



REGULAR MEETING MINUTES

October 16, 2017
Seymour High School
Cafeteria
7:00 p.m.

COPY RECEIVED
DATE: 10/24/17
TIME: 4:00 pm
TOWN CLERK'S OFFICE

BOARD MEMBERS IN ATTENDANCE:

Yashu Putorti, Chairman
James Garofolo
Kristen Harmeling
Jay Hatfield (8:00 pm)
Peter Kubik
Jennifer Magri
Ed Strumello
Sukhman Singh, Student Representative
Paulina Karwowski, Student Representative

BOARD MEMBERS ABSENT:

Allison Sobieski
Fred Stanek

OTHERS IN ATTENDANCE:

Michael Wilson, Superintendent of Schools
Vonda Tencza, Associate Superintendent
Rick Belden, Assistant Superintendent - Finance & Operations
Lee-Ann Dauerty, Board Clerk
Kris Boyle, Director of Special Services
Joseph Falzone, Director of Operations
Jim Freund, Principal, SHS
Paul Lucke, Assistant Principal, SHS
Tara Yusko, Assistant Principal, SHS
Bernadette Hamad, Principal, SMS
Ernie DiStasi, 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

- I. **CALL TO ORDER**
Mr. Putorti called the meeting to order with the Pledge of Allegiance at 7:01 p.m.
- II. **PUBLIC COMMENT**
None

III. REPORTS AND INFORMATION

A. Information

1. School Improvement Plans: – Vonda Tencza

Mrs. Tencza explained that this will be more informal presentation that what we have done in the past and it will give the Board members the opportunity to ask questions after reviewing the School Improvement Plan information that was sent to them last week.

a. High School – Jim Freund

Mr. Freund reviewed the attached School Improvement plan for Seymour High School. Mr. Kubik asked about chronic absenteeism and how it was dealt with. Mr. Freund said in the past those students lost credit. This negatively affected our graduation rate. We backed away from this and our graduation rate rose. Mr. Freund believes in a therapeutic approach rather than a punitive one. Mr. Kubik asked Mr. Freund how he would grade his school. Mr. Freund said this was hard to do. Everyone has the ability to do better and everyone is progressing. He said he was grateful for the staff that he has and for the students. Mr. Putorti wondered about how we compared to the state and federal levels.

b. Middle School – Bernadette Hamad

Ms. Hamad reviewed the attached School Improvement plan for Seymour Middle School. Ms. Magri said she thought Grade 7 was problematic. Ms. Hamad said this was straight out data not cohort data. Mr. Kubik said there was significant negatives from one year to next. Ms. Hamad said they were looking at what do we need to change. They looked at the goals for this year, what they learned at the workshop and determined they need to stick with what is working. She said they need to get it right. Mr. Kubik asked for a copy of last year's goals and Ms. Hamad said she would send them to the Board. She said this year the focus would be on Reading and Math. Mr. Garofolo asked what kind of information is kept to monitor student progress. Ms. Hamad said standardized test scores, authentic student work, numerous data, and feedback. He asked how often the students receive verbal feedback and she confirmed every day. Mr. Kubik asked her how she would grade the middle school and she said she would say "ongoing".

c. Chatfield-LoPresti School – David Olechna

Mr. Olechna opened his presentation by saying the CLS staff is pleased and proud. He reported that the kindergarten students surpassed their target. He explained that the data is not flat lined because of the significant increase in enrollment. He spoke about their strategies which include reading conferences and providing feedback. They look at each student's strengths and weaknesses in order to help form their goals. He said any student who is performing below grade level receives individual attention. In Math, Mr. Olechna said over 50 students achieved target. There were gains in kindergarten and maintaining their target. He said they are going to do more writing in math, have classroom discussion, recognize misconceptions and address them. They are using effective strategies. Mr. Putorti said the numbers look very good. Mr. Kubik said he was impressed with the levels. He asked Mr. Olechna what he thought the CLS grade should be. Mr. Olechna responded that he felt they were performing at A- due to staff performance and student achievement. But felt there is still a lot of work to do. Mr. Kubik said there was a lot of data and he felt they were performing at A- to B+ He credited the professionalism of the staff at Chatfield-LoPresti School as an indicator of why they are doing well.

- d. Bungay School – Mary Sue Feige, Lauren Reid
Ms. Feige and Ms. Reid started their presentation by talking about the “Bungay Cares” philosophy. They reviewed the reading data and noted there were significant goals met in grade one. They talked about their grade level data team and how they were developing strategies. The math goal was very close; 56% goal was 60%. Grade 4 saw the greatest growth. There was a decrease in low performing students; a 10% improvement. In an effort to continue to improve parent communication, they will continue to use PowerSchool, and offer parent workshops. The communication results were 100% positive. They are proud that their school offers a safe and welcoming environment to their students. Mr. Kubik said math scores are low in kindergarten, noting that even though this was not cohort data he still has concerns in general when he see drops. Ms. Feige said they are addressing this and developing strategies. Mr. Kubik then asked her how she would grade her school. Her first response was “G” for growing but then changed it to A+ because her teachers and students are the best. She said 100% of the students have a sense of belonging. We worry about standardized tests but we are human, and we care about the kids. Mr. Garofolo asked Ms. Feige if she felt she had all the resources she needed. She said she felt she gets what she needs and resources are put in front of the kids every day. Mr. Kubik thanked Mrs. Tencza for her efforts to present each of the four school reports in a more consistent format. While he acknowledges this is difficult to do, he feels the presentation this year was definitely moving in that direction.

IV. ITEMS FOR DISCUSSION

A. **Budget Discussion**

Mr. Putorti reported that the Governor put out another budget today. The ECS funds amount was almost the original amount when the Seymour budget was set. Mr. Belden said the bottom line was a loss in the April/May budget. Mr. Putorti said he hoped what was presented today will be hopefully where we will be. Ms. Magri asked of the funds we were shorted with the first payment be made up. Mr. Belden said he did not know. He said we should be hearing something from the legislature soon.

B. **6th Grade Athletes**

MOTION: (Mr. Strumello/sec., Mr. Kubik) to add to the agenda a discussion and possible action on the subject of 6th grade athletes

SO VOTED

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

Mr. Strumello reported that at the Athletic Committee meeting a discussion about Ms. Hamad’s request to allow 6th grade athletes to participate in all middle school sports was met with support from the Athletic Committee and he wanted to get the approval from the full Board quickly so the 6th grade athletes could try out as soon as possible. Ms. Magri asked for some history on why 6th grade students have not been allowed to participate. Mr. Strumello said this came about when grade 6 was moved from elementary school to the middle school. Many administrators, staff and parents felt they were still elementary students and should not play with the older students. Times have changed and everyone feels the 6th grade student athletes should be able to participant. Mr. DiStasi explained that there is a strict protocol in place when students participate in try-outs and that will not change. Students try-out at grade level and then are called back to the overall tryout. The top 10-15 (or whatever number the roster currently is) strongest athletes will be chosen for the team. The rosters will not change. Mr. Hatfield asked about money if additional students were to participate and Mr. Kubik said there will be no financial impact by doing this. We are opening up the tryouts to 6th graders we are not increasing the size of the teams.

