Seymour Board of Education

SPECIAL MEETING MINUTES

October 15, 2018
Seymour High School
Cafeteria
7:00 p.m.

BOARD MEMBERS IN ATTENDANCE:	Christopher Champagne
	Jay Hatfield (7:07 pm)
	Edward Hendricks
	Peter Kubik
	Jennifer Magri
	Ed Strumello
	Ashley Sirowich, Student Representative
BOARD MEMBERS ABSENT:	James Garofolo
	Kristen Harmeling
	Fred Stanek
OTHERS IN ATTENDANCE:	Michael Wilson, Superintendent of Schools
	Vonda Tencza, Associate Superintendent
	Rick Belden, Asst. Sup - Finance & Operations
	Lee-Ann Dauerty, Board Clerk
	Rob Dyer, System Technology Coordinator
	Kris Boyle, Director of Special Services
	Jim Freund, Principal, SHS
	Paul Lucke, Assistant Principal, SHS
	Ernie DiStasi, Assistant Principal, SHS
	Bernadette Hamad, Principal, SMS
	Tara Yusko, Assistant Principal, SMS
	Mary Sue Feige, Principal, BS
	Lauren Reid, Assistant Principal, BS
	David Olechna, Principal, CLS
	Kathleen Freimuth, Assistant Principal, CLS
	Darlene O'Callaghan
	Allison Cunningham
	Alison Brett

I.   CALL TO ORDER
Ms. Magri called the meeting to order with the Pledge of Allegiance at 7:01 p.m.

"IT'S ALL ABOUT STUDENT LEARNING"

II. <u>REPORTS AND INFORMATION</u>
A. Information
1. School Improvement Plans
 a. Bungay School – Mary Sue Feige

Ms. Feige and Ms. Reid did a brief overview of the Results and Outcomes for 2017-2018 and the School Improvement Plan for 2018-19. They thanked the School Data Team for all of their hard work. Dr. Hendricks said he appreciated the communication that is done and is happy to know what the school is doing. Mr. Kubik was concerned about scores going down from the previous year. Ms. Feige acknowledged that the scores went down but indicated new strategies are being used. These strategies have a higher level of rigor and she hopes to see an increase in scores. There was a discussion regarding the fact that each year you are looking at a different group of students. When asked Ms. Feige gave Bungay an A+ stating that she feels this way based on what she sees in the classrooms every day; the students are engaged and expected to learn. She is very proud of what is being done in the classrooms.

 b. Chatfield-LoPresti School – David Olechna

Mr. Olechna and Ms. Freimuth presented the Chatfield-LoPresti data. Mr. Olechna pointed out the 3 out of every 4 students hit their target which is above the national norm. He reviewed the results and outcomes. He spoke of the rotating schedules they are using this year and spoke about the CLS Homework Philosophy. Mr. Hatfield asked if they had considered having parent workshops for both groups and alternating them between the two schools as a way to bring the community together. Mr. Olechna said he thought this was a good idea. Mr. Olechna said the teachers are excited and are doing more reading. They like the book clubs and guided reading. CLS has done well with this. He said CLS is meeting the needs of the students more than in the past. Mr. Strumello said he likes the homework philosophy. Mr. Kubik asked how often the two elementary schools administrators collaborate and Mr. Olechna said they talk weekly. The administrators get together with the Superintendent on a monthly basis. We also have had combined professional development with both schools. When asked about her thoughts student representative Ashley Sirowich said she wished she had more simple statistics in the early grades.

 c. Seymour Middle School – Bernadette Hamad

Ms. Hamad did an overview of the Seymour Middle School outcomes and results. There was a discussion on the transition from 5th grade to 6th grade. She said she felt the emotional transition was fine and changing classes was ok but academics are a struggle. The test is very different from the 5th grade test. They are taking the test in the fall but have not yet had any instruction in the material, so they do not do well. Mr. Hatfield asked if students can use Conn Academy in the summer between 5th and 6th grade. Ms. Hamad said they can but it is not mandatory. He asked about summer assignments and she responded that they do not do them at this time. Student Representative Ashley Sirowich said she thought it was "cool" that 8th graders got to take the PSAT; they are going to be so much more prepared.

d. Seymour High School – Jim Freund
Mr. Freund did had a brief discussion about the results and outcomes for the high school. Mr. Strumello asked about the Chronic Absenteeism and Mr. Freund confirmed that it is creeping up each year. They are talking to the students who were chronically absent and he acknowledged that it is an issue and a big concern for them. There was a discussion on parental communication. Ms. Magri said parents are saying they are not well informed but how do we know they know what communications are available to them? Parents want more than communication. She noted it is hard at the high school level as high school students are expected to be responsible. We probably need to ask different questions. Mr. Freund agreed.

III. ADJOURNMENT
MOTION: (Mr. Strumello/sec., Dr. Hendricks) to adjourn

SO VOTED

AFFIRMATIVE: Mr. Champagne, Mr. Hatfield, Mr. Hendricks, Mr. Kubik, Ms. Magri, Mr. Strumello

The meeting adjourned at 9:31 pm

Submitted by:
Lee-Ann Dauerty
Board Clerk

Seymour Public Schools
Results and Outcomes

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
Assistant Principal: Lauren Reid
Date: Fall 2017-Spring 2018

School-Wide Data Team Members

Name	Role
Mary Sue Feige	Principal
Lauren Reid	Assistant Principal
Stephanie Rush	School Counselor
Kim Barton	SRBI Mathematics Teacher
Dawn Black	Third Grade Teacher
Kimberly Freeman	SRBI Language Arts Teacher
Katie Furino	First Grade Teacher
Caitlin Jurkowski	Computer Teacher
Christopher Cummings	Fourth Grade Teacher
Carolyn Mucci	Language Arts Consultant

Revised 05/30/2018

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

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Bungay Elementary School
Children *First*
Courteous, Achieving, Responsible, Interested, Neighborly, Growing

</div>

School Mission Statement

The faculty and staff of Bungay 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.

Goals

Goal #1: Improved Reading Performance

Reading continues to be a high priority in Seymour. Seymour's core values state that all students can be successful learners. After carefully examining the data at the school level, we identified reading as a high priority need. At Bungay, we support this and believe that every student can learn to read and continually improve their reading skills towards the goal of becoming lifelong learners. We will continue to learn, practice, reflect and refine our approach with our instructional strategies and practices. 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.

I.   Student Outcome Indicator

Statement of Student Outcome Indicator	Connection to District Goals
Our goal is that the percentage of Bungay students meeting or exceeding their projected growth targets in reading (RIT) will increase from 57% (May 2017) to 60% as measured by the May 2018 K-5 MAP Assessment.	Seymour's district goals continue to strive for improved student achievement in the area of reading. The efforts towards attaining the Bungay reading goal for the 2017-2018 school year also correlate to improving our students' performance on the Smarter Balanced ELA assessment.

Student Outcome Indicator Rationale	Results and Outcomes
In the past year, we made growth in the focus areas for each grade, such as Literature, Foundational Skills, Vocabulary Acquisition and Informational Text. This year we have chosen to focus on increasing the overall number of students who meet or exceed their projected growth targets in reading (RIT) by 3 percentage points. Our goal of 60% is reasonable because according to NWEA, "approximately 50-60% of students nationwide meet or exceed their growth projections."	**End of Year Update-Reading** Spring 2017 to Spring 2018 Data: 52% of students K-5 met or exceeded their projected growth targets in reading (RIT) as measured by the May 2018 K-5 MAP Assessment. 64% of students K-5 met or exceeded the end of the year grade level norm. Strategies: • Use of the NWEA Learning Continuum and Student Profile Report to differentiate, group students, inform instruction, and provide ongoing effective feedback to students through: Faculty Meetings, Data Team Meetings, SRBI meetings, and Professional Learning Days • K-5 Lucy Calkins Reading and Writing Workshop Book Studies-completed writing workshop book; currently working on reading workshop book. Most teachers piloted these new workshop units of studies in reading and writing and adjusted their curriculums to pilot. • Professional Learning on Effective Feedback including Learning Intentions and Success Criteria-throughout the year during professional learning days, faculty meetings, and post-observation feedback • Parents were provided with effective learning strategies in and out of school. (Friday Flash, Newsletters, Informational sheets, Technology websites, PowerSchool updates, Class Messenger, parents invited into the classroom for: Mystery Readers, Poetry Cafe, Sharing our Writing Day, Character Cans. • Focus groups- all students in grades K-1 rotated heterogeneously within their grade level to address areas of need in reading • Morning Data Teams- discussed data and set new goals for future teacher lessons and individual, small group, and whole group needs • Academic Vocabulary - Grade levels incorporated academic vocabulary into their morning meeting or had a "Word of the Day" across content areas. • Formative Assessments - grade levels used pre and post assessments in reading and writing from the units of study. Used the pre

| | assessments to inform instruction during implementation of Units of Study. |
| | Newsela - Article of the Day - Many grade levels - grades 2 and up incorporated a news article or nonfiction article of the day into morning work. |

Goal #2: Improved Mathematics Performance

Bungay School is striving to improve math performance in kindergarten through grade five. We seek to make consistent progress in the percentage of students meeting or exceeding their projected RIT targets as they progress from grade to grade. We will continue to learn, practice, reflect and refine our approach with our instructional strategies and practices. 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.

I.   Student Outcome Indicator

Statement of Student Outcome Indicator	Connection to District Goals
Our goal is that the percentage of Bungay students meeting or exceeding their projected growth targets in math (RIT) will increase from 57% (May 2017) to 60% as measured by the May 2018 K-5 MAP Assessment.	Seymour's district goals continue to strive for improved student achievement in the area of mathematics. The efforts towards attaining the Bungay math goal for the 2017-2018 school year also correlate to improving our students' performance on the Smarter Balanced Math assessment.
Student Outcome Indicator Rationale: In the past year, we made growth in the number of students who met or exceeded their projected RIT. Overall, we had a 1 percentage point increase. Although we did not meet our 2016-2017 goal, we plan to reflect on and refocus our action plan and instruction in order to reach our 2017-2018 goal. Our goal of 60% is reasonable because according to NWEA, "approximately 50-60% of students nationwide meet or exceed their growth projections."	Results and Outcomes **End of Year Update-Mathematics** <u>Spring 2017 to Spring 2018 Data:</u> 56% of students K-5 met or exceeded their projected growth targets in reading (RIT) as measured by the May 2018 K-5 MAP Assessment. 58% of students K-5 met or exceeded the end of the year grade level norm. <u>Strategies:</u> - Use of the NWEA Learning Continuum, Student Profile Report and Khan Mappers to differentiate, group students, inform instruction, and provide ongoing effective feedback to students through: Faculty Meetings, Data Team Meetings, SRBI meetings, and Professional Learning Days; concept/ skill based math centers focused on individual needs, problem of the day highlighting challenging grade level concepts - Teacher provided with professional learning on Math Talk strategies and implementing Number Talks into daily instruction to increase math discourse - including data team work focusing on grade level expectations; sentence stems used to

	support students during Math Talk sessions, observing grade level partners
	• Professional Learning on Effective Feedback including Learning Intentions and Success Criteria- throughout the year during professional learning days, faculty meetings, and post-observation feedback; use of peer feedback, visible learning, self assessments, and goal setting
	• Parents are provided with effective learning strategies.. (Friday Flash, Newsletters, Informational sheets, PowerSchool updates, Class Messenger, technology websites; shared charted data with parents

Baseline Data and Targets

Assessment	Grade Level or Course	Subjects	Measure	Baseline Data 2015-16	Results 2017	Results 2018
DRA2	K	Reading	Students on/above spring benchmark	93%	70%	85%
DRA2	1	Reading	Students on/above spring benchmark	75%	78%	58%
DRA2	2	Reading	Students on/above spring benchmark	76%	70%	73%
DRA2	3	Reading	Students on/above spring benchmark	65%	70%	74%
MAP	K	Reading	Students meeting RIT projected target	80%	53%	72%
MAP	K	Math	Students meeting RIT projected target	85%	53%	81%
MAP	1	Reading	Students meeting RIT projected target	60%	67%	56%
MAP	1	Math	Students meeting RIT projected target	41%	55%	41%
MAP	2	Reading	Students meeting RIT projected target	51%	51%	37%
MAP	2	Math	Students meeting RIT projected target	38%	46%	37%
MAP	3	Reading	Students meeting RIT projected target	78%	60%	53%
MAP	3	Math	Students meeting RIT projected target	66%	62%	57%
MAP	4	Reading	Students meeting RIT projected target	67%	66%	59%
MAP	4	Math	Students meeting RIT projected target	63%	76%	71%
MAP	5	Reading	Students meeting RIT projected target	66%	45%	35%
MAP	5	Math	Students meeting RIT projected target	48%	51%	42%
SB	3	Reading	% of Students at Level 3 and above	60%	56%	59%
SB	3	Math	% of Students at Level 3 and above	56%	39%	54%
SB	4	Reading	% of Students at Level 3 and above	77%	67%	53%
SB	4	Math	% of Students at Level 3 and above	48%	54%	43%
SB	5	Reading	% of Students at Level 3 and above	58%	54%	61%
SB	5	Math	% of Students at Level 3 and above	47%	45%	49%
CMT	5	Science	Students at goal	63%	67%	NA
CMT	5	Science	Students at advanced	16%	15%	NA
Physical Fitness	4	Fitness	% meeting/exceeding in all 4 assessments	66%	74%	75%
Attendance	K-5	Attendance	Chronic Absenteeism by building	4.8%	5.7%	5.7%

Seymour Public Schools
School Improvement Plan

Mission of the Seymour Public Schools

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Context Vocabulary

SIP common vocabulary

Embedded within the school improvement plan (SIP) are terms commonly used within the educational setting and important to understanding the document.

Seymour Public Schools strongly believe that any assessment achievement levels should serve only as a starting point for discussion about the performance of students and of groups of students. Seymour Public Schools supports the development of the whole child and achievement levels should never be interpreted as infallible predictors of a student's future.

MAP- (Measures of Academic Progress)- Math, language arts, and science assessments that measure what students know and informs teachers what they're ready to learn next. The results help teachers track growth through the school year and over multiple years providing an accurate longitudinal picture whether a student performs on, above, or below grade level. MAP is administered up to three times each year (fall, winter, spring). Seymour looks for students to achieve in the high average and high bands, which correlate to student goal scores falling within the 61st percentile and higher. These percentiles strongly correlate to success in college and career experiences.

MAP RIT- The RIT (Rasch Unit) is an estimation of a student's instructional level and compares the average growth of students who are in the same grade and who test in the same term. Every question on the MAP assessment is calibrated

to the RIT scale and allows educators to trust it to track longitudinal growth.

RIT Projections- Projected RIT scores are generated by the MAP assessment results and offer teachers a benchmark against which to measure expected student growth. Each grade level has approximate bands of expected growth defined.

