 which is an all time high.

The number of AP tests taken has grown to 268 an all time high.

We had six AP scholars identified last school year, plus seven AP Scholars with Honor, nine AP Scholars with Distinction, and 1 National AP Scholar.

Physical Fitness	10		 		The percentage of females passing all four components of the fitness assessment has declined over the past three years. The percentage of males passing all four components of the fitness assessment has remained steady over the past three years.
Attendance					The average daily attendance has remained steady over the past three years.
Graduation Rate	9-12				The four year graduation rate has increased to 91% which is an all time high. Three year average graduation rate is 88.7%

Goals

The Spring 2016 SAT school-day administration of the new state designated assessments used to measure student performance at the high school level. Last year was the benchmark year for the assessment which was used to establish the goals below.

Goal #1: SAT ELA - To decrease the percentage of students scoring in the need to strengthen skills range and increase the number of students in the exceeds benchmark range for Words in Context and Command of Evidence on the SAT in grade 11.

Indicator: The need to strengthen skills will decrease 5 percentage points in Words in Context and Command of Evidence. The exceeds benchmark will increase 10 percentage points Words in Context and Command of Evidence.

SAT	Words in Context Spring 2016	Words in Context Target Spring 2017	Command of Evidence Spring 2016	Command of Evidence Target Spring 2017
need to strengthen skills ↓5	19%	≤14%	34%	≤29%
exceeds benchmark ↑10	9%	≥19%	18%	≥28%

I. Student Outcome Indicator

Statement of Student Outcome Indicator (written as a SMART goal).

- The percentage of students who need to strengthen skills on the Words in Context portion of the SAT will decrease from 19% to 14%.
- The percentage of students who exceed benchmark on the Words in Context portion of the SAT will increase from 9% to 19%.
- The percentage of students who need to strengthen skills on the Command of Evidence portion of the SAT will decrease from 34% to 29%.
- The percentage of students who exceed benchmark on the Command of Evidence portion of the SAT will increase from 18% to 28%.

Student Outcome Indicator Rationale:

In March 2016 the first administration of the school-day SAT was implemented in Connecticut. This assessment has taken the place of the SBAC at the secondary level. After reviewing initial student performance data it was determined that Words in Context and Command of Evidence were areas in need of improvement.

Connection to District Goals.

The District Data Team identified an SAT ELA goal and targets based on the 2016 School-day Administration of the SAT. In support of the DDT goal and established targets, the building level data team adopted the District Data Team Goal, and established new targets displayed in the chart above.

II. Adult Action Indicators

Adult Action Indicator(s)	Adult Action Indicator(s) Rationale:
The school administration will prepare information from March 2016 SAT school day assessment instructional report which teachers can use to identify areas of instructional growth. Individual courses and teachers will be developing individualized strategies to meet the needs/characteristics of the class.	The SAT data from the College Board website is very rich with much detail which is only accessible to people who have permission to view the data. To simplify working with the data, the principal download the Instructional Planning Report and Instructional Standards which were used to develop a multi-tabbed spreadsheet/tool for the teachers to use. This spreadsheet includes detailed student performance information identifying areas where benchmarks were exceeded and where there is a need to strengthen student skills. Additionally, performance levels from the state and nation were included on the spreadsheet so we could compare our performance to Connecticut and the nation.

III. Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Download SAT performance data from the March 2016 SAT school day test.	August	Principal	Information needed by the teachers to review and analyze made available to the school.
Develop the SAT Instructional planning tool from the information gathered from the SAT planning report.	August	Principal	Student performance information from the Instructional Planning Report linked to CCSS to help teachers identify curricular components which need improvement.
Provide time for the teachers to use the SAT Instructional Planning Tool to identify curricular standards which can be enhanced to improve SAT performance.	August - September	Teachers Multiple Department Chairs	Curricular standards which need instructional improvement identified by the teachers.
Utilize PLC time throughout September and on a bi-weekly base for the reminder of the year for collaborative planning and developing strategies to improve instruction. Utilize PLC time to collaboratively examine student work to identify needs and next steps in instruction.	Ongoing	Teachers Multiple Department Chairs	Teachers will develop a plan for improving instruction which will positively impact SAT performance in the future. Examples: Social Studies and English department's benchmarks will require students to utilize words in context and command of evidence strategies. The World Language department will make connections between English vocabulary and the target languages taught. (i.e. Latin Etymology) -Ongoing readings (authentic texts) in English on cultural topics. Analysis of benchmark results and discussion in grade level teams to identify strengths and areas of growth in instruction

			based on student performance. In addition, student strengths and challenges will be shared vertically to continue improving instruction from grade to grade.