MOTION: (Mr. Hatfield/sec., Mr. Strumello) to allow all grade 6 students to participate in middle school sports effective immediately for all teams in which the roster has not been locked

SO VOTED

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

IV. PUBLIC COMMENT

None

V. ADJOURNMENT

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

SO VOTED

AFFIRMATIVE: Mr. Garofolo, Mr. Hatfield, Mr. Kubik, Ms. Magri, Mr. Putorti, Mr. Strumello
The meeting adjourned at 9:06 pm

Submitted by:
Lee-Ann Dauerty
Board Clerk

Seymour Public Schools School Improvement Plan



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: 10/12/17

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

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

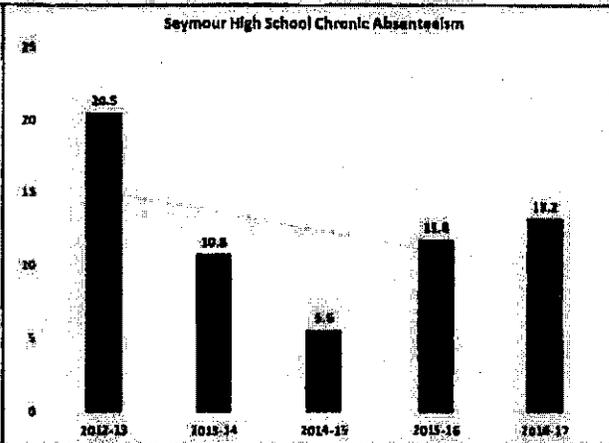
PLC - Professional Learning Community collaborative departmental discussion.

Remind - Text messaging system for educators.

Data Analysis 3-year historical cohort-based data graphs

Assessment	Data Trends- 3 year cohort	Observations																				
SAT School Day	<p style="text-align: center;">School Day SAT Performance, Targets, and Trendlines</p> <table border="1"> <caption>School Day SAT Performance Data</caption> <thead> <tr> <th>Year</th> <th>EBRW Score</th> <th>Math Score</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>499</td> <td>491</td> </tr> <tr> <td>2017</td> <td>520</td> <td>522</td> </tr> <tr> <td>2018 Target</td> <td>518</td> <td>518</td> </tr> </tbody> </table>	Year	EBRW Score	Math Score	2016	499	491	2017	520	522	2018 Target	518	518	<p>The two year School Day SAT Performance average is 519 for reading and writing, and 506.5 for math.</p> <p>The projected School Day SAT performance targets are six points higher than the two year average.</p> <p>Trend lines indicates improved performance on the reading and writing and math portion of the School Day SAT.</p>								
Year	EBRW Score	Math Score																				
2016	499	491																				
2017	520	522																				
2018 Target	518	518																				
AP Participation and Performance	<p style="text-align: center;">AP Participation and Performance 2014-2017</p> <table border="1"> <caption>AP Participation and Performance Data</caption> <thead> <tr> <th>Year</th> <th>Total AP Students</th> <th>Total AP Exams</th> <th>Students Scoring 3 or Higher</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>110</td> <td>168</td> <td>105</td> </tr> <tr> <td>2015</td> <td>140</td> <td>225</td> <td>89</td> </tr> <tr> <td>2016</td> <td>182</td> <td>344</td> <td>110</td> </tr> <tr> <td>2017</td> <td>182</td> <td>314</td> <td>118</td> </tr> </tbody> </table>	Year	Total AP Students	Total AP Exams	Students Scoring 3 or Higher	2014	110	168	105	2015	140	225	89	2016	182	344	110	2017	182	314	118	<p>The number of AP students taking exams has increased from 168 in 2016 to 182 in 2017.</p> <p>The total number of AP exams taken has increased from 268 in 2016 to 314 in 2017.</p> <p>The number of students who scored a three or higher on an AP exam(s) has increased from 105 in 2016 to 110 in 2017.</p> <p>Trend lines indicate that the total number of students, AP exams taken and students scoring a three or higher on AP exams is increasing.</p>
Year	Total AP Students	Total AP Exams	Students Scoring 3 or Higher																			
2014	110	168	105																			
2015	140	225	89																			
2016	182	344	110																			
2017	182	314	118																			
Cohort Graduation Rate	<p style="text-align: center;">Seymour High School Graduation Rate</p> <table border="1"> <caption>Seymour High School Graduation Rate Data</caption> <thead> <tr> <th>Year</th> <th>Graduation Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>91.0</td> </tr> <tr> <td>2013-14</td> <td>87.8</td> </tr> <tr> <td>2014-15</td> <td>92.4</td> </tr> <tr> <td>2015-16</td> <td>95.2</td> </tr> </tbody> </table>	Year	Graduation Rate (%)	2012-13	91.0	2013-14	87.8	2014-15	92.4	2015-16	95.2	<p>The three year average graduation rate is 91.5%.</p> <p>The cohort graduation rate increased from 91.0% in 2015 to 95.2% in 2016</p> <p>The trend line indicates increased cohort graduation rates.</p>										
Year	Graduation Rate (%)																					
2012-13	91.0																					
2013-14	87.8																					
2014-15	92.4																					
2015-16	95.2																					

Chronic Absenteeism

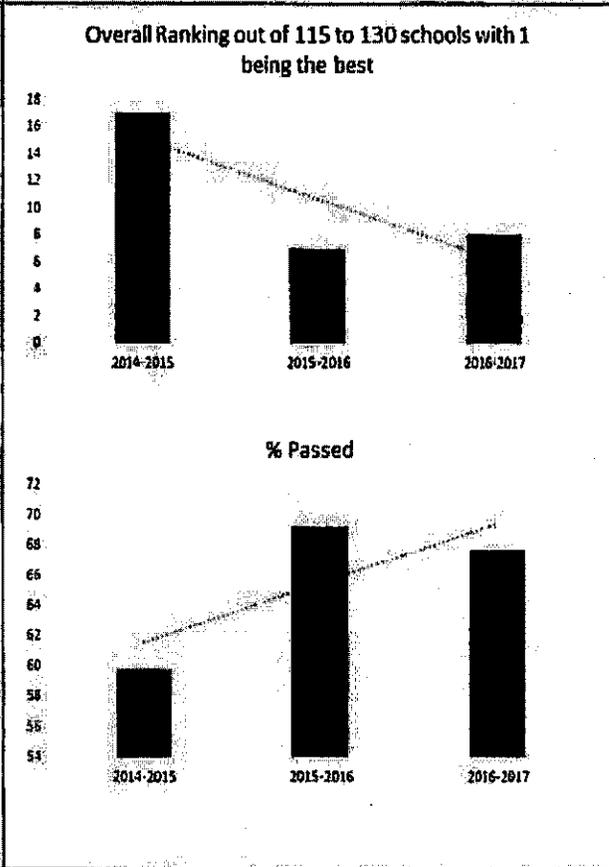


The three year average chronic absenteeism rate is 10.2%.

The chronic absenteeism rate increased from 11.8% in 2015-16 to 13.2% in 2016-17.

Although the trend line indicates decreased chronic absenteeism rates, we have seen an increase over the past two years.

CTE



Overall Ranking:

The three year overall ranking average is 11th in the state.

The trend over the past three years is an increase in our overall ranking versus all other schools in the state.

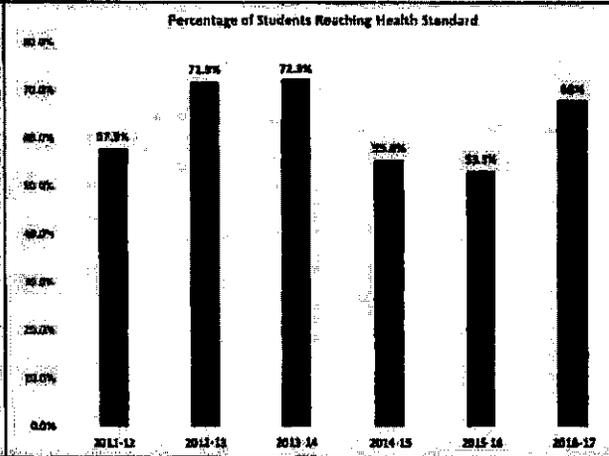
Our goal is to maintain a top 10 ranking.

% Passed:

Our average passing rate trend demonstrates growth.