DRA2-The Developmental Reading Assessment, Second Edition is an individual reading assessment designed to assess students' reading performance. The primary purpose of the DRA2 is to enable teachers to observe, record and evaluate change in student reading performance, and to plan for and teach what each student needs to learn next.

SB- Smarter Balanced- The Smarter Balanced assessment is administered to all students in grades 3-8 in Connecticut. While there are four achievement levels, level 4 being the highest performance level, Seymour looks for students to achieve in the range of At/Above Level 3. A level 3 student has met the achievement standard for English language arts/literacy expected for their designated grade. Students performing at this standard are demonstrating progress toward mastery of English language arts/literacy knowledge and skills. Students performing at this standard are on track for likely success in the next grade.

PSAT- The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a standardized test administered in October of 2017-2018 to all students in grades 8, 9, 10, and 11. The PSAT assesses student achievement in math, reading, and writing.

SAT- The SAT is a standardized test administered in Seymour in 2017-2018 to all students in grade 11 and measures student achievement in math, reading, and writing.
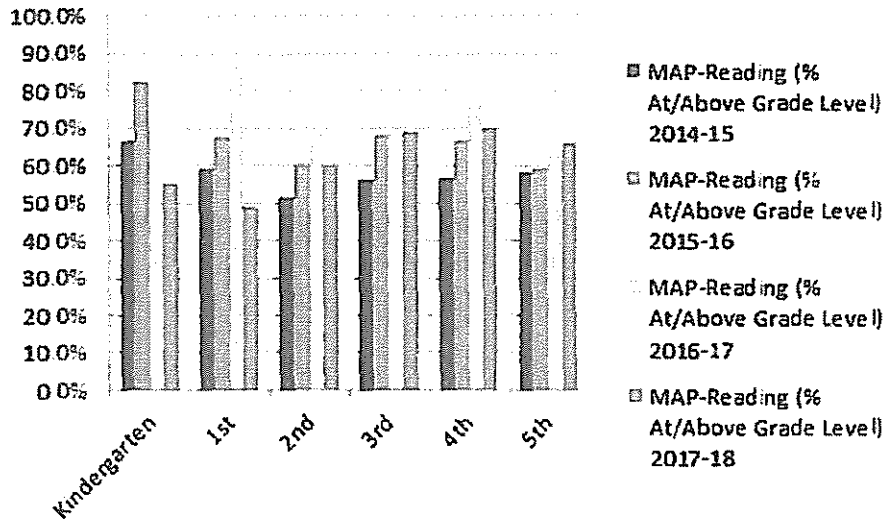
Data Analysis   3-year historical cohort-based data graphs

Assessme nt	Data Trends- 3 year cohort	Observations
DRA2 (K-3rd Grade)	DRA2 (% At/Above Grade Level) 2014-15 DRA2 (% At/Above Grade Level) 2015-16 DRA2 (% At/Above Grade Level) 2016-17 DRA2 (% At/Above Grade Level) 2017-18	• The K-3rd grade average for DRA2 students performing at/above grade level was 72% in 2017-2018. • First grade performed below the K-3 average on the DRA2. • Kindergarten, second and third grade performed above the K-3 average on the DRA2.

DRA2 (% At/Above Grade Level)

School Year	2014-15	2015-16	2016-17	2017-18
Kindergarten	80.8%	93.0%	70.0%	85.0%
1st	70.1%	75.3%	78.0%	58.0%
2nd	69.7%	76.3%	70.0%	75.0%
3rd	68.0%	65.1%	69.5%	74.0%

MAP - Reading
(K - 5th Grade)

Legend:
- MAP-Reading (% At/Above Grade Level) 2014-15
- MAP-Reading (% At/Above Grade Level) 2015-16
- MAP-Reading (% At/Above Grade Level) 2016-17
- MAP-Reading (% At/Above Grade Level) 2017-18

- The K-5th grade average for MAP reading assessment was 54% at/above grade level was in 2017-2018.
- Class of 2028 had a significant decrease from K-1 to 2nd grade.
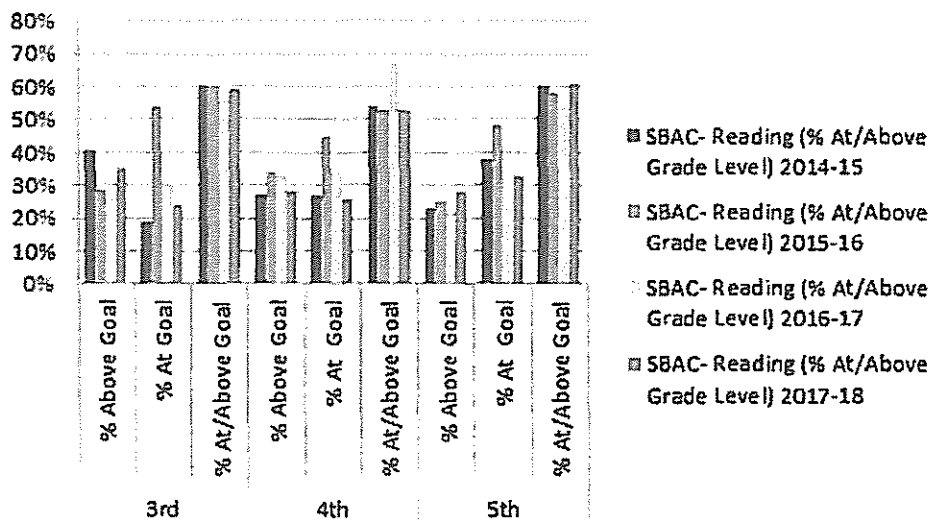
MAP-Reading (% At/Above Grade Level)

	2014-15	2015-16	2016-17	2017-18
Kindergarten	66.7%	82.5%	44.9%	55%
1st	59.5%	67.5%	86.3%	49%
2nd	51.7%	60.0%	69.9%	60%
3rd	56.3%	67.8%	68.3%	69%
4th	56.5%	66.3%	76.2%	70%
5th	58.5%	59.5%	63.0%	66%

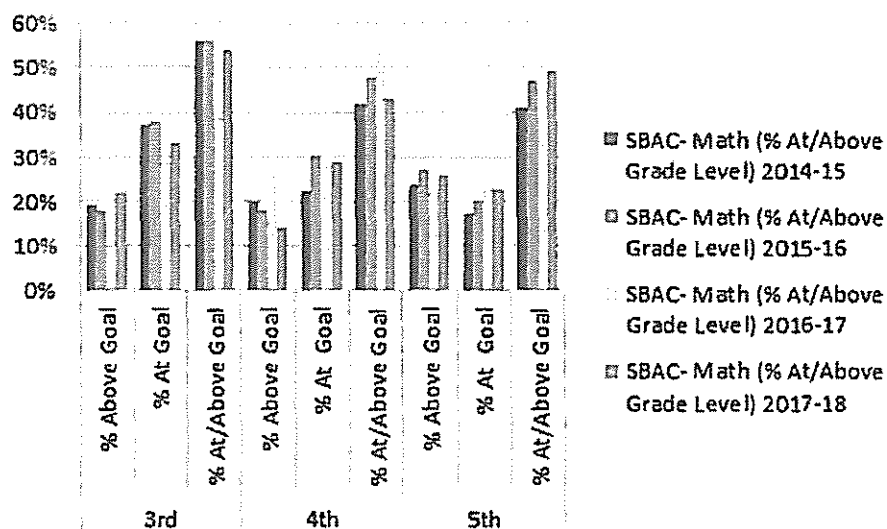| MAP - Math (K - 5th Grade) | | • The K-5th grade average for MAP math assessment was 53% at/above grade level was in 2017-2018.
• The Class of 2026 has consistently made progress on the MAP Math assessment from K to 3rd grade. |
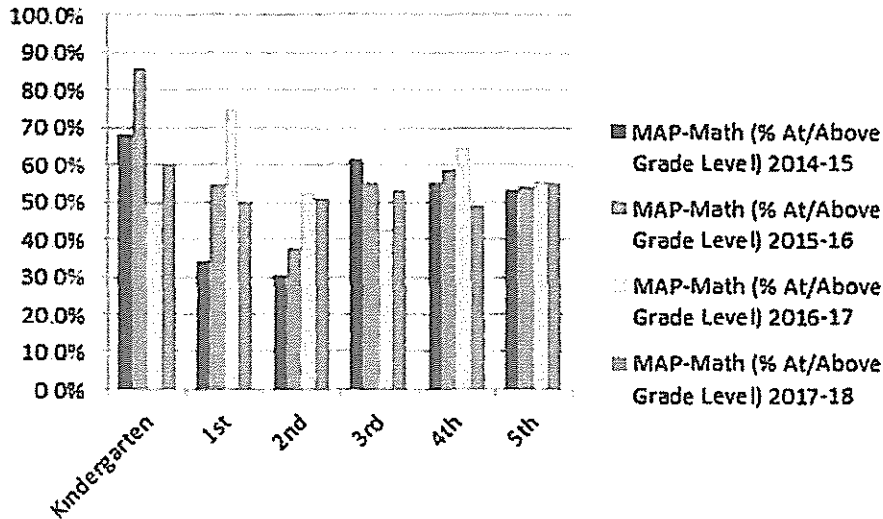
MAP-Math (% At/Above Grade Level)

	2014-15	2015-16	2016-17	2017-18
Kindergarten	67.9%	86.0%	49.3%	60.0%
1st	34.2%	54.5%	74.5%	50.0%
2nd	30.3%	37.5%	52.4%	51.0%
3rd	61.3%	55.2%	42.7%	53.0%
4th	55.3%	58.8%	64.3%	49.0%
5th	53.2%	54.4%	55.6%	55.0%

| SBAC - Reading (3rd - 5th Grade) | | • 57.6% of 3rd-5th grade performed at level 3 and above grade level on the 2018 reading SBAC.
• Overall, grades 3 and 5 saw an increase in the percent of students at level 3 and above. |

SBAC- Reading (% At/Above Grade Level)					
Grade Level		2014-15	2015-16	2016-17	2017-18
3rd	% Above Goal	41%	29%	26%	35%
	% At Goal	19%	54%	30%	24%
	% At/Above Goal	60%	60%	56%	59%
4th	% Above Goal	27%	34%	33%	28%
	% At Goal	27%	45%	34%	26%
	% At/Above Goal	54%	53%	67%	53%
5th	% Above Goal	23%	25%	22%	28%
	% At Goal	38%	48%	32%	33%
	% At/Above Goal	60%	58%	54%	61%

SBAC - Math (3rd - 5th Grade)

- 49% of 3rd-5th grade performed at level 3 and above grade level on the 2018 math SBAC.
- The Class of 2026 had an increase in the percentage of students at/above grade level from 39% to 43%.
- The Class of 2025 has shown an overall decrease over the past two years.

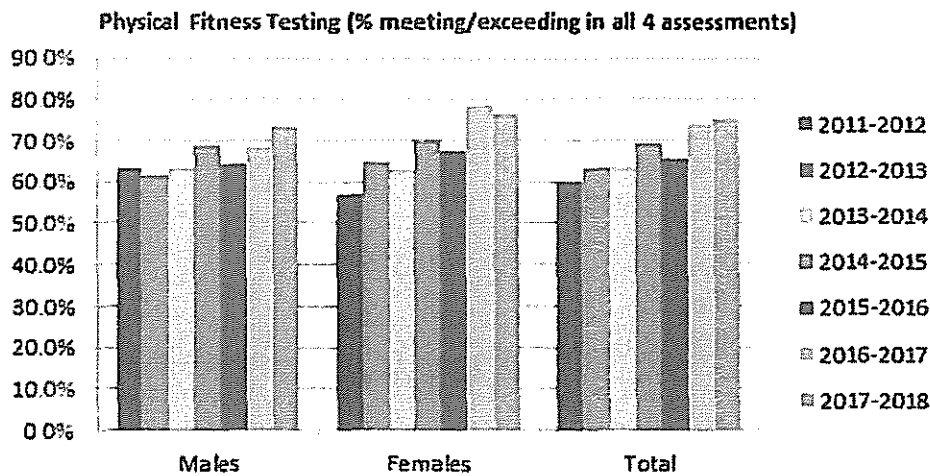| SBAC- Math (% At/Above Grade Level)					
Grade Level		2014-15	2015-16	2016-17	2017-18
3rd	% Above Goal	19%	18%	10%	22%
	% At Goal	37%	38%	29%	33%
	% At/Above Goal	56%	56%	39%	54%
4th	% Above Goal	20%	18%	26%	14%
	% At Goal	22%	30%	28%	29%
	% At/Above Goal	42%	48%	54%	43%
5th	% Above Goal	24%	27%	22%	26%
	% At Goal	17%	20%	23%	23%
	% At/Above Goal	41%	47%	45%	49%
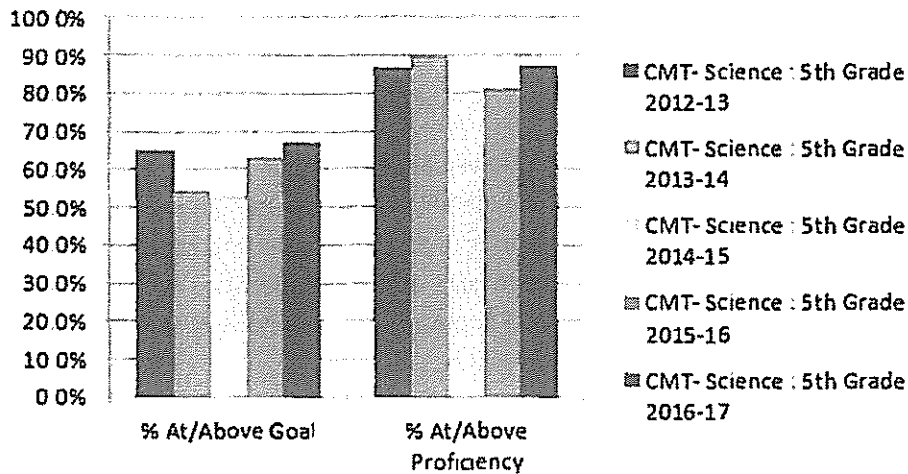
| CMT
(5th Grade) | | Took the pilot NGSS 2017-2018. CMT Science is no longer used. |

CMT- Science : 5th Grade

	2012-13	2013-14	2014-15	2015-16	2016-17
% At/Above Goal	65.2%	54.5%	52.7%	63.0%	67.0%
% At/Above Proficiency	86.5%	89.9%	80.6%	81.0%	87.0%

Physical Fitness (4th Grade)

Physical Fitness Testing (% meeting/exceeding in all 4 assessments)

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Males	63.2%	61.7%	63.4%	69.0%	64.3%	68.6%	73.50%
Females	57.1%	64.6%	63.0%	69.8%	67.6%	78.3%	76.40%
Total	59.8%	63.2%	63.2%	69.4%	65.8%	74.1%	75.30%

- Overall increase in meeting/exceeding in all 4 assessments over time 59.8% (2011-2012) to 75.3% (2017-2018).
- Males have had the most students meet/exceed in all 4 assessments from 2011.
- There are more females (76.4%) than males (73.5%) meeting/exceeding in all 4 assessments in the 2017-2018 school year, even though the percentage of females meeting/exceeding decreased from 2016-2017 (78.3%).