Goal #2: SAT Mathematics - To decrease the percentage of students scoring in the need to strengthen skills range and increase the number of students in the exceeds benchmark range for Passport to Advanced Math, Problem Solving and Data Analysis, and Heart of Algebra on the SAT in grade 11.

Indicator: The need to strengthen skills will decrease 5 percentage points and the exceeds benchmark will increase 10 percentage points in Passport to Advanced Math, Problem Solving and Data Analysis, and Heart of Algebra.

SAT	Heart of Algebra Spring 2016	Heart of Algebra Target Spring 2017	Problem Solving Spring 2016	Problem Solving Target Spring 2017	Passport to Adv Math Spring 2016	Passport to Adv Math Target Spring 2017
need to strengthen skills ↓5	29%	≤24%	30%	≤25%	42%	≤37%
exceeds benchmark ↑10	6%	≥16%	13%	≥23%	10%	≥20%

I. Student Outcome Indicator

Statement of Student Outcome Indicator (written as a SMART goal)

- The percentage of students who need to strengthen skills on the Heart of Algebra portion of the SAT will decrease from 29% to 26%.
- The percentage of students who exceed benchmark on the heart of Algebra portion of the SAT will increase from 6% to 7%.
- The percentage of students who need to strengthen skills on the Problem Solving portion of the SAT will decrease from 30% to 27%.
- The percentage of students who exceed benchmark on the Problem Solving portion of the SAT will increase from 13% to 14%.
- The percentage of students who need to strengthen skills on the Passport to Advanced Math portion of the SAT will decrease from 42% to 38%.
- The percentage of students who exceed benchmark on the passport to Advanced Math portion of the SAT will increase from 10% to 11%.

Student Outcome Indicator Rationale:

In March 2016 the first administration of the school-day SAT was implemented in Connecticut. This assessment has taken the place of the SBAC at the secondary level. After reviewing initial student performance data it was determined that Heart of Algebra, Problem Solving, and Passport to Advanced Math were areas in need of improvement.

Connection to District Goals.

The District Data Team identified an SAT Math goal and targets based on the 2016 School-day Administration of the SAT. In support of the DDT goal and established targets, the building level data team adopted the District Data Team Goal, and established new targets displayed in the chart above.

II. Adult Action Indicators

Adult Action Indicator(s)	Adult Action Indicator(s) Rationale
The school administration will prepare information from the March 2016 SAT school day assessment instructional report which teachers can use to identify areas of instructional growth. Once growth areas are identified, teachers will adjust instruction to improve student performance on the SAT. Individual courses and teachers will be developing individualized strategies to meet the needs/characteristics of the class.	The SAT data from the College Board website is very rich with much detail which is only accessible to people who have permission to view the data. To simplify working with the data, the information was downloaded and used to develop a multi-tabbed spreadsheet/tool for the teachers to use. This spreadsheet includes detailed student performance information identifying areas where benchmarks were exceeded and where there is a need to strengthen student skills. Additionally, performance levels from the state and nation were included on the spreadsheet so we could compare our performance to Connecticut and the nation.

III. Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Download SAT performance data from the March 2016 SAT school day test.	August	Principal	Information needed by the teachers to review and analyze will be made available to the school.
Develop the SAT instructional planning tool from the SAT planning report.	August	Principal	Student performance information from the Instructional Planning Report will be linked to CCSS so the teachers can more easily identify curricular components which need improvement.
Provide time for the teachers to use the SAT Instructional Planning Tool to identify curricular standards which can be enhanced to improve SAT performance.	August - September	Teachers	Curricular standards which need instructional improvement will be identified by the teachers.
Identify strategies to improve instruction in the identified areas of improvement. Utilize PLC time to collaboratively examine student work to identify needs and next steps in instruction	ongoing	Teachers Math & Science Department Chairs	The teachers will develop a plan for improving instruction which will positively impact SAT performance. Examples: Science department benchmarks will be developed which focus on problem solving and data analysis in science. Analysis of benchmark results and discussion in grade level teams to identify strengths and areas of growth in instruction based on student performance. In addition, student strengths and challenges will be shared vertically to continue improving instruction from grade to grade.