Our goal is to maintain a passing rate of 65% or higher.

Physical Education

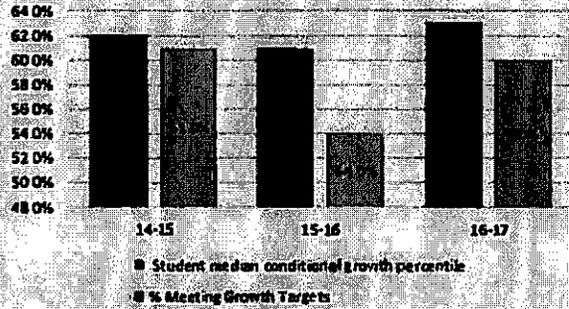


The percentage of students who meet standard on all four of the physical fitness assessments increased from 53.3% in 2015-16 to 68% in 2016-17.

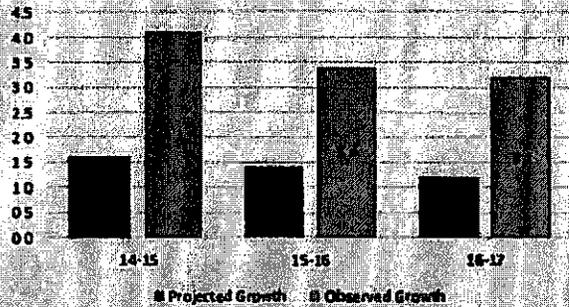
The trend line indicates that the percentage of students who meet standard on all four of the physical fitness assessments is decreasing.

MAP Grade 9 Reading

Grade 9 Reading MAP Performance



Grade 9 Reading MAP RIT Projection/Performance



The median conditional growth percentile increased by two percent in 2016-17.

The percentage of students meeting their conditional growth percentile increased by six percent in 2016-17.

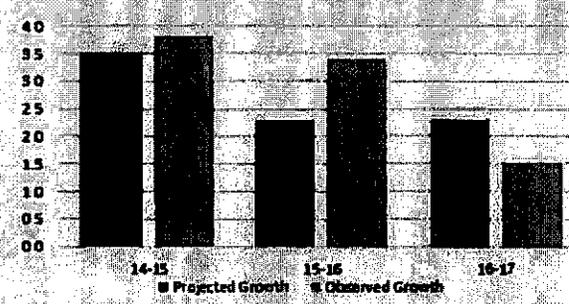
Student RIT growth was greater than RIT growth projections.

MAP Grade 9 Math

Grade 9 MAP Math Performance



Grade 9 MAP RIT Math Projection/Performance



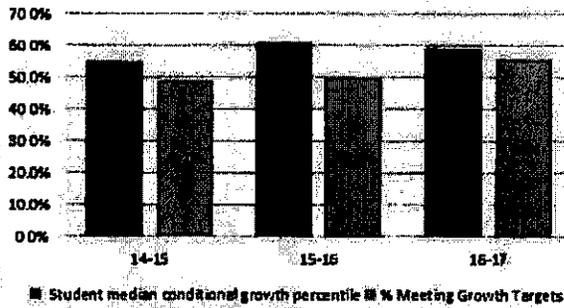
The median conditional growth percentile decreased twelve percent in 2016-17.

The percentage of ninth grade students achieving their median conditional growth percentile decreased by eleven percent in 2016-17.

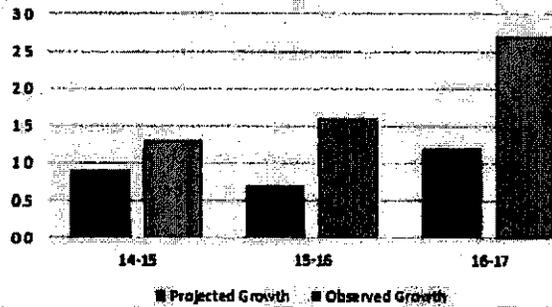
Student RIT growth was less than RIT growth projections.

MAP Grade 10 Reading

Grade 10 MAP Reading Performance



Grade 10 MAP Reading RIT Projection/Performance



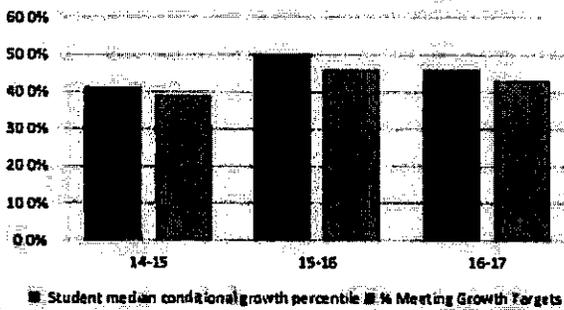
The median conditional growth percentile decreased by two percent in 2016-17.

The percentage of students meeting their conditional growth percentile increased by six percent in 2016-17.

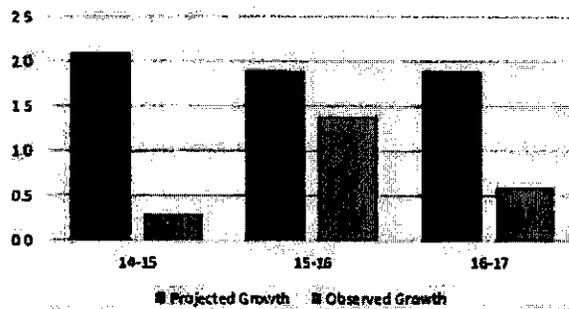
Student RIT growth was greater than RIT growth projections.

MAP Grade 10 Math

Grade 10 MAP Math Performance



Grade 10 MAP Math RIT Projection/Performance



The ninth grade students median conditional growth percentile has decreased by four percent in 2016-17.

The percentage of students meeting their growth targets has decreased by three percent in 2016-17.

Student RIT growth was less 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

<p>Statement of Student Outcome Indicator 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.</p> <table border="1" data-bbox="121 674 760 1094"> <thead> <tr> <th>SAT Year</th> <th>Evidenced based reading and writing</th> <th>Mathematics</th> <th>Overall</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>499</td> <td>491</td> <td>990</td> </tr> <tr> <td>2017</td> <td>539</td> <td>522</td> <td>1061</td> </tr> <tr> <td>Average</td> <td>519</td> <td>507</td> <td>1026</td> </tr> <tr> <td>2018 Target</td> <td>525</td> <td>513</td> <td>1038</td> </tr> </tbody> </table>	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	<p>Connection to District Goals 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.</p>
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																		
<p>Student Outcome Indicator Rationale 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.</p>	<p>Results and Outcomes</p>																				

II. Action Plan and Results Indicators

Class / Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
School and District Administration will gather data and provide professional development which will help teachers implement feedback strategies in their classrooms.	Multi year	District/School Administration and teachers	Feedback data will be collected and the faculty will participate in professional learning opportunities provided by the district.
The School Counseling staff will meet with students having academic/social	September - June	School Counselors	Documented individual and group meetings with "At Risk Students".

difficulty, providing feedback helping them to improve.			
The PBIS Team will review attendance data and meet with students who may become chronically absent. Student attendance feedback will be provided when attendance improvement is noted.	September - June	PBIS Committee and Administration	Documented individual meetings with all students met.
The World Language Department will be focusing on peer-editing, self-reflection (i.e. journaling) throughout the year.	All year	World Language Department	Student journal entries will document self reflection and will chart individual student growth.
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	<ol style="list-style-type: none"> 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. 3. The faculty will have a deeper understanding of the skills necessary for student success on the SAP and PSAT.