Goals

Goal #1: Improved Reading Performance

Reading continues to be a high priority in Seymour. Seymour's core values state that all students can be successful learners. After carefully examining the data at the school level, we identified reading as a high priority need. At Bungay, we support this and believe that every student can learn to read and continually improve their reading skills towards the goal of becoming lifelong learners. We will continue to learn, practice, reflect and refine our approach with our instructional strategies and practices. 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.

I.   Student Outcome Indicator

Statement of Student Outcome Indicator	Connection to District Goals
1. The mean score for reading in Kindergarten grade will increase from **138.2** to **158** as measured by the fall 2018 to the spring 2019 MAP assessment. 2. The mean score for reading in first grade will increase from **163.4** to **182** as measured by the spring 2018 to the spring 2019 MAP assessment. 3. The mean score for reading in second grade will increase from **176.8** to **190** as measured by the spring 2018 to the spring 2019 MAP assessment. 4. The mean score for reading in third grade will increase from **191.7** to **200** as measured by the spring 2018 to the spring 2019 MAP assessment. 5. The mean score for reading in fourth grade will increase from **202** to **209** as measured by the spring 2018 to the spring 2019 MAP assessment. 6. The mean score for reading in fifth grade will increase from **209.3** to **214** as measured by the spring 2018 to the spring 2019 MAP assessment.	Seymour's district goals continue to strive for improved student achievement in the area of reading. The efforts towards attaining the Bungay reading goal for the 2018-2019 school year also correlate to improving our students' performance on the Smarter Balanced ELA assessment.
Student Outcome Indicator Rationale: Upon analyzing the data from the past 3 years, we were looking to improve not only the cohort, but the grade level performance. We looked at the average growth of the cohort as well as the grade level in order to determine grade level SMART goals for the 2018-2019 year. Our goals are aligned with the district's goals.	Results and Outcomes

II.   Action Plan and Results Indicators -

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Teachers will use MAP Reports (Learning Continuum, Summary with Quadrant, Class Breakdown, and Student	-September through June	Classroom Teachers during: -Flexible grouping -SRBI block	-Improved individual student performance on Reading MAP -Formative assessment data aligning to areas of need according to MAP

Profile) to pinpoint specific skill areas of need for individual students in order to differentiate within Tier 1 small group instruction.	-October and February check-in	-Morning data meetings	
Professional Learning for staff on: -Reading and Writing Workshop (Lucy Calkins)	-September through June via faculty, grade level meetings and district PD with Patty Wright (Sept, Nov, Feb)	-Classroom Teachers -Administration and Data Team	-Informal walkthroughs -Pre/Post On Demands -TC running records (calibrated across grade levels)
Teachers will provide effective feedback, specifically guiding students to set a purpose through learning intentions and success criteria.	-September through June -December and April check-in	-Classroom Teachers through: -Student driven goals -conferencing	-Informal walkthroughs -Evidence of feedback (Artifact ex. reading and writing conference records, completed rubrics, goal setting sheets, TC running records)
Teachers will share at-home reading strategies with parents.	-September through June	Certified staff	-Friday Flash, parent workshops, teacher newsletters, communication applications and PowerSchool communication

Goal #2: Improved Mathematics Performance

Bungay School is striving to improve math performance in kindergarten through grade five. We seek to make consistent progress in the percentage of students meeting or exceeding their projected RIT targets as they progress from grade to grade. We will continue to learn, practice, reflect and refine our approach with our instructional strategies and practices. 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.

I.   Student Outcome Indicator

Statement of Student Outcome Indicator	Connection to District Goals
1. The mean score for mathematics in Kindergarten grade will increase from **137.4** to **159** as measured by the fall 2018 to the spring 2019 MAP assessment. 2. The mean score for mathematics in first grade will increase from **163.5** to **181** as measured by the spring 2018 to the spring 2019 MAP assessment. 3. The mean score for mathematics in second grade will increase from **177.9** to **189** as	Seymour's district goals continue to strive for improved student achievement in the area of mathematics. The efforts towards attaining the Bungay math goal for the 2018-2019 school year also correlate to improving our students' performance on the Smarter Balanced Math assessment.

measured by the spring 2018 to the spring 2019 MAP assessment. 4. The mean score for mathematics in third grade will increase from **192.6** to **201** as measured by the spring 2018 to the spring 2019 MAP assessment. 5. The mean score for mathematics in fourth grade will increase from **202.0** to **214** as measured by the spring 2018 to the spring 2019 MAP assessment. 6. The mean score for mathematics in fifth grade will increase from **213.5** to **225** as measured by the spring 2018 to the spring 2019 MAP assessment.	
Student Outcome Indicator Rationale: Upon analyzing the data from the past 3 years, we were looking to improve not only the cohort, but the grade level performance. We looked at the average growth of the cohort as well as the grade level in order to determine grade level SMART goals for the 2018-2019 year. Our goals are aligned with the district's goals.	**Results and Outcomes**

III. Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Teachers will use MAP Reports (Learning Continuum, Summary with Quadrant, Class Breakdown, and Student Profile) to pinpoint specific skill areas of need for individual students in order to differentiate within Tier 1 small group instruction.	-September through June -October and February check-in	Classroom Teachers during: -Flexible grouping -SRBI block -Morning data meetings	-Improved individual student performance on Math MAP -Formative assessment data aligning to areas of need according to MAP
Teachers will identify and apply at least one CCSS standard for Mathematical Practice into their math instruction.	-September through June -November and May check-in	-Classroom Teachers -Morning data and grade level meetings	-Informal walkthroughs -Reflections, lesson samples, and artifacts of implemented CCSS standard for Mathematical Practice
Teachers will provide effective feedback, specifically guiding	-September through June	-Classroom Teacher through:	-Informal walkthroughs

students to set a purpose through learning intentions and success criteria.	-December and April check-in	-Student driven goals -conferencing	-Evidence of feedback (conference records, completed rubrics, goal setting sheets, Khan Mappers reflections, math fluency records, visible learning charts, data folders)
Teachers will share at-home math strategies with parents.	-September through June	Certified staff	-Friday Flash, parent workshops, teacher newsletters, communication applications and PowerSchool communication

V. Communication Plan

Communication:
Bungay School administration will take the following actions to communicate the SIP plan: • Post the SIP plan on the website no more than one week after final approval. • Announce the goals of the plans at a PTA meeting no more than one month after final approval. • Review the goals and actions of the SIP plan in the Friday Flash- and e-document shared with all Bungay parents. • Share at-home strategies with parents through the Friday Flash, parent workshops, teacher newsletters, and PowerSchool to support our school SIP • Review the goals and actions of the SIP with staff through faculty meetings, grade level meetings, morning data team meetings, and professional development. • Display the plan's goals, action plan and results indicators on a Data Wall in a visible location in the school.

Baseline Data and Targets

Assessment	Grade Level or Course	Subjects	Measure	Baseline Data 2015-16	Results 2017	Results 2018
DRA2	K	Reading	Students on/above spring benchmark	93%	70%	85%
DRA2	1	Reading	Students on/above spring benchmark	75%	78%	58%
DRA2	2	Reading	Students on/above spring benchmark	76%	70%	73%
DRA2	3	Reading	Students on/above spring benchmark	65%	70%	74%
MAP	K	Reading	Students meeting RIT projected target	80%	53%	72%
MAP	K	Math	Students meeting RIT projected target	85%	53%	81%
MAP	1	Reading	Students meeting RIT projected target	60%	67%	56%
MAP	1	Math	Students meeting RIT projected target	41%	55%	41%
MAP	2	Reading	Students meeting RIT projected target	51%	51%	37%
MAP	2	Math	Students meeting RIT projected target	38%	46%	37%
MAP	3	Reading	Students meeting RIT projected target	78%	60%	53%
MAP	3	Math	Students meeting RIT projected target	66%	62%	57%
MAP	4	Reading	Students meeting RIT projected target	67%	66%	59%
MAP	4	Math	Students meeting RIT projected target	63%	76%	71%
MAP	5	Reading	Students meeting RIT projected target	66%	45%	35%
MAP	5	Math	Students meeting RIT projected target	48%	51%	42%
SB	3	Reading	% of Students at Level 3 and above	60%	56%	59%
SB	3	Math	% of Students at Level 3 and above	56%	39%	54%

SB		4		Reading		% of Students at Level 3 and above		77%	67%	53%
SB		4		Math		% of Students at Level 3 and above		48%	54%	43%
SB		5		Reading		% of Students at Level 3 and above		58%	54%	61%
SB		5		Math		% of Students at Level 3 and above		47%	45%	49%
CMT		5		Science		Students at goal		63%	67%	NA
CMT		5		Science		Students at advanced		16%	15%	NA
Physical Fitness		4		Fitness		% meeting/exceeding in all 4 assessments		66%	74%	75%
Attendance		K-5		Attendance		Chronic Absenteeism by building		4.8%	3.3%	6.4%

Seymour Public Schools
Results and Outcomes Report
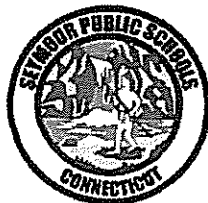
2017-2018

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: Fall 2017 – Spring 2018

School-Wide Data Team Members

Name	Role
Debbie Baldarelli	Special Education Teacher
Alison Brett	Special Education Teacher
Jamie Broad	Kindergarten Teacher
Ashley Charochak	First Grade Teacher
Sue Duke	Math SRBI Teacher
Dave Fleming	Fifth Grade Teacher
Kathleen Freimuth	Assistant Principal
Darlene O'Callaghan	Language Arts Consultant
David Olechna	Principal
Laura Pellerito	School Psychologist
Sandra Prefontaine	Reading SRBI Teacher

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.

I.   Student Outcome Indicator

Statement of Student Outcome Indicator (written as a SMART goal) **As measured by the May 2018 MAP Assessment, the percentage of students in Grades K – 5 meeting and/or exceeding their projected growth targets in reading will increase from 68.4% in May 2017 to 68.5% or greater.**	Connection to District Goals **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 2017-18 school year also correlate to improving our students' performance on the Smarter Balanced ELA assessment.**
Student Outcome Indicator Rationale: Why was the student outcome indicator chosen? **When last year's target was set to increase from 61% to 66%, the CLS population was at 482 students, K – 5, and we were looking to increase by 25 students. When we reached 68.4% in May with 499 students in K – 5, we far surpassed our target, with over 40 students hitting their RIT targets.** **At the start of the 2017-18 school year, the CLS population was 528 students, K – 5. In reaching 68.5%, that would represent an increase of 20 new students, while maintaining the same number as last year.**	Results and Outcomes **73% of all CLS kindergarten through grade 5 students met and/or exceeded their projected growth targets in reading.** **Effective Strategies Utilized:** • K – 5 grade levels created target goals for specific reading subcategories in MAP and taught to students' differentiated needs identified by the specific NWEA MAP features: Learning Continuum and Student Profile Report. • Grade levels set new targets if they reached their targets mid-year; if they had not reached their targets, they collaborated to plan new strategies to implement to continue to work towards their end of year targets. • The building data team provided feedback to the grade levels on their targets throughout the year as they were revised following the fall and then the mid-year assessments. • Teachers received professional development in providing greater feedback to students and carried that into their classroom practice

		including when conferencing with their students.
		• Teachers provided feedback to their students based on student performance on the mid-year and end of the school year MAP assessments. Areas to target for the next school year were shared with some students. • Increased interventions were determined for several students after each K-3 classroom teacher met with the Progress Monitoring Team after the January MAP and DRA2 assessment windows. • The tutors, Language Arts Consultant, and ELA SRBI teacher then implemented the increased intervention supports following those mid-year meetings. • End of year discussions between administrators and teachers focused on the efficacy of the conferences teachers held with their students in order to plan for their continued implementation. • Wordly Wise, a vocabulary program implemented in grades 4 and 5 at CLS since the 2015-16 school year, was piloted in a grade 3 classroom. It will now be implemented in all grade 3 classrooms in the 2018-19 school year. • Throughout the year teachers conveyed to parents the strategies that students were learning and how parents could reinforce with their children what was being taught in school. • Focus skill groups continued to occur in kindergarten and grade 1, but based on teacher feedback, the schedule of when they occurred was adjusted for the betterment of both grades. • End of the year data was examined by the CLS staff to evaluate the effectiveness of the strategies implemented during the 2017-18 year and to also prepare for the grade level students grades 1 – 5 would be receiving for the upcoming 2018-19 school year. • Throughout the year teachers conveyed to parents the strategies that students were learning and how parents could reinforce with their children what was being taught in school.

	• The CLS Homework Philosophy was developed by the CLS Homework Committee. Teachers began to assign homework aligned with the philosophy as the year progressed.

Goal #2: Improving Mathematics Performance

II.   Chatfield-LoPresti School continues to address improving its students' math performance across all grades. Smarter Balanced data continues to show growth over time for grades 3, 4, and 5, and the 2016-17 school year showed improvement in our kindergarten students' performance on the MAP assessment. Our first grade students once again had a higher percentage scoring low or low average compared to the district norm. We seek to make consistent progress in the percent of students meeting their projected RIT targets as they progress from grade to grade.

II.   Student Outcome Indicator

Statement of Student Outcome Indicator (written as a SMART goal) **As measured by the May 2018 MAP Assessment, the percentage of students in Grades K – 5 meeting and/or exceeding their projected growth targets in mathematics will increase from 67.3% in May 2017 to 68% or greater.**	Connection to District Goals **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 2017-18 school year also correlate to improving our students' performance on the Smarter Balanced math assessment.**
Student Outcome Indicator Rationale: Why was the student outcome indicator chosen? **When last year's target was set to increase from 58% to 63%, the CLS population was at 482 students, K – 5, and we were looking to increase by 25 students. When we reached 67.3% in May with 499 K – 5 students, we far surpassed our target with over 50 students hitting their RIT targets.** **At the start of the 2017-18 school year, the CLS population was 528 students, K – 5. In reaching 68%, that would represent an increase of 23 new students, while maintaining the same number as last year.**	Results and Outcomes **68% of all CLS kindergarten through grade 5 students met and/or exceeded their projected growth targets in mathematics.** **Effective Strategies Utilized:** • K – 5 grade levels created target goals for specific mathematics subcategories in NWEA MAP. Teachers taught and grouped students by their differentiated needs identified by the specific MAP features of the Learning Continuum and the Student Profile Report. • The building data team provided feedback on the grade levels' targets and the mid-year progress towards them. • Grade levels set new targets if they already reached their targets by mid-year; grade levels also revised targets which had not been met

	after reviewing the January MAP data and determined alternate strategies to assist in reaching the grade level targets.
• Teachers received professional development in providing greater feedback to students and carried that into their classroom practice including when conferencing with their students.
• Professional learning at grade level meetings addressed improving math written responses through the use of specific math vocabulary. Teachers established math word walls in their classrooms and written responses were analyzed by grade levels and the building data team.
• Throughout the year teachers conveyed the strategies that students were learning and how parents could reinforce with their children what was being taught in school.
• End of the year data was examined by the CLS staff to evaluate the effectiveness of the strategies implemented during the 2017-18 year and to also prepare for the grade level students grades 1 – 5 would be receiving for the upcoming 2018-19 school year.
• The CLS Homework Philosophy was developed by the CLS Homework Committee. Teachers began to assign homework aligned with the philosophy as the year progressed. More challenging word problems were assigned at school so teachers could see where the student errors were occurring in order to provide more specific feedback to their students. The emphasis of CLS math homework is the reinforcement of taught concepts.