The NWEA MAP assessments are administered three times a year. These assessments are used to identify student growth in reading and mathematics in grades nine and ten. The targets below were established by the District Data Team.

Goal #3: MAP Reading - To decrease the percentage of students scoring in the low or low average range for the lowest performing MAP Goal Area.

Indicator: At each grade there will be a decrease in the percentage of students "at low or low average" by a minimum of 10% and no increase at any grade level.

L = literature **FS** = Foundation skills **VA** = vocabulary acquisition **IT** = Informational text

Grade	Total # of Students	# of Students at Low/ Low Average	Percentage at Low/Low Average	Grade Spring 2017	Target Spring 2017 (based on previous grade level)
8	188	64IT	34%	9	≤30.6%
9	165	56L	34%	10	≤30.6%
10	152	39IT	26%		≤23.4%

I. Student Outcome Indicator

Statement of Student Outcome Indicator (written as a SMART goal)

- The percentage of ninth grade students who scored in the low or low average range in eighth grade on the Information Text portion of the NWEA MAP reading assessment will decrease from 34% to 30.6% on the spring 2017 administration of the MAP assessment.
- The percentage of tenth grade students who scored in the low or low average range in ninth grade on the Literature portion of the MAP reading assessment will decrease from 34% to 30.6% on the spring 2017 administration of the assessment.

Connection to District Goals.

The District Data Team identified NWEA MAP goals for reading and mathematics. In support of the DDT goal and established targets, the building level data team adopted the District Data Team Goal, and established new targets displayed in the chart above.

Student Outcome Indicator Rationale:

We have been administering the Map assessments for reading and mathematics for three years. Data from this assessment is used to track student reading and math growth throughout our school district. Teachers who teach English and mathematics use student performance data from these assessments to develop student learning objectives.

II. Adult Action Indicators

Adult Action Indicator(s)	Adult Action Indicator(s) Rationale:
Ninth and tenth grade students will be administered the MAP assessment in reading and mathematics three times during the year. Student performance information from Spring 2016 and the fall administration will be used by teachers to establish student learning targets in reading and writing. Individual courses and teachers will be developing individualized strategies to meet the needs/characteristics of the class.	This strategy was chosen to support the MAP district data team goals established for reading and writing.

III. Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success
Review Spring 2016 MAP student performance data.	September	English teachers	
Administer the Fall 2016 MAP assessments for all ninth and tenth grade students.	September	English teachers	Completed Fall 2016 assessment for ninth and tenth grade classes.
Administer make-up MAP assessments for the students who missed them during English classes.	September	Media Specialist	Decreased percentage of students who did not take the assessment with their classes.
Ninth and tenth grade English teachers will identify and implement strategies to achieve identified targets for their classes. Ninth and tenth grade English teachers will locate and use a variety of texts to utilize with students of varying skill levels	ongoing	English teachers English Department Chairperson	Decrease the percentage of students scoring in the low or low average range in reading informational text in ninth grade and literature in tenth grade to ≤30.6%. Examples: Teachers will access the MAP learning continuum to identify student needs and to differentiate instruction in order to improve student performance. They will develop benchmark assessments which include reading informational text in ninth grade and literature in tenth grade.

Goal #4: MAP Mathematics - To decrease the percentage of students scoring in the low or low average range for MAP Goal Area geometry.

Indicator: At each grade there will be a decrease in the percentage of students "at low or low average" by a minimum of 10% and no increase at any grade level.

G = geometry #O = numbers operations

Grade	Total # of Students	# of Students at Low/Low Average	Percentage at Low/Low Average	Grade Spring 2017	Target Spring 2017 (based on previous grade level)
8	188	83G	44%	9	≤39.6%
9	167	68G	41%	10	≤36.9%
10	149	41G	27%		≤24.3%

I. Student Outcome Indicator

Statement of Student Outcome Indicator (written as a SMART goal)

- The percentage of ninth grade students who scored in the low or low average range in eighth grade on the Geometry portion of the NWEA MAP math assessment will decrease from 44% to 39.6% on the spring 2017 administration of the assessment.
- The percentage of tenth grade students who scored in the low or low average range in ninth grade on the Geometry portion of the NWEA MAP math assessment will decrease from 41% to 36.9% on the spring 2017 administration of the assessment.