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 provide students feedback that will include goal setting for successful achievement on the benchmark tasks, student collaboration and correction of benchmarks after each assessment and journaling about newly discovered individual strategies necessary for success on high stakes tests.	Academic year	English Teachers	<p>Improvement from baseline (PSAT benchmark assessment in October).</p> <p>CCSS ELA Standards Supported by Strategy</p> <ul style="list-style-type: none"> ● 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	<ol style="list-style-type: none"> 1. Improvement from baseline assessments. 2. Digital practice submitted in Google Classroom. 3. SAT improvement. 4. Khan academy progress.

The strategies utilized by teachers described above are aligned the CCSS Social Studies standards.		Social Studies Teachers	Social Studies Standards Supported by Strategies <ul style="list-style-type: none"> ● 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.	All year	Social Studies Teachers	Individual conferencing, student self-scoring, peer scoring/editing/revising, student goal-setting.

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.	First 3 marking periods.	Math Teachers	<ol style="list-style-type: none"> 1. Track student progress through Khan Academy and MAP test. 2. Improvement from baseline assessments. 3. SAT Improvement. 4. MAP Improvement.
The strategies utilized by teachers described above are aligned with the CCSS Math standards.		Math Teachers	Math Standards Supported by Strategies <ul style="list-style-type: none"> ● 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, benchmark corrections.	First and Second Semester	Math Teachers	Improvement in students' monitoring of their own learning process.
Promote a growth mindset for students.	First and Second Semester	Math Teachers	Improvement in students' confidence and perseverance when tackling problems.

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 include Khan Academy accounts tied to individualized practice and released PSAT and SAT questions. Focus areas will include Analysis in Science passages and questions focusing on "Words in	Academic Year	Science Teachers	<ol style="list-style-type: none"> 1. Individualized digital practice through the use Khan Academy. 2. Tracked student performance data through Khan Academy. 3. Improvement from baseline assessments. 4. AP/SAT/ACT improvement.

Context", "Command of Evidence", and "Analyzing Quantitative Information".			
The science department will review the College Board Professional Development Module 8: Connecting Science Instruction with the SAT Suite of Assessments during PLC time	First Semester	Science Teachers	Completion of Module
The strategies outlined above are aligned the CCSS Literacy in Science & Technical Subject standards.		Science Teachers	Science Standards Supported by Strategies <ul style="list-style-type: none"> ● CCSS.ELA-Literacy.RST.9-10.10 ● CCSS.ELA-Literacy.RST.11-12.10
The strategies outlined above are aligned the Next Generation Science Practices.		Science Teachers	NGSS - Practices Supported by Strategies <ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Improved science performance on major assessments ● Improved student collaboration ● Improved classroom performance

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

II. Student Outcome Indicator

<p>Statement of Student Outcome Indicator 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 informations which when accessed regularly will keep them well informed.</p> <p>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.</p>	<p>Connection to District Goals 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.</p>
<p>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.</p>	<p>Results and Outcomes -</p>

III. Action Plan and Results Indicators

Class / Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
<p>The teachers and administration will use powerschool to distribute detailed information about Seymour High School.</p>	<p>Immediately</p>	<p>School Administration/ Teachers</p>	<p>The Daily Bulletin will become a continuously active source of information for parents and students.</p>
<p>The school administrations will explore the use of twitter and other social media forms for communication.</p>	<p>Fall - Winter</p>	<p>Administration Teachers</p>	<p>Active social media accounts providing school information.</p>
<p>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.</p>	<p>Fall - Spring</p>	<p>Administration</p>	<p>Improved performance on the Parent Feedback Survey.</p>
<p>The school counseling department will use Naviance to send emails communicating college visits/fairs and parent programs.</p>	<p>Fall - Spring</p>	<p>School Counselors</p>	<p>Improved performance on the Parent Feedback Survey.</p>

The world language teachers will include parents as guest speakers throughout the year and when celebrating world language week.	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.
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.

V. Communication Plan

<p>Communication:</p> <p>The Seymour High School Improvement Plan will be shared with the community in the following ways.</p> <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ○ PowerSchool Daily Bulletin ○ Remind text message ○ SHS Twitter ○ 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. ● School administration will visit departmental PLC's to discuss the details of the finalized plan.

Baseline Data and Targets

Assessment	Grade Level or Course	Subjects	Measure	Baseline Data 2015-16	Results 2017	Targets 2018
MAP	9	Reading	Students meeting RIT projected target	54%	60%	
MAP	9	Math	Students meeting RIT projected target	59%	48%	
MAP	10	Reading	Students meeting RIT projected target	61%	59%	
MAP	10	Math	Students meeting RIT projected target	45%	43%	
SAT	11	Reading	Students with composite score of 480 or higher - College and Career Ready	60%	74%	
SAT	11	Reading	Student average score	499	539	
SAT	11	Math	Students with composite score of 530 or higher - College and Career Ready	35%	53%	
SAT	11	Math	Student average score	491	522	
AP/CTE	11&12	AP/CTE	Percentage of students in grades 11 & 12 participating in at least one of the following during high school	67.9%		
CTE		Various	Students passed	68.41	67.76	
AP		Various	Students scored 3 and above/#enrolled	105/168 62.5%	110/182 60.4%	
AP		Various	Number of students taking the AP exams/number of exams taken	168/268	182/314	
Physical Fitness		Fitness	% meeting/exceeding in all 4 assessments	53%	68%	
4 year Cohort Graduation Rate	Graduates	Class Cohort	Students graduating in 4 years	3 year average - 91.5		
College Admissions	Graduates		Estimated based on student self report through Naviance	131/162 81%	118/156 76%	
Attendance	9-12	Attendance	Chronic Absenteeism	11.8%	13.2%	

Seymour Public Schools School Improvement Plan



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
Ernie DiStasi	Assistant Principal
Nancy Garlock	Special Education Teacher
Bernadette Hamad	Principal
Meagan Krushinski	Unified Arts Teacher

Introduction

This school improvement plan was collaboratively created to define the indicators and outline the strategies and actions that the schools will use to attain their goals and achieve their vision and mission. The school goals represent a reach, a challenge, and serve to inspire the entire school to work together to achieve and move beyond the current status. 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																																			
<p>MAP Reading</p>	<p style="text-align: center;">MAP-Reading % of Students Who Met or Exceeded Projected RIT Score</p> <p style="text-align: center;">■ 2015-16 ■ 2016-17</p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th colspan="5" style="text-align: center;">MAP-Reading</th> </tr> <tr> <th colspan="5" style="text-align: center;">% of Students Who Met or Exceeded Projected RIT Score</th> </tr> <tr> <th>Grade</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>N/A</td> <td>66% (168 S)</td> <td></td> <td>N/A</td> </tr> <tr> <td>6</td> <td></td> <td>66% (168 S)</td> <td>54% (162 S)</td> <td>-12%</td> </tr> <tr> <td>7</td> <td>N/A</td> <td></td> <td>52% (131 S)</td> <td>-16%</td> </tr> <tr> <td>8</td> <td>N/A</td> <td>N/A</td> <td></td> <td></td> </tr> </tbody> </table> <p>*First Year of Assessment (Fall-Spring Comparison)</p>	MAP-Reading					% of Students Who Met or Exceeded Projected RIT Score					Grade	2014-15	2015-16	2016-17	Change	5	N/A	66% (168 S)		N/A	6		66% (168 S)	54% (162 S)	-12%	7	N/A		52% (131 S)	-16%	8	N/A	N/A			<p>Observations</p> <ul style="list-style-type: none"> -In each grade over half of the students met their projected growth targets -Significant decreases at each grade level from 2016-2017.
MAP-Reading																																					
% of Students Who Met or Exceeded Projected RIT Score																																					
Grade	2014-15	2015-16	2016-17	Change																																	
5	N/A	66% (168 S)		N/A																																	
6		66% (168 S)	54% (162 S)	-12%																																	
7	N/A		52% (131 S)	-16%																																	
8	N/A	N/A																																			