Baseline Data and Targets

Assessment	Grade Level or Course	Subjects	Measure	Baseline Data 2015-16	Results 2017	Results 2018
DRA2	K-3	Reading	Students on/above spring benchmark	74%	74%	71%
DRA2	K	Reading	Students on/above spring benchmark	74%	77%	77%
DRA2	1	Reading	Students on/above spring benchmark	75%	79%	70%
DRA2	2	Reading	Students on/above spring benchmark	79%	65%	70%
DRA2	3	Reading	Students on/above spring benchmark	77%	77%	67.5%
MAP	K	Reading	Students meeting RIT projected target	50%	73%	79%
MAP	K	Math	Students meeting RIT projected target	54%	83%	77%
MAP	1	Reading	Students meeting RIT projected target	50%	56%	68%
MAP	1	Math	Students meeting RIT projected target	35%	42%	62%
MAP	2	Reading	Students meeting RIT projected target	66%	66%	76%
MAP	2	Math	Students meeting RIT projected target	52%	62%	53%
MAP	3	Reading	Students meeting RIT projected target	51%	62%	65%
MAP	3	Math	Students meeting RIT projected target	59%	55%	67.5%
MAP	4	Reading	Students meeting RIT projected target	75%	76%	81%
MAP	4	Math	Students meeting RIT projected target	82%	78%	68%
MAP	5	Reading	Students meeting RIT projected target	63%	75%	65.5%
MAP	5	Math	Students meeting RIT projected target	66%	76%	72%
SB	3	Reading	% of Students at Level 3 and above	57%	50%	49%
SB	3	Math	% of Students at Level 3 and above	48%	56%	44%
SB	4	Reading	% of Students at Level 3 and above	67%	66%	60%
SB	4	Math	% of Students at Level 3 and above	45%	55%	57%
SB	5	Reading	% of Students at Level 3 and above	60%	67%	65%
SB	5	Math	% of Students at Level 3 and above	56%	50%	59%
Physical Fitness	4	Fitness	% meeting/exceeding in all 4 assessments	83%	87.5%	70%
Chronic Absenteeism	K-5		All K-5 Students	6.8%	5.2%	7.6%
Chronic Absenteeism	K-5		Non-Special Education Students	6.4%	4.3%	6.5%
Chronic Absenteeism	K-5		Special Education Students	9.7%	9.9%	12.9%
Chronic Absenteeism	K-5		Students Not Eligible for Free Lunch	Unavailable	Unavailable	3.0%

Chronic Absenteeism	K-5			Students Eligible for Free Lunch		14.6%	**13.9%**	14.5%
Chronic Absenteeism	K-5			Non-High Needs Students		3.4%	Unavailable	2.3%
Chronic Absenteeism	K-5			High Needs Students		11.5%	Unavailable	12.9%

Seymour Public Schools
School Improvement Plan

2018-19

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 15, 2018

School-Wide Data Team Members

Name	Role
Alison Brett	Special Education Teacher
Jamie Broad	Kindergarten Teacher
Sue Duke	Math SRBI Teacher
Dave Fleming	Fifth Grade Teacher
Kathleen Freimuth	Assistant Principal
Darlene O'Callaghan	Language Arts Consultant
David Olechna	Principal
Laura Pellerito	School Psychologist
Sandra Prefontaine	Reading SRBI Teacher
Heather Santo	Second Grade 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.

Context Vocabulary

Embedded within the school improvement plan (SIP) are terms commonly used within the educational setting and important to understanding the document.

Seymour Public Schools strongly believe that any assessment achievement levels should serve only as a starting point for discussion about the performance of students and of groups of students. Seymour Public Schools supports the development of the whole child and achievement levels should never be interpreted as infallible predictors of a student's future.

MAP- (Measures of Academic Progress) Math, language arts, and science assessments that **measure what students know and informs teachers what they're ready to learn next.** The results help teachers track growth through the school year and over multiple years providing an accurate longitudinal picture whether a student performs on, above, or below grade level. MAP is administered up to three times each year (fall, winter, spring). Seymour looks for students to achieve in the high average and high bands, which correlate to student goal scores falling within the 61st percentile and higher. These percentiles strongly correlate to success in college and career experiences.

MAP RIT- The RIT (Rasch Unit) is an estimation of a student's instructional level and compares the average growth of students who are in the same grade and who test in the same term. Every question on the MAP assessment is calibrated to the RIT scale and allows educators to trust it to track longitudinal growth.

RIT Projections- Projected RIT scores are generated by the MAP assessment results and offer teachers a benchmark against which to measure expected student growth. Each grade level has approximate bands of expected growth defined.

DRA2-The Developmental Reading Assessment, Second Edition is an individual reading assessment designed to assess students' reading performance. The primary purpose of the DRA2 is to enable teachers to observe, record and evaluate change in student reading performance, and to plan for and teach what each student needs to learn next

SB- Smarter Balanced- The Smarter Balanced assessment is administered to all students in grades 3-8 in Connecticut. While there are four achievement levels, level 4 being the highest performance level, Seymour looks for students to achieve in the range of At/Above Level 3. A level 3 student has met the achievement standard for English language arts/literacy expected for their designated grade. Students performing at this standard are demonstrating progress toward mastery of English language arts/literacy knowledge and skills. Students performing at this standard are on track for likely success in the next grade.

Data Analysis

Assessment	Data Trends	Observations
DRA2 Grades K - 3	2018 – K through Grade 3 = 71% at/above spring benchmark 2017 – K through Grade 2 = 74% at/above benchmark 2016 – K through Grade 2 – 77% at/above benchmark (table below)	2018 - 71% of K-3 students finished at end of grade level benchmark.

	Spring 2017	Raw Number of Students At/Above Spring 2018 Benchmark	Percentage At/Above Spring 2018 Benchmark	Percentage Variance Spring 2017 to Spring 2018
K		70/91	77%	n/a
1	77% (K)	61/87	70%	-7
2	79% (1)	42/60	70%	-9
3	65% (2)	54/80	68%	+3

MAP Reading Grades K - 5	MAP 2015-16 Percent Meeting Projected RITs / MAP 2016-17 Percent Meeting Projected RITs / MAP 2017-18 Percent Meeting Projected RITs	2018 - 81% of Grade 4 students met projected RITs.

2018 - 76% of Grade 2 students met projected RITs. 2017 – Had been 56% as Grade 1 students.

2018 - 74% of K students met projected RITs.
2017 - Had been 73% for K.
2016 – Had been 50% for K.

2018 - 67% of Grade 1 students met projected RITs. 2017 - Had been 73% as K students.

2018 - 66% of Grade 5 students met projected RITs.

2018 - 65% of Grade 3 students met projected RITs. 2017 – Had been 66% as Grade 2 students. |
| **MAP Mathematics Grades K – 5** | MAP 2015-16 Percent Meeting Projected RITs / MAP 2016-17 Percent Meeting Projected RITs / MAP 2017-18 Percent Meeting Projected RITs | 2018 - 77% of K students met projected RITs. 2017 - 83% of K students met projected RITs. 2016 - 54% of K students met projected RITs.

2018 – 72% of Grade 5 students met projected RITs.

2018 – 68% of Grade 4 students met projected RITs. 2017 – Had been 55% as Grade 3 students.

2018 - 66% of Grade 3 students met projected RITs. 2017 - Had been 62% as Grade 2 students.

2018 – 62% of Grade 1 students met projected RITs. |

		2017 - Had been 83% as K students. 2018 - 53% of Grade 2 students met projected RITs. 2017 – Had been 42% as Grade 1 students.
SB Reading Grades 3 – 5	100% 90% 80% 70% 60% 50% 40% 30% 20% 10% 0% 2015-16 2016-17 2017-18 ■ CLS Grade 3 % At/Above Level 3 in Reading in 2016 and as Grade 4 Cohort in 2017 and Grade 5 Cohort in 2018 ▨ CLS Grade 3 % At/Above Level 3 in Reading in 2017 and as Grade 4 Cohort in 2018	Grade 3 students in 2016-17 scored lower than Grade 3 students did in 2015-16 (57% in 2016 and 50% in 2017). Grade 4 improved from its performance as a cohort from the previous grade. **2018 Results** Grade 3 44% at level 3 and above Grade 4 57% at level 3 and above Grade 5 59% at level 3 and above

SB Mathematics Grades 3 – 5	100% 90% 80% 70% 60% 50% 40% 30% 20% 10% 0% 2015-16 2016-17 2017-18 ▨ CLS Grade 3 % At/Above Level 3 in Math in 2016 and as Grade 4 Cohort in 2017 and Grade 5 Cohort in 2018 ▨ CLS Grade 3 % At/Above Level 3 in Math in 2017 and as Grade 4 Cohort in 2018	Both Grade 4 and Grade 5 cohorts again improved from previous year. Grade 5 cohort improved for the third year in a row. **2018 Results** Grade 3 44% at level 3 and above Grade 4 57% at level 3 and above Grade 5 59% at level 3 and above
Physical Fitness Grade 4	Grade 4 - 70% meeting/exceeding in all 4 assessments 100.0% 90.0% 80.0% 70.0% 60.0% 50.0% 40.0% 30.0% 20.0% 10.0% 0.0% 2015-16 2016-17 2017-18 ▨ Males ▨ Females Total	70% meeting/exceeding in all 4 assessments is a drop in comparison to past years' performance.

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.

I.   Student Outcome Indicator

Statement of Student Outcome Indicator (written as a SMART goal)	Connection to District Goals
As measured by the Spring 2019 MAP Assessment, the percentage of students in Grades K – 5 meeting and/or exceeding their projected growth targets in reading will increase from 73% in Spring 2018 to 75%.	**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 2018-19 school year also correlate to improving our students' performance on the Smarter Balanced ELA assessment.**
Student Outcome Indicator Rationale: Why was the student outcome indicator chosen? **Last year's target was to increase from 68.4% to 68.5%. When we reached 73% in May, we significantly exceeded our target. We look to maintain and increase our numbers, even though this is a lofty target.**	Results and Outcomes

II.   Adult Action Indicators

Adult Action Indicator(s) Written as a SMART goal: What are the adults going to do differently to positively impact the Student Outcome Indicator?	Adult Action Indicator(s) Rationale: Statement of why you chose this strategy?
Through adult collaboration and Implementation of English/Language Arts strategies, students will improve in their individual growth as measured by the Spring 2018 MAP assessment with 68.5% 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 reading.**

III.   Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success: How do we know we are making progress? What data will be collected to determine effectiveness of strategy/impact on student achievement?
Guiding students to set purposes for independent reading when reading fiction and non-fiction.

Teachers will confer 1 to 1 with students to conduct reading conferences in which feedback on students' progress will be shared. | Each student meeting individually with a teacher to confer twice monthly. | Classroom teachers and special education teachers | Improved individual student performance on Running Records and/or DRA2, and MAP assessments. |
| | Weekly as needed, based on data collected from class work, anecdotal | Classroom teachers and | Improved individual student performance on Running |

Teachers will conduct small group strategy groups.	notes, and assessments.	special education teachers	Records and/or DRA2, and MAP assessments.
Professional learning for staff on the implementation of Reading and Writing Units of Study and conferring with students.	September through February via a Reading and Writing Consultant	Administration, Language Arts Consultant, Teaching Staff	Improved individual student performance on Running Records and/or DRA2, MAP assessments, and the Smarter Balanced ELA assessment. Teacher reflection and feedback to presenters on efficacy of professional learning.
Communication to parents of reading strategies being taught and how parents can support their children at home.	Conveyed via weekly/monthly newsletters and parent workshops.	Administration and classroom teachers Teaching Staff and Language Arts Consultant	Classroom and school-wide 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 goal areas where a high percentage of students scored low on the MAP assessment. K: Letter recognition/Letter Sounds 1: Foundational Skills, Vocabulary Acquisition and Use			

2: Foundational Skills 3: Literary Text: Key Ideas and Details 4: Literary Text: Language, Craft, and Structure 5: Literary Text: Key Ideas and Details	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.
Teachers will examine student work at Morning Grade Level Data Team Meetings to inform our instruction.	Every 6 days on rotating schedule	Administration, Language Arts Consultant, Teaching Staff	Reading responses, writing prompts, and standardized assessment data will demonstrate improvement.
Following the January assessment window, PMT meetings on each K – 3 student scoring below grade level will be conducted to determine need for increased interventions.	January through June	Progress Monitoring Team, classroom teachers, tutors and interventionists	MAP and DRA2 results showing fewer students below grade level benchmarks.

Goal #2: Improving Mathematics Performance

I. Chatfield-LoPresti School continues to address improving its students' math performance across all grades. Smarter Balanced data continues to show growth over time for grades 3, 4, and 5, and the 2016-17 school year showed improvement in our kindergarten students' performance on the MAP assessment. Our first grade students once again had a higher percentage scoring low or low average compared to the district norm. We seek to make consistent progress in the percent of students meeting their projected RIT targets as they progress from grade to grade.

II.　　Student Outcome Indicator

Statement of Student Outcome Indicator (written as a SMART goal) **As measured by the Spring 2019 MAP Assessment, the percentage of students in**	Connection to District Goals **As Seymour has a district goal in regards to improving student achievement in the area of mathematics, Chatfield-LoPresti School is doing the**

Grades K – 5 meeting and/or exceeding their projected growth targets in mathematics will increase from 68% in Spring 2018 to 70%.	same. The efforts towards attaining the CLS math goal for the 2018-19 school year also correlate to improving our students' performance on the Smarter Balanced math assessment.
	Results and Outcomes
Student Outcome Indicator Rationale: Why was the student outcome indicator chosen? Last year's target was to increase from 63% to 68%. Reaching 68% was a significant accomplishment. We look to maintain and increase our numbers once again, even though this is a lofty target.	

III.   Adult Action Indicators

Adult Action Indicator(s) Written as a SMART goal: What are the adults going to do differently to positively impact the Student Outcome Indicator?	Adult Action Indicator(s) Rationale: Statement of why you chose this strategy?
Through adult collaboration and implementation of strategies, students will improve in their individual growth as measured by the Spring 2018 MAP assessment with 70% 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.