Connection to District Goals.

The District Data Team identified NWEA MAP goals for reading and mathematics. In support of the DDT goal and established targets, the building level data team adopted the District Data Team Goal, and established new targets displayed in the chart above.

Student Outcome Indicator Rationale:

Why was the student outcome indicator chosen? We have been administering the NWEA Map assessments for reading and mathematics for three years. Data from this assessment is used to track student reading and math growth throughout our school district. Teachers who teach English and mathematics use student performance data from these assessments to develop student learning objectives.

II. Adult Action Indicators

Adult Action Indicator(s)	Adult Action Indicator(s) Rationale
Ninth and tenth grade students will be administered the NWEA MAP assessment in reading and mathematics three times during the year. Student performance information from Spring 2016 and the fall administration will be used by teachers to establish student learning targets in reading and writing. Individual courses and teachers will be developing individualized strategies to meet the needs/characteristics of the class.	This strategy was chosen to support the NWEA MAP district data team goals established for reading and writing.

III. Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Review Spring 2016 MAP student performance data.	September	Math teachers	
Administer the Fall 2016 MAP assessments for all ninth and tenth grade students.	September	Math teachers	Completed Fall 2016 assessment for ninth and tenth grade classes.
Administer make-up MAP assessments for the students who missed them when they were administered during math classes.	September	Media Specialist	Decreased percentage of students who did not take the assessment with their classes.
Ninth and tenth grade math teachers will develop and implement strategies to achieve identified targets for their classes.	ongoing	Math teachers Math Department Chairperson	Decrease the percentage of students scoring in the low or low average range for MAP Goal Area geometry in ninth grade to ≤39.6%, and in tenth to ≤36.9%. Examples: Teachers will access the MAP learning continuum to identify student needs and to differentiate instruction in order to improve student performance.

IV. Communication Plan

Communication:
Progress on the SIP will be communicated through regular school Eblasts, posting information on the school website, share-outs at faculty meetings, and through mid-year and summary updates at Board of Education meetings.

Baseline Data and Targets

Assessment	Grade Level or Course	Subjects	Measure	Baseline Data 2016	Target 2017
MAP	9	Reading	Students meeting RIT projected target	54%	57%
MAP	9	Math	Students meeting RIT projected target	59%	62%
MAP	10	Reading	Students meeting RIT projected target	61%	64%
MAP	10	Math	Students meeting RIT projected target	45%	47%
CAPT	10	Science	Students at goal or above	44%	
CAPT	10	Science	Students at advanced level	20%	
SAT	11	Reading	Students with composite score of 480 or higher	60%	63%
SAT	11	Reading	Student average score	499	
SAT	11	Math	Students with composite score of 530 or higher	35%	37%
SAT	11	Math	Student average score	491	
CTE	SHS	Various	Students participating in at least 2 CTE courses	14%	
CTE	SHS	Various	Students passed	89/93	
AP	SHS	Various	Students scored 3 and above/#enrolled	105 /168	
Physical Fitness	10	Fitness	Meeting/exceeding in all 4 assessments	40%	
Attendance	9-12	All	Average daily building attendance	94%	
Attendance	SHS	All	Chronic Absenteeism by building	79/655 Students	
Graduation Rate	SHS		Students graduating in 4 years	88.7% 2012-15	

Results for 2015-2016 SHS School Improvement Goals

Decrease the percentage of students scoring in the low or the low average range in the MAP Reading areas of Literature and Information Texts by a minumum of 5%.

Student numbers for grade 9 who are currently average/below average is 89 for Literature and 100 for Information Text.

Grade 9	Total # of Students	Low/Low Average/Average Combined Baseline	Low/Low Average/Average Combined Target
Literature-Fall 2015	163	89	≤ 81
Literature-Spring 2016	165	100	Did Not Meet the target
Information Text-Fall 2015	163	100	≤ 92
Information Text-Spring 2016	165	95	Partially Met the target

Student numbers for grade 10 who are currently average/below average is 80 for Literature and 80 for Informational Text.

Grade 10	Total # of Students	Low/Low Average/Average Combined Baseline	Low/Low Average/Average Combined Target
Literature-Fall 2015	154	80	≤ 82
Literature-Spring 2016	152	70	The target was Met
Information Text-Fall 2015	154	80	≤ 82
Information Text-Spring 2016	159	64	The target was Exceeded