MAP
Math

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



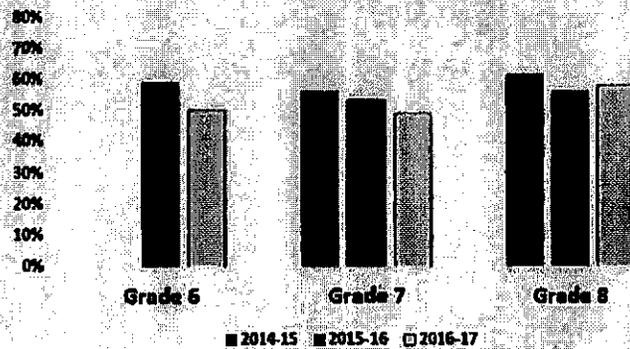
-Although starting from a very low point, there was a significant increase of 19 percentage points from grade 6 to grade 7
-Class of 2017 continued to show significant growth, with a high percentage of students meeting or exceeding their projected growth goals
-Significant decrease in Grade 6

MAP-Math				
% of Students Who Met or Exceeded Projected RIT Score				
Grade	2014-15	2015-16	2016-17	Change
5	N/A	59% (168 S)	65% (174 S)	N/A
6		31% (163 S)	46% (162 S)	-13%
7	N/A		50% (171 S)	19%
8	N/A	N/A		

*First Year of Assessment (Fall-Spring Comparison)

SB
ELA

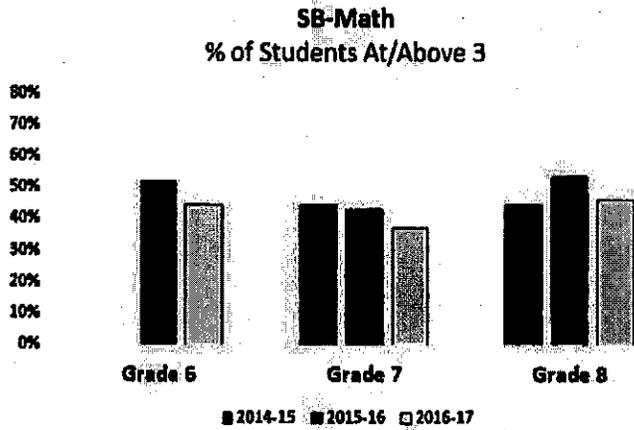
SB-ELA
% of Students At/Above 3



-Decrease across all grade levels

SB-ELA				
% of Students At/Above Level 3				
Grade	2014-15	2015-16	2016-17	Change
5	56% (180 S)	59% (174 S)	57% (175 S)	N/A
6		53% (178 S)	50% (169 S)	-9%
7	N/A		49% (133 S)	0%
8	N/A	N/A		

SB
Math



-The projected proficiency from the MAP assessment was on target for the SBA Math

SB-Math				
% of Students At/Above Level 3				
Grade	2014-15	2015-16	2016-17	Change
5	44% (180 S)	52% (174 S)	57% (175 S)	N/A
6		43% (173 S)	44% (169 S)	-8%
7	N/A		37% (123 S)	0%
8	N/A	N/A		

**CMT
Science
(Grade 8
Only)**

**CMT-Science (Grade 8)
% of Students At/Above Goal**



-Each year, the % of students at Goal or advanced has increased

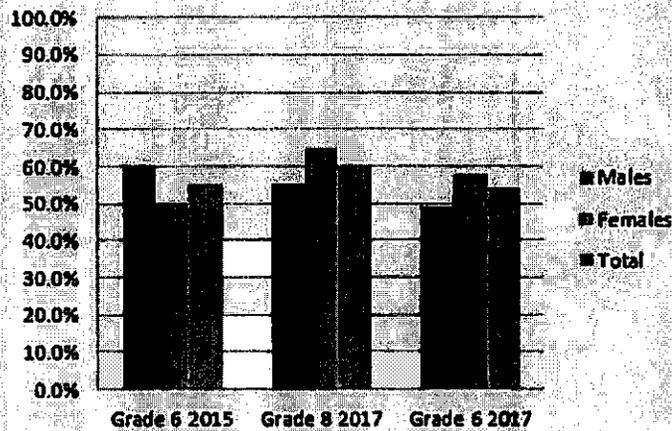
CMT-Science (Grade 8 Only)

% of Students At/Above Goal

Year	% at Goal	% at Advanced	% at Goal or Above
2015	45%	13%	58%
2016	48%	11%	59%
2017	56%	9%	65%

**Physical
Fitness**

**Physical Fitness
(% Meeting/Exceeding in all 4 assessments)**



-There was significant growth in the performance by the females from 6th to 8th
-Not as many 8th grade boys met all four parts of the assessment as they did as 6th graders

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

<p>Statement of Student Outcome Indicator Reading</p> <ol style="list-style-type: none"> 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. 	<p>Connection to District Goals</p> <ol style="list-style-type: none"> 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 2017-2018 school year also correlate to improving our students' performance in reading as measured by the MAP assessment and the Smarter Balance assessment.
<p>Student Outcome Indicator Rationale</p> <p>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.</p> <p>Each of the indicators connected to the Smarter Balanced Assessment would increase the number of students at each</p>	<p>Results and Outcomes</p>

grade level performing at Level 3 or above. These numbers are based on the normative growth for SBA.	
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II. Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Teachers and administrators will collaboratively score, analyze, and review assessments, results, and student work.	October to May	Teachers and Administrators	There will be common language, scoring expectations, and effective feedback on student work. Scoring of assessments will be commensurate among members of the same grade level department.
Teachers will use the Learning Continuum and Student Profile Reports to pinpoint specific skill areas of need for individual students in order to differentiate instruction.	October to May	All Classroom Teachers and LAC	There will be improved individual scores in Reading on MAP and SBA.
Teachers will provide effective feedback, specifically guiding students to set a purpose through learning outcomes and success criteria	October to May	All Teachers	Student work samples will reflect adjustments based upon feedback from their teachers.

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

<p>Statement of Student Outcome Indicator Math</p> <ol style="list-style-type: none"> 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. The mean score for math in 7th grade will increase 3 points from 227 to 230 as measured 	<p>Connection to District Goals</p> <ol style="list-style-type: none"> 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 2017-2018 school year also correlate to improving our students' performance in math as measured by the MAP assessment and the Smarter Balanced Math assessment.
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<p>by the spring 2017 to the spring 2018 MAP assessment.</p> <ol style="list-style-type: none"> 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. 	
<p>Student Outcome Indicator Rationale:</p> <p>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 years' MAP assessments, the target scores are one point below the grade level's norm. These goals are rigorous and achievable, based upon data analysis.</p> <p>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.</p>	<p>Results and Outcomes</p>

III. Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
<p>Teachers will use the Learning Continuum and Student Profile Reports to pinpoint specific skill areas of need for individual students in order to differentiate instruction</p>	<p>October to May</p>	<p>All Classroom Teachers</p>	<p>There will be improved individual scores in Reading on MAP and SBA.</p>

Teachers will provide effective feedback, specifically guiding students to set a purpose through learning outcomes and success criteria	October to May	All Math Teachers	Student work samples will reflect adjustments based upon feedback from their teachers.
Teachers and administrators will collaboratively score, analyze, and review assessments, results, and student work.	October to May	Teachers and Administrators	There will be common language, scoring expectations, and effective feedback on student work. Scoring of assessments will be commensurate among members of the same grade level department.
Teachers will implement the new math curriculum across all grade levels with fidelity, including common assessments.	September to May	All Math Teachers	Walkthroughs conducted by administrators. Grade-level department meetings with teachers and administrators.