IV.   Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success: How do we know we are making progress? What data will be collected to determine effectiveness of strategy/impact on student achievement?
Students will write responses and explain their mathematical thinking as they work through			Quality of open-ended responses in math will demonstrate improvement.

progressively more difficult problems.	September through June	Classroom teachers	Students will make individual growth as measured by the MAP assessment.
Math Talk and use of teacher to student conferences to provide students with specific feedback.	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 Grade Level Team Meetings to inform our instruction.	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 need to differentiate their instruction. **K:** Operations and Algebraic Thinking; Numbers and Operations **1:** Number and Operations, Measurement and Data **2:** Measurement and Data **3:** Measurement and Data **4:** Numbers and Operations **5:** Numbers and Operations	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:\n\nproviding students with specific feedback on intended learning outcomes, improving students' written responses to open-ended questions in mathematics, and implementation of the 8 Standards for Mathematical Practices.	September through June via faculty meetings and grade level team meetings.	Administration, Math SRBI Teacher, Teaching Staff	Improved individual student performance on Math Expressions unit assessments, MAP, and the Smarter Balanced Math assessment.\n\nTeacher reflection and feedback to presenters on efficacy of professional learning.
Communication to parents of mathematical strategies being taught and how parents can support their children at home.	Conveyed via weekly/monthly newsletters\n\nParent Workshops	Administration and classroom teachers\n\nTeaching Staff and Math SRBI teacher	Classroom and school-wide parent survey results

V.   Communication Plan

Communication: How and when will progress on the School Improvement Plan be communicated to parents, staff, and all stakeholders?
Chatfield-LoPresti School is targeting the communication of effective reading strategies that parents can reinforce and use with their children at home will be our main focus. In addition to our focus on reading strategies, suggestions on how parents can work with their children at home in areas of Math

will also be sent. Every CLS family received a copy of the CLS Homework Philosophy which was developed last year by the CLS Homework Committee. We will be seeking parental feedback throughout the year to ensure that the homework our teachers assign is clear, meaningful, and aligned with our philosophy.

The CLS Data Team works on our School Improvement Plan throughout the year and reports its progress to the District Data Team. CLS also communicates its goals and progress to all stakeholders via PTA Meetings, Weekly Principal Newsletters, Cheetah Chats, Teacher Newsletters, and Classroom Communications.

Baseline Data and Targets

Assessment	Grade Level or Course	Subjects	Measure	Baseline Data 2015-16	Results 2017	Results 2018
DRA2	K-3	Reading	Students on/above spring benchmark	74%	74%	71%
DRA2	K	Reading	Students on/above spring benchmark	74%	77%	77%
DRA2	1	Reading	Students on/above spring benchmark	75%	79%	70%
DRA2	2	Reading	Students on/above spring benchmark	79%	65%	70%
DRA2	3	Reading	Students on/above spring benchmark	77%	77%	67.5%
MAP	K	Reading	Students meeting RIT projected target	50%	73%	79%
MAP	K	Math	Students meeting RIT projected target	54%	83%	77%
MAP	1	Reading	Students meeting RIT projected target	50%	56%	68%
MAP	1	Math	Students meeting RIT projected target	35%	42%	62%
MAP	2	Reading	Students meeting RIT projected target	66%	66%	76%
MAP	2	Math	Students meeting RIT projected target	52%	62%	53%
MAP	3	Reading	Students meeting RIT projected target	51%	62%	65%
MAP	3	Math	Students meeting RIT projected target	59%	55%	67.5%
MAP	4	Reading	Students meeting RIT projected target	75%	76%	81%
MAP	4	Math	Students meeting RIT projected target	82%	78%	68%
MAP	5	Reading	Students meeting RIT projected target	63%	75%	65.5%
MAP	5	Math	Students meeting RIT projected target	66%	76%	72%
SB	3	Reading	% of Students at Level 3 and above	57%	50%	49%
SB	3	Math	% of Students at Level 3 and above	48%	56%	44%
SB	4	Reading	% of Students at Level 3 and above	67%	66%	60%
SB	4	Math	% of Students at Level 3 and above	45%	55%	57%
SB	5	Reading	% of Students at Level 3 and above	60%	67%	65%
SB	5	Math	% of Students at Level 3 and above	56%	50%	59%
Physical Fitness	4	Fitness	% meeting/exceeding in all 4 assessments	83%	87.5%	70%

Chronic Absenteeism	K-5			All K-5 Students		6.8%	5.2%	7.6%
Chronic Absenteeism	K-5			Non-Special Education Students		6.4%	4.3%	6.5%
Chronic Absenteeism	K-5			Special Education Students		9.7%	9.9%	12.9%
Chronic Absenteeism	K-5			Students Not Eligible for Free Lunch		Unavailable	Unavailable	3.0%
Chronic Absenteeism	K-5			Students Eligible for Free Lunch		14.6%	13.9%	14.5%
Chronic Absenteeism	K-5			Non-High Needs Students		3.4%	Unavailable	2.3%
Chronic Absenteeism	K-5			High Needs Students		11.5%	Unavailable	12.9%

Seymour Public Schools
Results and Outcomes

2017-2018

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
Date: October 16, 2017

School-Wide Data Team Members

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

Goals

Goal #1: Improved Performance in Reading

Seymour Middle School is striving to improve reading performance in grades six through eight. We seek to show growth through the mean score on the MAP assessment as students progress from grade to grade. We will continue to learn, practice, reflect and refine our approaches with our instructional strategies and practices. 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.

I.   Student Outcome Indicator

Statement of Student Outcome Indicator	Results and Outcomes
Reading 1. The mean score for reading in 6th grade will increase 4 points from 214 to 218 as measured by the spring 2017 to the spring 2018 MAP assessment. 2. The mean score for reading in 7th grade will increase 3 points from 220 to 223 as measured by the spring 2017 to the spring 2018 MAP assessment. 3. The mean score for reading in 8th grade will increase 2 points from 222 to 224 as measured by the spring 2017 to the spring 2018 MAP assessment. 4. The percent of students in 6th grade scoring at Level 3 or Above in the ELA section of SBA will increase by 2 percentage points from 60 to 62 as measured by the Spring 2018 SBA. 5. The percent of students in 7th grade scoring at Level 3 or Above in the ELA section of SBA will increase by 3 percentage points from 50 to 53 as measured by the Spring 2018 SBA. 6. The percent of students in 8th grade scoring at Level 3 or Above in the ELA section of SBA will increase by 3 percentage points from 48 to 51 as measured by the Spring 2018 SBA.	Results and Outcomes MAP-Mean Scores Reading- Goal was Met Grade / Spring 2017 / Goal / Spring 2018 / Growth / Norm 6 .214 218 220 +6 215.8 7 220 223 223 +3 218.2 8 222 224 224 +2 220.1 SBA-Level 3 or Above ELA - Goal was Not Met Grade / 2017 / Goal / 2018 / Growth 6 60 62 49 -11 7 50 53 50 0 8 48 51 46 -2

Action Plan and Results Indicators

Goal #2: Improved Performance in Math

Seymour Middle School is striving to improve math performance in grades six through eight. We seek to show growth through the mean score on the MAP assessment as students progress from grade to grade. We will continue to learn, practice, reflect and refine our approaches with our instructional strategies and practices. 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.

I.   Student Outcome Indicator

Statement of Student Outcome Indicator	Results and Outcomes
Math 1. The mean score for math in 6th grade will increase 6 points from 223 to 229 as measured by the spring 2017 to the spring 2018 MAP assessment. 2. The mean score for math in 7th grade will increase 3 points from 227 to 230 as measured by the spring 2017 to the spring 2018 MAP assessment. 3. The mean score for math in 8th grade will increase 3 points from 229 to 232 as measured by the spring 2017 to the spring 2018 MAP assessment. 4. The percent of students in 6th grade scoring at Level 3 or Above in the Math section of SBA will increase by 3 percentage points from 47 to 50 as measured by the Spring 2018 SBA. 5. The percent of students in 7th grade scoring at Level 3 or Above in the Math section of SBA will increase by 3 percentages point from 44 to 47 as measured by the Spring 2018 SBA. 6. The percent of students in 8th grade scoring at Level 3 or Above in the Math section of SBA will increase by 3 percentage points from 37 to 40 as measured by the Spring 2018 SBA.	MAP-Mean Scores Math-Goal was Partially Met 	Grade	Spring 2017	Goal	Spring 2018	Growth	Norm
---	---	---	---	---	---
6	223	229	228	+5	225.3
7	227	230	232	+5	228.6
8	229	232	235	+6	230.9 | SBA-Level 3 or Above Math - Goal was Partially Met | Grade	2017	Goal	2018	Growth
---	---	---	---	---
6	47	50	48	+1
7	44	47	50	+6
8	37	40	43	+6	

V.	Communication Plan

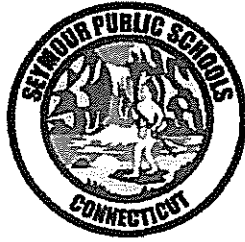| Communication: |
|---|
| Progress on the SIP will be communicated through bulletins, emails, faculty meetings, board of education meetings, and administrative council. |

Baseline Data and Targets

Assessment		Grade Level or Course		Subjects		Measure		Baseline Data 2015-16	Results 2017	Results 2018
MAP		6		Reading		Students meeting RIT projected target		68%	54%	49%
MAP		6		Math		Students meeting RIT projected target		31%	46%	43%
MAP		7		Reading		Students meeting RIT projected target		62%	52%	55%
MAP		7		Math		Students meeting RIT projected target		65%	50%	56%
MAP		8		Reading		Students meeting RIT projected target		62%	54%	52%

MAP		8		Math		Students meeting RIT projected target		68%	70%	64%
SB		6		ELA		% of Students at Level 3 and above		53%	50%	49%
SB		6		Math		% of Students at Level 3 and above		43%	44%	48%
SB		7		ELA		% of Students at Level 3 and above		56%	49%	50%
SB		7		Math		% of Students at Level 3 and above		53%	37%	50%
SB		8		ELA		% of Students at Level 3 and above		48%	58%	46%
SB		8		Math		% of Students at Level 3 and above		45%	46%	43%
CMT		8		Science		Students at goal		48%	56%	NA
CMT		8		Science		Students at advanced		11%	9%	NA
PSAT		8		Math		% of Students Meeting or Exceeding Benchmark		NA	NA	32%
PSAT		8		ELA		% of Students Meeting or Exceeding Benchmark		NA	NA	64%
Physical Fitness		6		Fitness		% meeting/exceeding in all 4 assessments		48%	54%	59%
Physical Fitness		8		Fitness		% meeting/exceeding in all 4 assessments		45%	60%	64%
Attendance		6-8				Chronic Absenteeism by building		10%	8%	8%

Seymour Public Schools
School Improvement Plan

2018-2019

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
Date: October 15, 2018

School-Wide Data Team Members

Name	Role
Jennifer Batterton	Eighth Grade Math Teacher
Eleanor Brasche	Language Arts Consultant
Toni Cassone	Seventh Grade Math Teacher
Ashley Castaldi	Sixth Grade Social Studies Teacher
Tara Yusko	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. 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.

Seymour Middle School Vision Statement

Our school is a community of learners where the next generation is inspired to achieve their maximum potential in a dynamic and challenging learning environment that promotes curiosity, collaboration, and perseverance enabling each student to flourish as a responsible citizen in the global community.

Seymour Middle School Mission Statement

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.

Context Vocabulary

Embedded within the school improvement plan (SIP) are terms commonly used within the educational setting and important to understanding the document.

Seymour Public Schools strongly believe that any assessment achievement levels should serve only as a starting point for discussion about the performance of students and of groups of students. Seymour Public Schools supports the development of the whole child and achievement levels should never be interpreted as infallible predictors of a student's future.

MAP- (Measures of Academic Progress)- Math, language arts, and science assessments that measure what students know and informs teachers what they're ready to learn next. The results help teachers track growth through the school year and over multiple years providing an accurate longitudinal picture whether a student performs on, above, or below grade level. MAP is administered up to three times each year (fall, winter, spring). Seymour looks for students to achieve in the high average and high bands, which correlate to student goal scores falling within the 61st percentile and higher. These percentiles strongly correlate to success in college and career experiences.

MAP RIT- The RIT (Rasch Unit) is an estimation of a student's instructional level and compares the average growth of students who are in the same grade and who test in the same term. Every question on the MAP assessment is calibrated to the RIT scale and allows educators to trust it to track longitudinal growth.

RIT Projections- Projected RIT scores are generated by the MAP assessment results and offer teachers a benchmark against which to measure expected student growth. Each grade level has approximate bands of expected growth defined.

SB- Smarter Balanced- The Smarter Balanced assessment is administered to all students in grades 3-8 in Connecticut. While there are four achievement levels, level 4 being the highest performance level, Seymour looks for students to achieve in the range of At/Above Level 3. A level 3 student has met the achievement standard for English language arts/literacy expected for their designated grade. Students performing at this standard are demonstrating progress toward mastery of English language arts/literacy knowledge and skills. Students performing at this standard are on track for likely success in the next grade.

PSAT- The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a standardized test administered in October of 2017-2018 to all students in grades 8, 9, 10, and 11. The PSAT assesses student achievement in math, reading, and writing.

Data Analysis   3-year historical cohort-based data graphs

Assessment	Data Trends- 3 year cohort	Observations
MAP Reading	**MAP-Reading** **% of Students Who Met or Exceeded Projected RIT Score** _(bar chart: Grade 6, Grade 7, Grade 8; 2015-16, 2016-17, 2017-18)_	In 7th and 8th grades, over half the students met their projected RIT scores in Reading. In 6th grade 49% met their projected RIT scores. There was growth of 2 to 6 points in the mean for each grade and all grades scored well above the mean.

MAP-Reading
% of Students Who Met or Exceeded Projected RIT Score

Grade	2015-16	2016-17	2017-18	Change
5	66% (168 S)	60% (144 S)	54% (174 S)	N/A
6	53% (163 S)	54% (162 S)	50% (159 S)	-10%
7	N/A	62% (171 S)	55% (167 S)	-11%
8	N/A	N/A	54% (131 S)	14%

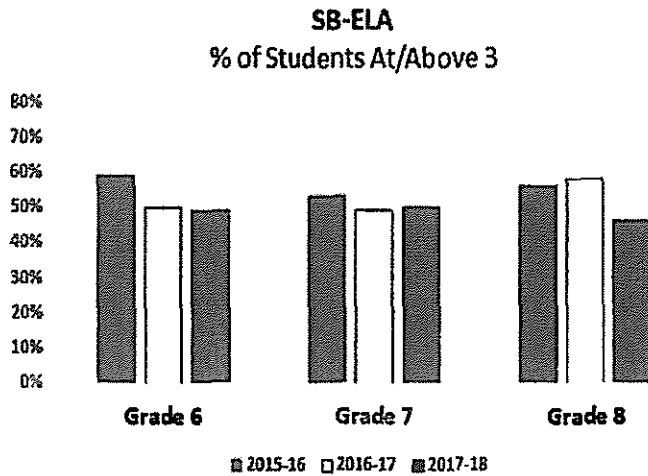| MAP Math | **MAP-Math**
% of Students Who Met or Exceeded
Projected RIT Score | For Math, in 6th grade only 43% of the students met their projected RIT scores however in 7th grade 56% met their projections and in 8th grade 64% met. All grades saw a mean growth of 5 to 6 points and means in all grades are above the norm. |

MAP-Math

80% 70% 60% 50% 40% 30% 20% 10% 0%

Grade 6   Grade 7   Grade 8

☐ 2015-16 ☐ 2016-17 ☐ 2017-18

Historically a big dip from 5th grade to 6th grade. From 6th to 8th there is recovery and growth.