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%	
MAP	6	Math	Students meeting RIT projected target	31%	46%	
MAP	7	Reading	Students meeting RIT projected target	62%	52%	
MAP	7	Math	Students meeting RIT projected target	65%	50%	
MAP	8	Reading	Students meeting RIT projected target	62%	54%	
MAP	8	Math	Students meeting RIT projected target	68%	70%	
SB	6	ELA	% of Students at Level 3 and above	53%	50%	
SB	6	Math	% of Students at Level 3 and above	43%	44%	
SB	7	ELA	% of Students at Level 3 and above	56%	49%	
SB	7	Math	% of Students at Level 3 and above	53%	37%	
SB	8	ELA	% of Students at Level 3 and above	48%	58%	
SB	8	Math	% of Students at Level 3 and above	45%	46%	
CMT	8	Science	Students at goal	48%	56%	
CMT	8	Science	Students at advanced	11%	9%	
Physical Fitness	6	Fitness	% meeting/exceeding in all 4 assessments	48%	54%	
Physical Fitness	8	Fitness	% meeting/exceeding in all 4 assessments	45%	60%	
Attendance	6-8		Chronic Absenteeism by building	10%	8%	

Seymour Public Schools School Improvement Plan



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: October 11, 2017

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

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.

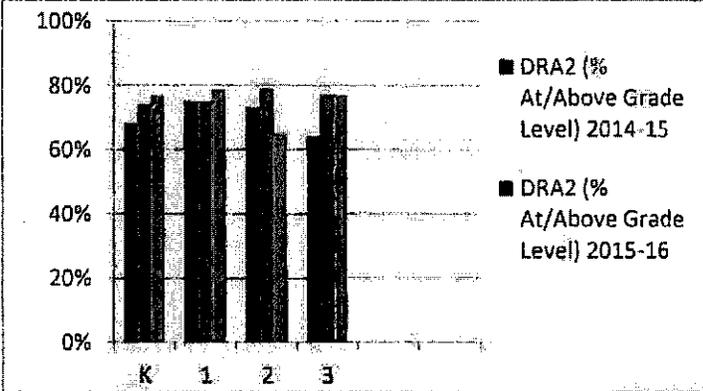
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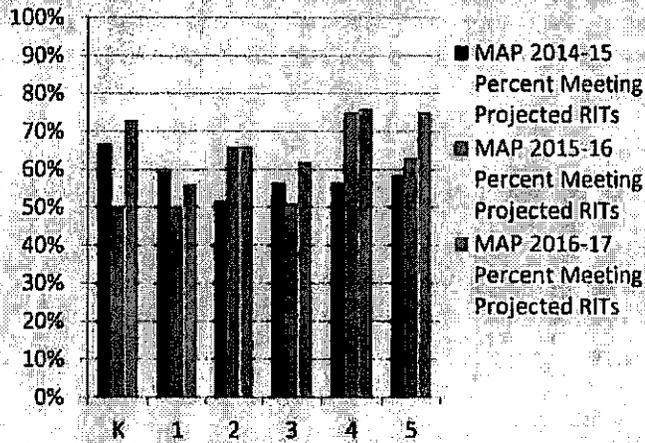
DRA2-The Developmental Reading Assessment, Second Edition is an individual reading assessment designed to assess students' reading performance. The primary purpose of the DRA2 is to enable teachers to observe, record and evaluate change in student reading performance, and to plan for and teach what each 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																									
<p>DRA2 Grades K - 3</p>	<p>2017 – K through Grade 3 = 74% at/above spring benchmark 2016 – K through Grade 2 = 77% at/above benchmark 2015 – K through Grade 2 – 72% at/above benchmark</p>  <table border="1" data-bbox="337 1423 1040 1829"> <thead> <tr> <th>Grade</th> <th>2014-15 (%)</th> <th>2014-15 (n)</th> <th>2015-16 (%)</th> <th>2015-16 (n)</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>74%</td> <td>65/85</td> <td>76.5%</td> <td>n/a</td> </tr> <tr> <td>1</td> <td>74% (K)</td> <td>48/62</td> <td>78.7%</td> <td>4.7</td> </tr> <tr> <td>2</td> <td>75% (-1)</td> <td>74/72</td> <td>65.2%</td> <td>-9.8</td> </tr> <tr> <td>3</td> <td>79% (2)</td> <td>59/77</td> <td>77%</td> <td>-2</td> </tr> </tbody> </table>	Grade	2014-15 (%)	2014-15 (n)	2015-16 (%)	2015-16 (n)	K	74%	65/85	76.5%	n/a	1	74% (K)	48/62	78.7%	4.7	2	75% (-1)	74/72	65.2%	-9.8	3	79% (2)	59/77	77%	-2	<p>2017 - 74% of K-3 students finished at end of grade level benchmark.</p>
Grade	2014-15 (%)	2014-15 (n)	2015-16 (%)	2015-16 (n)																							
K	74%	65/85	76.5%	n/a																							
1	74% (K)	48/62	78.7%	4.7																							
2	75% (-1)	74/72	65.2%	-9.8																							
3	79% (2)	59/77	77%	-2																							

**MAP
Reading
Grades K - 5**



2017 - 76% of all CLS Grade 4 students met their growth projections.

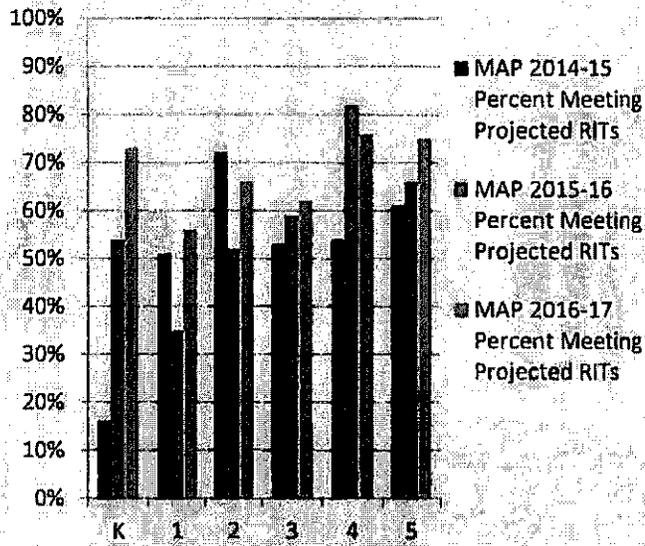
2017 - 75% of all CLS Grade 5 students met their growth projections.

2017 - 73% of all K students met their growth projections
2016 - Had been 50% for K students.

2017 - 66% of all Grade 2 students met their growth projections.

2016 - Had been 50% as Grade 1 students.

**MAP
Mathematics
Grades K - 5**



2017 - 83% of all K students met their growth projections in Mathematics compared to 54% of K students in 2016.

2017 - 56% of Grade 1 students made their projected growth targets; last year as K students it had been 50%.

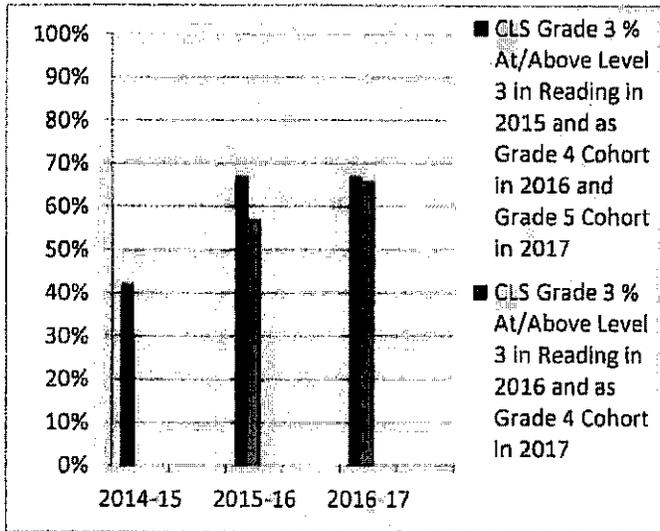
2016 - 35% of our Grade 1 students made their projected RIT targets; In 2017 as Grade 2 students increased to 62%.

2017 - 78% of Grade 4 students met their growth projections.

2017 - 76% of Grade 5 students met their growth projections; 2016 - 66% of Grade 5 students met their projections.

**SB
Reading
Grades 3 - 5**

Grade 3 - 50% at level 3 and above
 Grade 4 - 66% at level 3 and above
 Grade 5 - 67% at level 3 and above

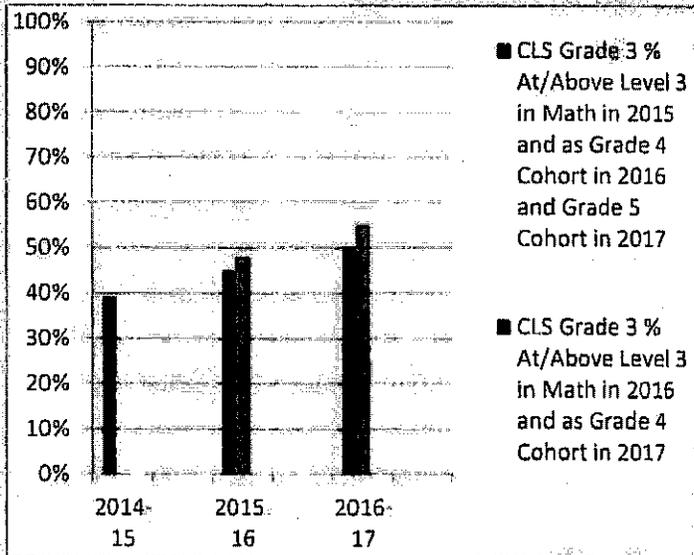


Grade 3 students in 2016-17 scored lower than Grade 3 students did in 2015-16 (57% in 2016 and 50% in 2017).

Both Grade 4 and Grade 5 improved from their performance as a cohort from the previous grade.

**SB
Mathematics
Grades 3 - 5**

- Grade 3 - 56% at level 3 and above
- Grade 4 - 55% at level 3 and above
- Grade 5 - 50% at level 3 and above



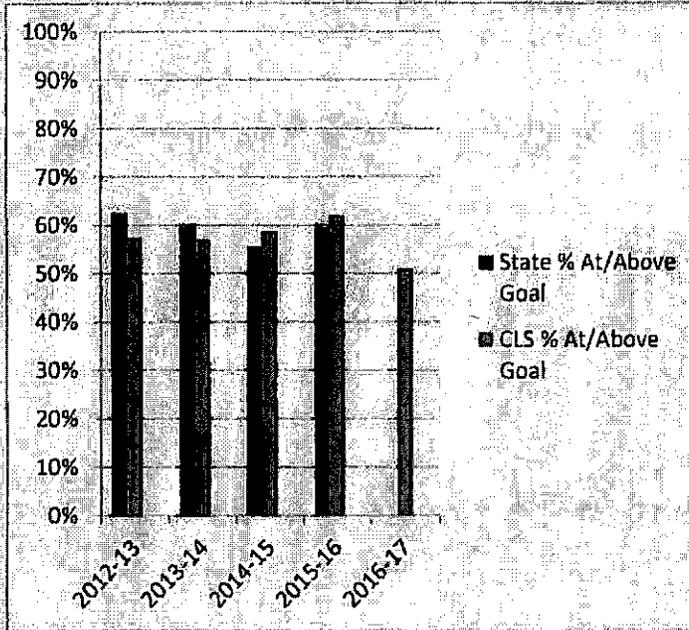
Both Grade 4 and Grade 5 cohorts improved from previous year.

Grade 5 cohort improved for the second year in a row.

**CMT/CAPT
Science
Grade 5**

51% at/above goal
9% advanced

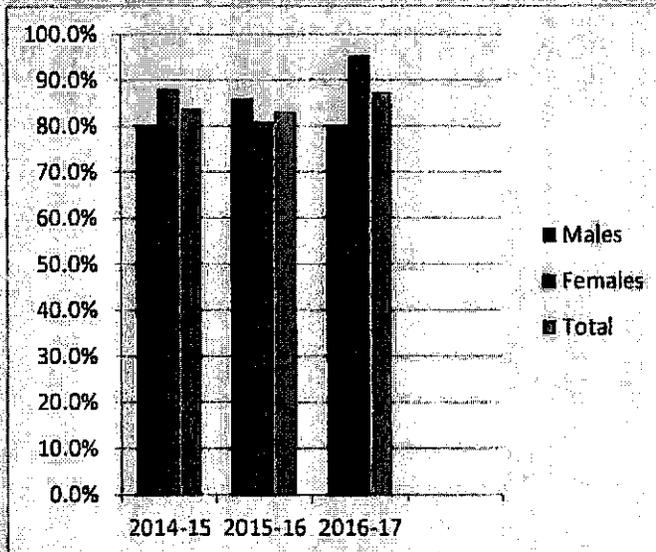
51% at/above goal is a
decrease compared to past
CLS performance.



**Physical
Fitness
Grade 4**

Grade 4 - 87.5% meeting/exceeding in all 4 assessments

Continuing high performance
over past 4 years, with 2017
being the highest ever for
CLS.



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
<p>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.</p>	<p>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.</p>
<p>Student Outcome Indicator Rationale: Why was the student outcome indicator chosen?</p> <p>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.</p> <p>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.</p>	

II. Adult Action Indicators

<p>Adult Action Indicator(s) Written as a SMART goal: What are the adults going to do differently to positively impact the Student Outcome Indicator?</p>	<p>Adult Action Indicator(s) Rationale: Statement of why you chose this strategy?</p>
<p>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.</p>	<p>The CLS Building Data Team strongly believes this is aligned with supporting our students' growth in reading.</p>

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?
<p>Guiding students to set purposes for independent reading when reading fiction and non-fiction.</p> <p>Teachers will meet 1 to 1 with students to conduct reading conferences in which feedback on students' progress will be shared.</p>	<p>Each student meeting individually with a teacher once every 4-6 weeks.</p>	<p>Classroom teachers and special education teachers</p>	<p>Improved individual student performance on Running Records and/or DRA2, and MAP assessments.</p>
<p>Professional learning for staff on providing specific</p>	<p>September through June via faculty</p>	<p>Administration, Language Arts</p>	<p>Improved individual student performance on Running Records and/or DRA2, MAP assessments, and the Smarter Balanced ELA assessment.</p>

feedback and conferencing with students.	meetings and grade level team meetings.	Consultant, Teaching Staff	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
<p>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.</p> <p>K: Lang/Writing, Vocabulary Acquisition and Use</p> <p>1: Foundational Skills</p> <p>2: Vocabulary Acquisition and Use</p> <p>3: Informational</p> <p>4: Informational, Vocabulary Acquisition and Use</p> <p>5: Informational</p>	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

<p>Statement of Student Outcome Indicator (written as a SMART goal)</p> <p>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.</p>	<p>Connection to District Goals</p> <p>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 CL5 math goal for the 2016-17 school year also correlate to improving our students' performance on the Smarter Balanced math assessment.</p>
<p>Student Outcome Indicator Rationale:</p> <p>Why was the student outcome indicator chosen?</p> <p>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.</p>	

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.	
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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 68% 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 progressively more difficult problems.	September through June	Classroom teachers	Quality of open-ended responses in math will demonstrate improvement. 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 on their individual progress.	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.