Students making their projected RIT in 6th grade doubled by the end of eighth grade with contributions from each grade.

MAP-Math				
% of Students Who Met or Exceeded Projected RIT Score				
Grade	2015-16	2016-17	2017-18	Change
5	59% (168 S)	64% (144 S)	55% (174 S)	N/A
6	31% (168 S)	46% (162 S)	43% (159 S)	-21%
7	N/A	50% (171 S)	53% (167 S)	-6%
8	N/A	N/A	64% (181 S)	33%

Cohort data shows an increase from 6th to 7th of 7 percentage points and 7th to 8th of 14 percentage points. There was also a significant increase in population for 8th grade.

SB ELA		

SB-ELA
% of Students At/Above 3


```
80%
70%
60%
50%
40%
30%
20%
10%
 0%
        Grade 6        Grade 7        Grade 8

        ▦ 2015-16   ☐ 2016-17   ▦ 2017-18
```

SB-ELA				
% of Students At/Above Level 3				
Grade	2015-16	2016-17	2017-18	Change
5	59% (174 S)	60% (155 S)	63% (176 S)	N/A
6	59% (178 S)	50% (169 S)	49% (158 S)	-11%
7	N/A	49% (179 S)	50% (165 S)	-9%
8	N/A	N/A	48% (179 S)	-7%

Each year there is a significant drop form 5th grade scores to 6th grade scores.
6th and 7th grade scores are consistent however 8th grade scores dropped.

Scores continue to drop in ELA.

SB Math	

SB-MATH
% of Students At/Above 3

2015-16 2016-17 2017-18
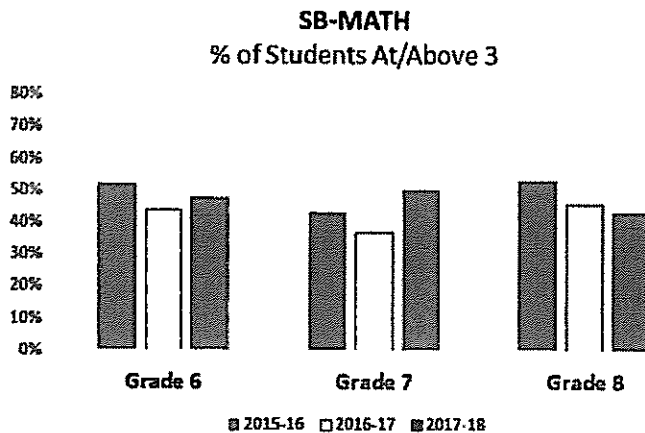
SB-Math				
% of Students At/Above Level 3				
Grade	2015-16	2016-17	2017-18	Change
5	52% (174 S)	60% (155 S)	54% (176 S)	N/A
6	43% (175 S)	44% (169 S)	48% (158 S)	-12%
7	N/A	37% (179 S)	50% (165 S)	-2%
8	N/A	N/A	43% (178 S)	0%

There is consistently a significant drop from 5ht grade to 6th grade.
7th grade saw a 13% increase as a grade and 6th grade saw a 4% increase. 8th grade decreased by 4%.

Cohort data shows an increase from 6th grade to 7th grade of 6% and from 7th grade to 8th grade of 6%.

Science (Grade 8 Only)	

MAP-Science (Grade 8 Only)			
% of Students At/Above Norm RIT Score			
Year	# of Students Tested	# of Students At/Above Norm RIT	% of Students At/Above Norm RIT
2018	180	108	60%

This year we are testing in 7th grade as well.

Physical Fitness	Physical Fitness (% Meeting/Exceeding in all 4 assessments)	There was a jump from 6th grade to 8th grade overall. Females saw the most improvement from 6th to 8th grade. The current 6th grade is higher than the previous 6th grade.

Goals

Goal #1: Improved Performance in Reading

Seymour Middle School is striving to improve reading performance in grades six through eight. We seek to show growth through the mean score on the MAP assessment as students' progress from grade to grade. We will continue to learn, practice, reflect and refine our approaches with our instructional strategies and practices. 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.

I.   Student Outcome Indicator

Statement of Student Outcome Indicator Reading	Connection to District Goals
1. The mean score for reading in 6th grade will increase 4 points from 216 to 220 as measured by the spring 2018 to the spring 2019 MAP assessment. 2. The mean score for reading in 7th grade will increase 4 points from 220 to 224 as measured by the spring 2018 to the spring 2019 MAP assessment. 3. The mean score for reading in 8th grade will increase 4 points from 223 to 227 as measured by the spring 2018 to the spring 2019 MAP assessment.	1. Seymour's district goals continue to strive for improved student achievement in the area of reading. The efforts towards attaining the middle school goals for the 2018-2019 school year also correlate to improving our students' performance in reading as measured by the MAP assessment and the Smarter Balanced Assessment.

4. The percent of students in 6th grade scoring at Level 3 or Above in the ELA section of SBA will increase by 1 percentage point from 63 to 64 as measured by the Spring 2019 SBA. 5. The percent of students in 7th grade scoring at Level 3 or Above in the ELA section of SBA will increase by 2 percentage points from 49 to 51 as measured by the Spring 2019 SBA. 6. The percent of students in 8th grade scoring at Level 3 or Above in the ELA section of SBA will increase by 2 percentage points from 50 to 52 as measured by the Spring 2018 SBA.	
Student Outcome Indicator Rationale Each of the indicators connected to the MAP Assessment are in alignment with the normative growth goals as presented by NWEA. Considering the baseline percentage for each grade level, as well as the performance of SMS students on previous year's' MAP assessments, the target scores are one point below the grade level's norm. These goals are rigorous and achievable, based upon data analysis. Each of the indicators connected to the Smarter Balanced Assessment would increase the number of students at each grade level performing at Level 3 or above. These numbers are based on the normative growth for SBA.	Results and Outcomes

II.   Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Teachers will incorporate the teaching of critical vocabulary/language of tests and teach the use of strategies such as a semantic word map.	October to May	All teachers	Teacher lessons will evidence modeling and direct instruction in vocabulary strategies. There will be improved individual scores in Reading on MAP and SBA.
Teachers will create assessments that mirror the style and variety of questions found on SBA and MAP.	October to May	All Teachers	Assessments and student responses reflect that questions are incorporated and students demonstrate comprehension of what is being asked.

Teachers and peers will provide effective feedback, specifically guiding students to improvements based on learning outcomes and success criteria.	October to May	Teachers and Students	Students work will demonstrate improvements based on feedback by teachers and/or peers.

Goal #2: Improved Performance in Math

Seymour Middle School is striving to improve math performance in grades six through eight. We seek to show growth through the mean score on the MAP assessment as students' progress from grade to grade. We will continue to learn, practice, reflect and refine our approaches with our instructional strategies and practices. 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.

I.   Student Outcome Indicator

Statement of Student Outcome Indicator	Connection to District Goals
1. The mean score for math in 6th grade will increase 1 point from 229 to 230 as measured by the spring 2018 to the spring 2019 MAP assessment. 2. The mean score for math in 7th grade will increase 3 points from 228 to 231 as measured by the spring 2018 to the spring 2019 MAP assessment. 3. The mean score for math in 8th grade will increase 4 points from 232 to 236 as measured by the spring 2018 to the spring 2019 MAP assessment. 4. The percent of students in 6th grade scoring at Level 3 or Above in the Math section of SBA will increase by 3 percentage points from 54 to 57 as measured by the Spring 2019 SBA. 5. The percent of students in 7th grade scoring at Level 3 or Above in the Math section of SBA will increase by 2 percentages point from 48 to 50 as measured by the Spring 2019 SBA. 6. The percent of students in 8th grade scoring at Level 3 or Above in the Math section of SBA will increase by 2 percentage points from 50 to 52 as measured by the Spring 2019 SBA.	1. Seymour's district goals continue to strive for improved student achievement in the area of math. The efforts towards attaining the middle school goals for the 2018-2019 school year also correlate to improving our students' performance in math as measured by the MAP assessment and the Smarter Balanced Math Assessment.
Student Outcome Indicator Rationale: Each of the indicators connected to the MAP Assessment are in alignment with the normative growth	Results and Outcomes

goals as presented by NWEA. Considering the baseline percentage for each grade level, as well as the performance of SMS students on previous year's' MAP assessments, the target scores are one point below the grade level's norm. These goals are rigorous and achievable, based upon data analysis.

Each of the indicators connected to the Smarter Balanced Assessment would increase the number of students at each grade level performing at Level 3 or above. These numbers are based on the normative growth for SBA.

III. Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Teachers will incorporate the use of Khan Academy to personalize learning for all students.	October to June	Teachers and Students	Data collected & analyzed on use of Khan Academy and student performance. Students will show growth in MAP and SBA.
Teachers will implement with fidelity the lessons, pacing, strategies, and assessments of the new resource, Illustrative Math.	All Year	All Math Teachers	The entire curriculum is taught using a common resource with fidelity. Bi-weekly check-ins on pacing at each grade level. Data collected & analyzed on all common assessments administered by each teacher.
Teachers and peers will provide effective feedback, specifically guiding students to improvements based on learning outcomes and success criteria.	October to May	Teachers and Students	Teachers will post learning outcomes aligned to content standards. Teachers will align success criteria to learning outcomes. Student work will demonstrate improvements based on feedback by teachers and/or peers.

V. Communication Plan

Communication:
Progress on the SIP will be communicated through bulletins, emails, faculty meetings, board of education meetings, and administrative council. The SIP is reviewed and analyzed at school based data team meetings. Feedback will be given to staff after SBDT meetings

Baseline Data and Targets

Assessment	Grade Level or Course	Subjects	Measure	Baseline Data 2015-16	Results 2017	Results 2018
MAP	6	Reading	Students meeting RIT projected target	68%	54%	49%
MAP	6	Math	Students meeting RIT projected target	31%	46%	43%
MAP	7	Reading	Students meeting RIT projected target	62%	52%	55%
MAP	7	Math	Students meeting RIT projected target	65%	50%	56%
MAP	8	Reading	Students meeting RIT projected target	62%	54%	52%
MAP	8	Math	Students meeting RIT projected target	68%	70%	64%
MAP	8	Science	Students at or above Norm RIT	NA	NA	60%
SB	6	ELA	% of Students at Level 3 and above	53%	50%	49%
SB	6	Math	% of Students at Level 3 and above	43%	44%	48%
SB	7	ELA	% of Students at Level 3 and above	56%	49%	50%
SB	7	Math	% of Students at Level 3 and above	53%	37%	50%
SB	8	ELA	% of Students at Level 3 and above	48%	58%	46%
SB	8	Math	% of Students at Level 3 and above	45%	46%	43%
PSAT	8	Math	% of Students Meeting or Exceeding Benchmark	NA	NA	32%
PSAT	8	ELA	% of Students Meeting or Exceeding Benchmark	NA	NA	64%
Physical Fitness	6	Fitness	% meeting/exceeding in all 4 assessments	48%	54%	59%
Physical Fitness	8	Fitness	% meeting/exceeding in all 4 assessments	45%	60%	64%
Attendance	6-8		Chronic Absenteeism by building	10%	8%	8%

Seymour Public Schools
Results and Outcomes

2017-2018

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 High School
Principal: James Freund
Date: September, 2018

School-Wide Data Team Members

Name	Role
Mrs. Melissa Anelli	School Counseling Coordinator
Mrs. Lisa Cheney	English Department Chair
Mr. Eric DeMarco	Social Studies Department Chair
Mr. James Freund	Principal
Mr. Paul Lucke	Assistant Principal
Mrs. Erin Scozzafava	Science Department Chair/DDT
Mr. Greg Spath	Math Teacher
Mrs. Karen Studley	Social Worker/DDT
Ms. Tara Yusko	Assistant Principal/Athletic Director

Goals

Goal #1: When we provide a challenging learning environment that motivates all of our students, then each student will achieve his or her potential.

I.   Student Outcome Indicator

Statement of Student Outcome Indicator	Results and Outcomes
The average student performance on the school day administration of the SAT will improve by six points over the past two year average in the areas of evidenced based reading and writing and the math portion during the March 2018 School Day SAT administration. The school day administration has only occurred twice. The average of these results and our 2018 targets are detailed below.	SAT Spring 2018 Grade 11 Mean Scores Evidence based reading and writing – **Goal was Met** Mathematics – **Goal was Met**

SAT Year	Evidenced based reading and writing	Mathematics	Overall
2016	499	491	990
2017	539	522	1061
Average	519	507	1026
2018 Target	525	513	1038

SAT Year	Evidenced based reading and writing	Mathematics	Overall
2018	513	515	1046

Goal #2: Through effective communication, all staff and stakeholders will feel informed.

I.   Student Outcome Indicator

Statement of Student Outcome Indicator	Results and Outcomes
Effective Communication is essential to the maintenance of our school community. It is important that all stakeholders have access to a steady stream of school based information which is updated regularly. Students and parents will be provided a variety of streams of information which when accessed regularly will keep them well informed. The May 2017 Parent Feedback Survey indicated that 77 percent of our parents reported that they agree or strongly agree with the following statement: I feel well-informed about what is going on at the school. Our goal is to increase this by six or more percentage points to 83 percent or more of our parents will agree or strongly agree with the statement on the May 2018 administration of the Parent Feedback Survey.	Results from the 2018 Spring administration of the Parent Feedback Survey indicated that 67% of parents responded that they agree or strongly agree that they feel well informed. This was significantly less than the target of 83%. **This goal was not Met.**

Baseline Data and Targets

Assessment	Grade Level or Course	Subjects	Measure		Baseline Data 2015-16	Results 2017	Results 2018
MAP	9	Reading	Students meeting RIT projected target		54%	60%	55%
MAP	9	Math	Students meeting RIT projected target		59%	48%	50%
MAP	10	Reading	Students meeting RIT projected target		50%	56%	48%
MAP	10	Math	Students meeting RIT projected target		46%	43%	56%
SAT	11	Reading	Students with composite score of 480 or higher - College and Career Ready (Exceeding Benchmark)		60%	74%	69%
SAT	11	Reading	Student average score		499	539	531
SAT	11	Math	Students with composite score of 530 or higher - College and Career Ready (Exceeding Benchmark)		35%	53%	44%
SAT	11	Math	Student average score		491	522	515
PSAT	9	Math	% of Students Meeting or Exceeding Benchmark		NA	NA	46%
PSAT	9	Reading	% of Students Meeting or Exceeding Benchmark		NA	NA	69%
PSAT	10	Math	% of Students Meeting or Exceeding Benchmark		NA	NA	31%
PSAT	10	Reading	% of Students Meeting or Exceeding Benchmark		NA	NA	61%

PSAT	11	Math	% of Students Meeting or Exceeding Benchmark		NA	NA	35%
PSAT	11	Reading	% of Students Meeting or Exceeding Benchmark		NA	NA	63%
AP		Various	Students scored 3 and above/#enrolled		62.5%	60.4%	58.3%
AP		Various	Number of students taking the AP exams/number of exams taken		168/268	182/314	168/283
Physical Fitness		Fitness	% meeting/exceeding in all 4 assessments		53%	68%	43%
4 year Cohort Graduation Rate	Graduates	Class Cohort	Students graduating in 4 years		95.2%	95.7%	
College Admissions	Graduates		Estimated based on student self-report through Naviance		131/162 81%	118/156 76%	134/155 86%
Attendance	9-12	Attendance	Chronic Absenteeism		11.8%	13.2%	15.9%

Seymour Public Schools
School Improvement Plan

2018-2019

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 High School
Principal: James Freund
Date: 10/10/18

School-Wide Data Team Members

Name	Role
Mrs. Melissa Anelli	School Counseling Coordinator
Mrs. Lisa Cheney	English Department Chair
Mr. Eric DeMarco	Social Studies Department Chair
Mrs. Cathy Federowicz	Math Department Chair
Mr. James Freund	Principal
Mr. Paul Lucke	Assistant Principal
Mr. Ernie DiStasi	Assistant Principal
Mrs. Erin Scozzafava	Science Department Chair
Mrs. Karen Studley	Social Worker/DDT

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 Core Values and Beliefs 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.

Context Vocabulary

Embedded within the school improvement plan (SIP) are terms commonly used within the educational setting and important to understanding the document.

MAP- (Measures of Academic Progress)- Math, language arts, and science assessments that measure what students know and informs teachers what they're ready to learn next. The results help teachers track growth through the school year and over multiple years providing an accurate longitudinal picture whether a student performs on, above, or below grade level. MAP is administered up to three times each year (fall, winter, spring). Seymour looks for students to achieve in the high average and high bands, which correlate to student goal scores falling within the 61st percentile and higher. These percentiles strongly correlate to success in college and career experiences.

MAP RIT- The RIT (Rasch Unit) is an estimation of a student's instructional level and compares the average growth of students who are in the same grade and who test in the same term. Every question on the MAP assessment is calibrated to the RIT scale and allows educators to trust it to track longitudinal growth.

RIT Projections- Projected RIT scores are generated by the MAP assessment results and offer teachers a benchmark against which to measure expected student growth. Each grade level has approximate bands of expected growth defined.

Conditional Growth Percentile - a student's percentile rank for growth. If a student's CGP is 50, this means that the student's growth was greater than 50 percent of similar students in the NWEA norm group.

Median Conditional Growth Percentile - The median conditional growth percentile is the middle value in a list of numbers. On the Achievement Status and Growth (ASG) report, the median conditional growth percentile (CGP) can be found by listing the CGP values in order, and selecting the value in the middle.

PSAT- The Preliminary SAT/National Merit Scholarship Qualifying Test (**PSAT/NMSQT**) is a standardized test administered in October of 2017-2018 to all students in grades 8, 9, 10, and 11. The PSAT assesses student achievement in math, reading, and writing.

SAT- The SAT is a standardized test administered in Seymour in 2017-2018 to all students in grade 11 and measures student achievement in math, reading, and writing.

AP - Advanced Placement (AP) is a program in the United States and Canada created by the College Board which offers college-level curricula and examinations to high school students. American colleges and universities may grant placement and course credit to students who obtain qualifying scores on the examinations.

CTE - Career and Technical Education program offers a sequence of courses that provide individuals with coherent and rigorous content aligned with challenging standard relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

Cohort Graduation Rate - The percentage of students who received a standard diploma within four years, including early and summer graduates from the cohort.

Chronic Absenteeism - The percentage of students who have been absent for more than ten percent of the school year.

RR - Resource Room, a classroom where special education students receive instructional supports from teachers.

CCSS - The Common Core State Standards
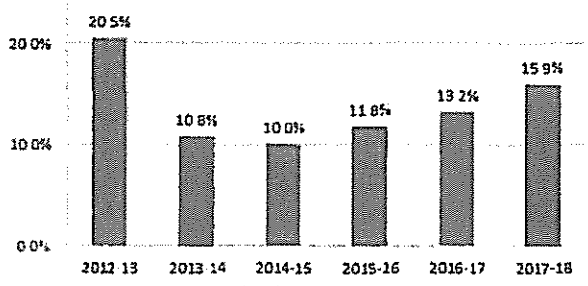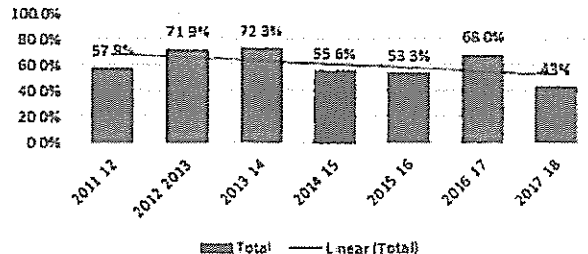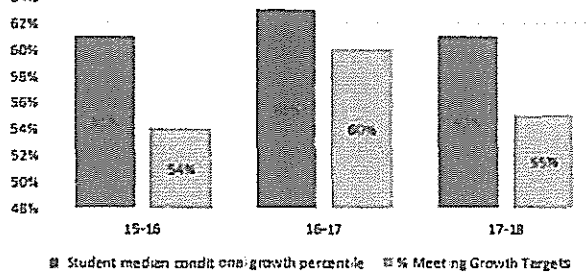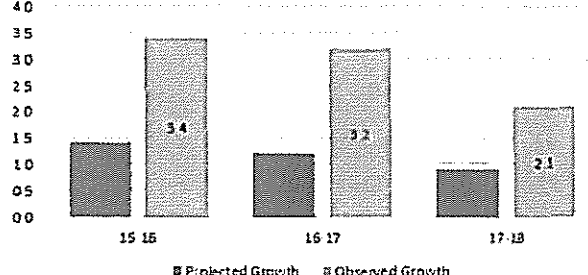
NGSS - The Next Generation Science Standards

PLC - Professional Learning Community collaborative departmental discussion.
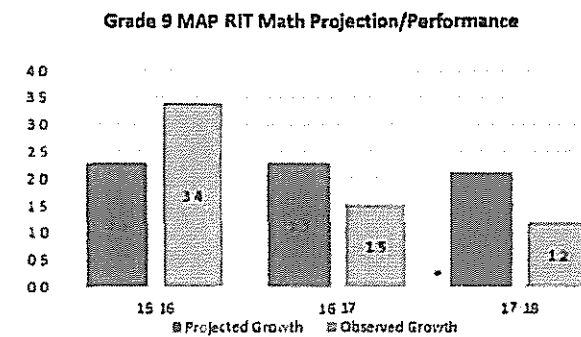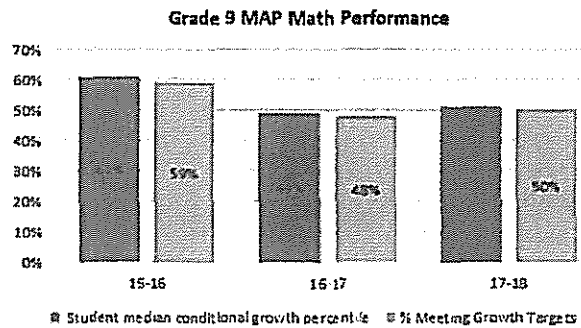
Remind - Text messaging system for educators.

3

Data Analysis   3-year historical cohort-based data graphs

Assessment	Data Trends- 3 year cohort	Observations
SAT School Day	School Day SAT Performance, Targets, and Trendlines 550, 540 (**539**), 530, 531, 513, 522, 523, 520, 515, 510, 500 (**499**), 491, 490, 480, 470, 460 2016 · 2017 · 2018 · 2019 Target Evidenced based reading and writing · Mathematics Linear (Evidenced based reading and writing) · Linear (Mathematics)	Trend lines indicate improved performance on the reading and writing and math portion of the School Day SAT.
AP Participation and Performance	AP Participation and Performance 350, 314, 300, 283, 268, 250, 225, 200, 182, 168, 150, 149, 164, 100, 59.1, 62.5, 60.4, 58.3, 50, 0 2015 · 2016 · 2017 · 2018 Total AP Students · Number of Exams AP Students with Scores 3+ Linear (Number of Exams) Linear (Number of Exams) · Linear (AP Students with Scores 3+)	The number of AP students taking exams has decreased from 182 in 2017 to 168 in 2018. The total number of AP exams taken has decreased from 314 in 2017 to 283 in 2018. The percentage of students who scored a three or higher on an AP exam(s) has decreased from 60.4% in 2017 to 58.3% in 2018.
Cohort Graduation Rate	Seymour High School Graduation Rate 98.0, 96.0, 95.2, 95.7, 94.0, 92.0, 91.0, 90.0, 88.0, 88.2, 86.0, 87.0, 85.0, 84.0, 82.0, 80.0 2012-13 · 2013-14 · 2014-15 · 2015-16 · 2016-17	The three year average graduation rate is 93.9%. The cohort graduation rate increased from 95.2% in 2016 to 95.7% in 2017 The trend line indicates increased cohort graduation rates.

4

Chronic Absenteeism	**Chronic Absenteeism** 205% 200% 108% 100% ... 100% ... 118% ... 132% ... 159% 00% 2012-13 ... 2013-14 ... 2014-15 ... 2015-16 ... 2016-17 ... 2017-18	The chronic absenteeism rate increased from 13.2% in 2016-17 to 15.9% in 2017-18.
Physical Education	**Percentage of Students Reaching Health Standard** 100.0% 80.0% ... 71.9% ... 72.3% ... 68.0% 60.0% ... 57.9% ... 55.6% ... 53.3% 40.0% ... 43% 20.0% 0.0% 2011-12 ... 2012-2013 ... 2013-14 ... 2014-15 ... 2015-16 ... 2016-17 ... 2017-18 Total — Linear (Total)	The percentage of students who meet standard on all four of the physical fitness assessments decreased from 68% in 2016-17 to 43% in 2017-18. The trend line indicates that the percentage of students who meet standard on all four of the physical fitness assessments is decreasing.
MAP Grade 9 Reading	**Grade 9 Reading MAP Performance** 64% 62% 60% 58% 56% 54% ... 54% 52% ... 67% 50% ... 55% 48% 15-16 ... 16-17 ... 17-18 Student median conditional growth percentile · % Meeting Growth Targets **Grade 9 Reading MAP RIT Projection/Performance** 4.0 3.5 ... 3.4 ... 3.2 3.0 2.5 2.0 ... 2.1 1.5 1.0 0.5 0.0 15-16 ... 16-17 ... 17-18 Projected Growth · Observed Growth	The median conditional growth percentile decreased by two percent in 2017-18. The percentage of students meeting their conditional growth percentile decreased by five percent in 2017-18. Observed student growth was greater than projected student growth.

5

MAP Grade 9 Math	**Grade 9 MAP Math Performance**	The median conditional growth percentile increased one percent in 2017-18.

Grade 9 MAP Math Performance

70%
60%
50%
40%
30% 53%
20%
10%
0%
15-16   16-17   17-18
45%   50%

◙ Student median conditional growth percentile   ◙ % Meeting Growth Targets

The percentage of ninth grade students meeting growth targets increased by two percent in 2017-18.

Grade 9 MAP RIT Math Projection/Performance

40
35
30
25
20   34
15
10
05   15
00   12
15-16   16-17   17-18
◙ Projected Growth   ◙ Observed Growth

Student RIT growth was less than RIT growth projections.

MAP Grade 10 Reading	**Grade 10 MAP Reading Performance**	The median conditional growth percentile decreased by four percent in 2017-18.
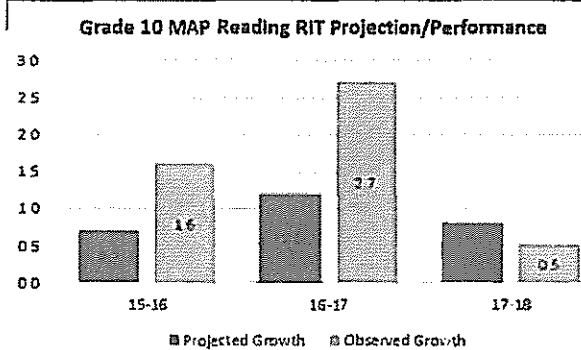
Grade 10 MAP Reading Performance

70%
60%
50%
40%
30%   50%   56%   48%
20%
10%
0%
15-16   16-17   17-18

◙ Student median conditional growth percentile   ◙ % Meeting Growth Targets

The percentage of students meeting their conditional growth percentile decreased by eight percent in 2017-18.

Grade 10 MAP Reading RIT Projection/Performance

30
25
20
15   16   27
10
05   05
00
15-16   16-17   17-18
◙ Projected Growth   ◙ Observed Growth

Student RIT growth was less than RIT growth projections.

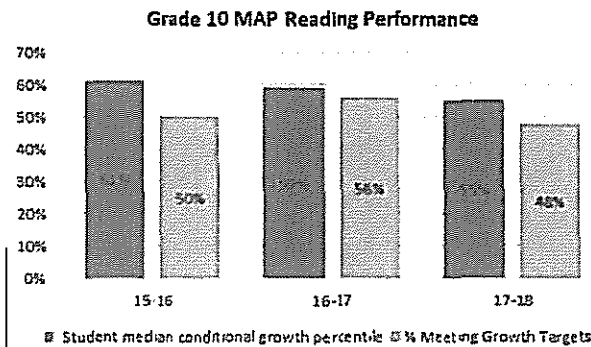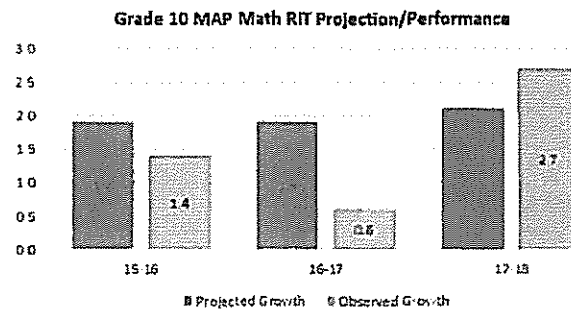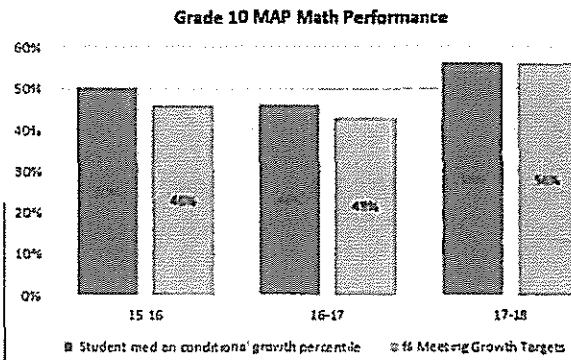| MAP Grade 10 Math | Grade 10 MAP Math Performance

60%
50%
40%
30%
20% 46%   41%
10%
0%
   15-16   16-17   17-18
▣ Student median conditional growth percentile   ▩ % Meeting Growth Targets

Grade 10 MAP Math RIT Projection/Performance

3.0
2.5
2.0
1.5
1.0   1.4   2.7
0.5   0.6
0.0
   15-16   16-17   17-18
▣ Projected Growth   ▩ Observed Growth | The ninth grade student median conditional growth percentile increased by ten percent in 2017-18.

The percentage of students meeting their growth targets has increased by thirteen percent in 2017-18.

Student RIT growth was greater than RIT growth projections. |

Goals

Goal #1: When we provide a challenging learning environment that motivates all of our students, then each student will achieve his or her potential.

I.   Student Outcome Indicator

Statement of Student Outcome Indicator	Connection to District Goals
The average student performance on the school day administration of the SAT will improve by several points over the previous year's performance in the areas of evidenced based reading and writing and the math portion during the March 2019 School Day SAT administration. The summary of these results and our 2019 targets are detailed below.	The district's goal is to provide a challenging learning environment that motivates all of our students, then each student will achieve her/his maximum individual potential. Instructional strategies such as allowing for practice and encouraging feedback both from faculty and peers will help us to achieve the building and district goal. This will also provide a more challenging learning environment for the students which will assist them to perform at a higher level on the SAT. Improved performance on the SAT will motivate students as they move toward their future.

SAT Year	Evidenced based reading and writing	Mathematics	Overall
2016	499	491	990
2017	539	522	1061
2018	531	515	1046
2019 Target	533	523	1056

Student Outcome Indicator Rationale	Results and Outcomes
Students will be exposed to challenging practice released SAT questions and standards based instruction tied to the SAT to improve overall SAT student performance. Faculty will provide specific feedback to students for improving their performance which will result in improved college admissions while providing additional opportunities for scholarship. In addition, students will learn how to provide feedback through peer interaction in order to set and achieve individual goals.	

II.   Action Plan and Results Indicators

Class / Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
School and District Administration will gather SAT/PSAT data and provide professional development which will help teachers implement SAT improvement strategies in their classrooms.	Multi year	District/School Administration and teachers	Feedback data will be collected and the faculty will participate SAT professional learning/data discussion opportunities provided by the district.
The School Counseling staff will meet with students having academic/social difficulty, providing feedback and helping them to improve.	September - June	School Counselors	Documented individual and group meetings with students failing multiple classes.

Chronic Absenteeism is a continued concern at Seymour High School. Poor attendance is often the byproduct of students lacking social emotional intelligence. In addition to the standard attendance notifications, meetings, and DCF referral process, the school administration, counselors and teachers will be collaboratively developing a social emotional supports system/program to be implemented during student advisories.	Three – year process. Initial lessons will be developed during the 2018-19 school year	School Administration Counselors Teachers	Selection/Development of student screening tool to determine the social emotions needs of the student body will be administered. An analysis of the whole school social emotional needs will be made. Social Emotional Lessons fostering Social Emotional Learning will be developed to meet the identified needs. The lessons will be piloted and feedback will be gathered. Developed lessons will be revised as needed to best meet student needs.
The World Language Department will be focusing on peer-editing, self-reflection (i.e. journaling) throughout the year. This strategy directly aligns with improving student performance on the SAT "Words in Context"	Academic Year	World Language Department	Student journal entries will document self-reflection and will chart individual student growth. Faculty will provide feedback on progress toward learning outcomes. Benchmark Data would be able to track progress regarding Words in Context.
School Administration, Data Team and Department Leaders will review student performance data from the College Board to identify skill areas of growth on the SAT/PSAT. Released questions measuring the identified skills areas will be shared within the school, modified versions of the questions will be incorporated into multiple assessments and benchmarks.	September - October	Admin/ Department Leaders/ Teachers	1. Modified benchmark assessments and exams reflecting the identified skill areas. 2. Improved student performance on the SAT in the spring and PSAT next fall. The faculty will have a deeper understanding of the skills necessary for student success on the SAP and PSAT.
The Special Education department will familiarize students with released SAT questions and content by including the College Boards "SAT question of the day"	Academic Year	Special Education Teachers	3. Increased student understanding of the questions and response accuracy when taking the SAT. Faculty will provide feedback on progress toward learning outcomes.
Special Education students will become familiar with the academic vocabulary encountered on the SAT.	Academic Year	Special Education Teachers	Each student will have developed a SAT Vocabulary Word Bank. Faculty will provide feedback on progress toward learning outcomes.

English Department

Class / Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
English teachers will use released PSAT questions which encourage students to practice critical reading strategies, dissect questions and learn test taking strategies while using academic vocabulary found on high stakes testing. The teachers will	October 10, 2018 (PSAT school day administrati on) to June 2019	Students, English teachers, administrative and support staff	Improvement from baseline (PSAT benchmark assessment in October). Faculty will provide feedback on progress toward learning outcomes.

provide students feedback that will include goal setting for successful achievement on the student collaboration and correction of benchmarks after each assessment and journaling about newly discovered individual strategies necessary for success on high stakes tests.			Whole school improvement will be noted on the following standard areas on the 2019 administration of the SAT. CCSS ELA Standards Supported by Strategy • CC.9-10 R.L. 10 • CC.9-10 L 3

Social Studies Department

Class / Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Social studies teachers will utilize a variety of simulated experiences incorporating Social Studies Standards. Resources include Khan Academy accounts tied to the SAT and individualized practice and released PSAT and SAT questions. Focus areas will include words in context, command of evidence, analysis of history and reading and interpreting tables, graphs, charts and diagrams.	First 3 marking periods.	Social Studies Teachers	1. Improvement from baseline assessments. 2. Digital practice submitted in Google Classroom. 3. SAT improvement. 4. Khan academy progress. 5. Faculty will provide feedback on progress toward learning outcomes. Whole school improvement will be noted on the following standard areas on the 2019 administration of the SAT. Social Studies Standards Supported by Strategies • CCSS.ELA-Literacy.RH.9-10.1-10, • CCSS.ELA-Literacy.WHST.9-10.1-8, • CCSS.ELA-Literacy.WHST.11-12.1-8
Throughout the year, teachers will provide students feedback which includes but are not limited to individual conferencing, student self-scoring, peer scoring/editing/revising and student goal-setting.	Academic Year	Social Studies Teachers	Individual conferencing, student self-scoring, peer scoring/editing/revising, student goal-setting. Faculty will provide feedback on progress toward learning outcomes.

Math Department

Class / Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Math teachers will utilize a variety of simulated experiences incorporating Math Standards. Resources include Khan Academy tied to the SAT and individualized practice, released PSAT and SAT items, releases AP items and MAP. MAP analysis will occur to determine emphasis on particular curricular topics and extended and individualized practice. Depending on the course the focus will be on the Heart of Algebra and/or Advanced Math. The strategies utilized by teachers described above are aligned with the CCSS Math standards.	Academic Year	Math Teachers	1. Track student progress through Khan Academy, SAT, PSAT and MAP. 2. Improvement from baseline assessments. 3. SAT Improvement. 4. MAP Improvement. Faculty will provide feedback on progress toward learning outcomes. Whole school improvement will be noted on the following standard areas on the 2019 administration of the SAT. Math Standards Supported by Strategies • CCSS.Math.Content.HSF-IF.B.1-9 • CCSS.Math.Content.HSA-REI.D.10-12 • CCSS.Math.Content.HSF-LE.A.1-3 • CCSS.Math.Content.HSF-BF.A.1-3
Throughout the year, teachers will provide the students individualized feedback which will include student reflection/peer scoring, individual conferencing and/or student goal-setting.	Academic Year	Math Teachers	Improvement in students' monitoring of their own learning process.
Promote a growth mindset for students.	Academic Year	Math Teachers	Improvement in students' confidence and perseverance when tackling problems.

11

Science Department

Class / Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Science teachers will utilize a variety of simulated experiences incorporating Science Standards. Resources may include Khan Academy and Quicciz accounts tied to individualized practice and released PSAT, SAT, ACT and AP questions. Focus areas will include Analysis in Science passages and questions focusing on "Words in Context", "Command of Evidence", and "Analyzing Quantitative Information".	Academic Year	Science Teachers	1. Tracked student performance data through Khan Academy. 2. Improvement from baseline assessments. 3. AP/SAT/ACT improvement. Faculty will provide feedback on progress toward learning outcomes. Whole school improvement will be noted on the following standard areas on the 2019 administration of the SAT. Science Standards Supported by Strategies ● CCSS.ELA-Literacy.RST.9-10.10 ● CCSS.ELA-Literacy.RST.11-12.10 The strategies are aligned the Next Generation Science Practices. NGSS - Practices Supported by Strategies ● Constructing Explanations and Designing Solutions ● Engaging in Argument from Evidence ● Obtaining, Evaluating, and Communicating Information
Student feedback throughout the school year will include student reflection/peer scoring, individual conferencing and/or student goal-setting, benchmark corrections.	Academic Year	Science Teachers	● Improved science performance on major assessments ● Improved student collaboration ● Improved classroom performance

Goal #2: Through effective communication, all staff and stakeholders will feel informed.

I.   Student Outcome Indicator

Statement of Student Outcome Indicator	Connection to District Goals
Effective Communication is essential to the maintenance of our school community. It is important that all stakeholders have access to a steady stream of school based information which is updated regularly. Students and parents will be provided a variety of streams of information which when accessed regularly will keep them well informed. The May 2018 Parent Feedback Survey indicated that 67 percent of our parents reported that they agree or strongly agree with the following statement: I feel well-informed about what is going on at the school. Our goal is to increase this by eight or more percentage points to 75 percent or more of our parents will agree or strongly agree with the statement on the May 2019 administration of the Parent Feedback Survey.	The district goal number two focuses on effective communication using a variety of modalities which include the establishment of a Facebook page, use of emails, and others.
Student Outcome Indicator Rationale: Students and parents will be well informed of what is happening in the classrooms, with extracurricular activities, special meetings, and through a variety of contemporary web-based modalities.	**Results and Outcomes -**

III.   Action Plan and Results Indicators

Class / Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
The teachers and administration will use PowerSchool to distribute detailed information about Seymour High School.	Immediately	School Administration/ Teachers	The Daily Bulletin will become a continuously active source of information for parents and students.
The school administrations will explore the use of twitter and other social media forms for communication.	Fall - Winter	Administration Teachers	Active social media accounts providing school information.
The school administration will use a variety of resources such as Blackboard Connect and Remind to share links to the Daily Bulletin and other social media accounts.	Fall - Spring	Administration	Improved performance will be based on the targets outlined in the Parent Feedback Survey Goal.
The school counseling department will use Naviance to send emails communicating	Fall - Spring	School Counselors	Improved performance will be based on the targets outlined in the Parent Feedback Survey Goal.

college visits/fairs and parent programs.			
The world language teachers will invite parents as guest speakers throughout the year to share their world language experiences.	March	World Language Teachers	Planned activities and parent participation.
The world language department will distribute a World Language Newsletter.	Throughout the year	World Language Teachers	Completed newsletter distributed to parents informing them of departmental events and activities.
The science and social studies departments will encourage parents to join Google Classrooms providing them access to student assignments and class information.	Throughout the year	Social Studies/ Science Teachers	Increased assignment completion and parent knowledge of classroom activities. As measured by the number of parents who have joint the Google Classrooms and the Spring 2019 Parent Feedback Survey.
The math department will link parents to student's Khan Academy account allowing them to see their student's progress and SAT potential.	Throughout the year	Math Teachers	Increased parent awareness of their child's progress on Khan Academy. As measured by the Spring 2019 Parent Feedback Survey.

V.   Communication Plan

Communication:

The Seymour High School Improvement Plan will be shared with the community in the following ways.
    • The Plan will be posted on the school webpage.
    • A link to the plan will be communicated to the school community using the following communication tools.
        o PowerSchool Daily Bulletin
        o Remind text message
        o Blackboard Connect eBlast.
    • The finalized plan will be shared with the school faculty during a faculty meeting.
    • The SHS Data Team will review and discuss finalized plan and will review during ongoing meetings during the year. Staff will be provided a midyear update of SIP progress.
    • School administration will visit departmental PLC's to discuss the details of the finalized plan. The communication plan discussion for improvement will be incorporated into faculty meetings as well as PLC throughout the school year.

Baseline Data and Targets

Assessment	Grade Level or Course	Subjects	Measure	Baseline Data 2015-16	Results 2017	Results 2018
MAP	9	Reading	Students meeting RIT projected target	54%	60%	55%
MAP	9	Math	Students meeting RIT projected target	59%	48%	50%
MAP	10	Reading	Students meeting RIT projected target	50%	56%	48%
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SAT	11	Math	Students with composite score of 530 or higher – C/Career Ready	35%	53%	44%
SAT	11	Math	Student average score	491	522	515
PSAT	9	Math	% of Students Meeting or Exceeding Benchmark	NA	NA	46%
PSAT	9	Reading	% of Students Meeting or Exceeding Benchmark	NA	NA	69%
PSAT	10	Math	% of Students Meeting or Exceeding Benchmark	NA	NA	31%
PSAT	10	Reading	% of Students Meeting or Exceeding Benchmark	NA	NA	61%
PSAT	11	Math	% of Students Meeting or Exceeding Benchmark	NA	NA	35%
PSAT	11	Reading	% of Students Meeting or Exceeding Benchmark	NA	NA	63%
AP		Various	Students scored 3 and above/#enrolled	62.5%	60.4%	58.3%
AP		Various	Number of students taking the AP exams/number of exams taken	168/268	182/314	168/283
Physical Fitness		Fitness	% meeting/exceeding in all 4 assessments	53%	68%	43%
4 year Cohort Grad Rate	Graduates	Class Cohort	Students graduating in 4 years	95.2%	95.7%	
College Admissions	Graduates		Estimated based on student self-report through Naviance	131/162 81%	118/156 76%	134/155 86%
Attendance	9-12	Attendance	Chronic Absenteeism	11.8%	13.2%	15.9%