<p>Examining student work at Grade Level Team Meetings to inform our instruction.</p>	<p>September through June</p>	<p>Administration, classroom teachers, special education teachers, math SRBI teachers</p>	<p>Both classroom math performance and standardized assessment data will demonstrate student improvement.</p>
<p>Teachers will utilize the MAP Learning Continuum to pinpoint specific skill areas of need to differentiate their instruction.</p> <p>K: Operations and Algebraic Thinking; Number and Operations</p> <p>1: Number and Operations</p> <p>2: Number and Operations</p> <p>3: Operations and Algebraic Thinking; Number and Operations</p> <p>4: Number and Operations</p> <p>5: Number and Operations; Measurement and Data</p>	<p>September through June</p>	<p>Classroom teachers, special education teachers, math SRBI teachers</p>	<p>Improved individual student performance on Math Expressions unit assessments, MAP, and the Smarter Balanced Math assessment.</p>
<p>Professional learning for staff on:</p> <p>providing students with specific feedback on intended learning outcomes,</p>			<p>Improved individual student performance on Math</p>

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	Expressions unit assessments, MAP, and the Smarter Balanced Math assessment. Teacher 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 Parent Workshops	Administration and classroom teachers Teaching Staff and Math SRBI teacher	Classroom and school-wide parent survey results

V. Communication Plan

<p>Communication: How and when will progress on the School Improvement Plan be communicated to parents, staff, and all stakeholders?</p> <p>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.</p> <p>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.</p>
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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%	
DRA2	K	Reading	Students on/above spring benchmark	74%	77%	
DRA2	1	Reading	Students on/above spring benchmark	75%	79%	
DRA2	2	Reading	Students on/above spring benchmark	79%	65%	
DRA2	3	Reading	Students on/above spring benchmark	77%	77%	
MAP	K	Reading	Students meeting RIT projected target	50%	73%	
MAP	K	Math	Students meeting RIT projected target	54%	83%	
MAP	1	Reading	Students meeting RIT projected target	50%	56%	
MAP	1	Math	Students meeting RIT projected target	35%	42%	
MAP	2	Reading	Students meeting RIT projected target	66%	66%	
MAP	2	Math	Students meeting RIT projected target	52%	62%	
MAP	3	Reading	Students meeting RIT projected target	51%	62%	
MAP	3	Math	Students meeting RIT projected target	59%	55%	
MAP	4	Reading	Students meeting RIT projected target	75%	76%	
MAP	4	Math	Students meeting RIT projected target	82%	78%	
MAP	5	Reading	Students meeting RIT projected target	63%	75%	
MAP	5	Math	Students meeting RIT projected target	66%	76%	
SB	3	Reading	% of Students at Level 3 and above	57%	50%	
SB	3	Math	% of Students at Level 3 and above	48%	56%	
SB	4	Reading	% of Students at Level 3 and above	67%	66%	
SB	4	Math	% of Students at Level 3 and above	45%	55%	
SB	5	Reading	% of Students at Level 3 and above	60%	67%	
SB	5	Math	% of Students at Level 3 and above	56%	50%	
CMT	5	Science	Students at goal or above	62%	51%	
CMT	5	Science	Students at advanced	19%	9%	
Physical Fitness	4	Fitness	% meeting/exceeding in all 4 assessments	83%	87.5%	
Chronic Absenteeism	K-5		All K-5 Students	6.8%	5.2%	
Chronic Absenteeism	K-5		Non-Special Education Students	6.4%	4.3%	
Chronic Absenteeism	K-5		Special Education Students	9.7%	9.9%	
Chronic Absenteeism	K-5		Students Eligible for F/R Lunch	14.6%	13.9%	

Seymour Public Schools School Improvement Plan



Mission of the Seymour Public Schools

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

Name of School: Bungay Elementary School
Principal: Mary Sue Feige
Assistant Principal: Lauren Reid
Date: Fall 2017

School-Wide Data Team Members

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

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

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



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.

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

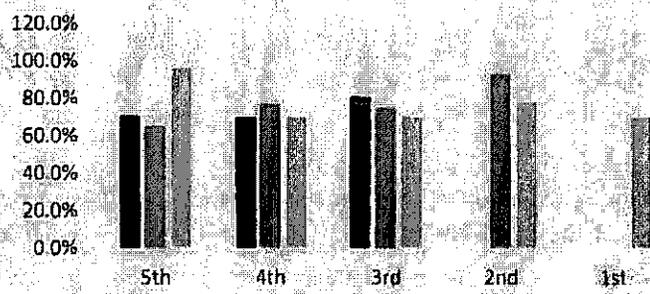
students who are in the same grade and who test in the same term. Every question on the MAP assessment is calibrated to the RIT scale and allows educators to trust it to track longitudinal growth.

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

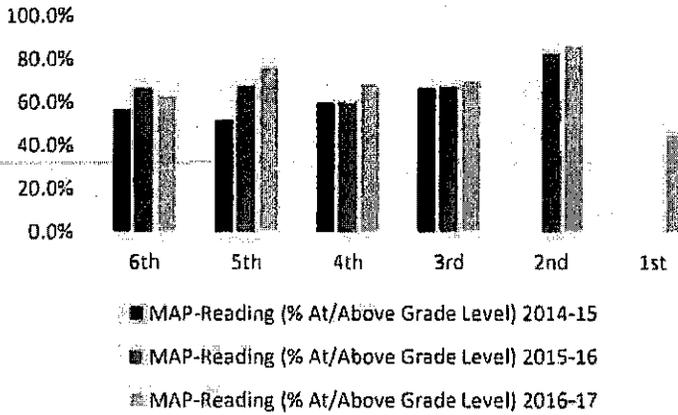
SB- Smarter Balanced- The Smarter Balanced assessment is administered to all students in grades 3-8 in Connecticut. While there are four achievement levels, level 4 being the highest performance level, Seymour looks for students to achieve in the range of At/Above Level 3. A level 3 student has met the 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.

Data Analysis 3-year historical cohort-based data graphs

Assessment	Data Trends- 3 year cohort	Observations																																																	
DRA2 (K-5th Grade)	<p style="text-align: center;">DRA2 (% At/Above Grade Level)</p>  <p style="text-align: center;"> DRA2 (% At/Above Grade Level) 2014-15 DRA2 (% At/Above Grade Level) 2015-16 DRA2 (% At/Above Grade Level) 2016-17 </p> <table border="1" style="margin: 10px auto;"> <caption style="text-align: center;">DRA2 (% At/Above Grade Level)</caption> <thead> <tr> <th>Current Grade Level</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>5th</td> <td>71.0%</td> <td>65.0%</td> <td>96%</td> </tr> <tr> <td>4th</td> <td>70.0%</td> <td>77.0%</td> <td>70.0%</td> </tr> <tr> <td>3rd</td> <td>81.0%</td> <td>75.0%</td> <td>70.0%</td> </tr> <tr> <td>2nd</td> <td></td> <td>93.0%</td> <td>78.0%</td> </tr> <tr> <td>1st</td> <td></td> <td></td> <td>70.0%</td> </tr> </tbody> </table> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th>Grade Level</th> <th>Spring 2016</th> <th>Raw Number of Students at/above Spring 2017 Benchmark</th> <th>Percentage at/above Spring 2017 Benchmark</th> <th>Percentage Variance Spring 2016 to Spring 2017</th> </tr> </thead> <tbody> <tr> <td>K</td> <td></td> <td>48/68</td> <td>70%</td> <td>n/a</td> </tr> <tr> <td>1st</td> <td>93% (K)</td> <td>51/55</td> <td>78%</td> <td>-15</td> </tr> <tr> <td>2nd</td> <td>75% (1st)</td> <td>58/77</td> <td>70%</td> <td>-5</td> </tr> <tr> <td>3rd</td> <td>77% (2nd)</td> <td>61/79</td> <td>70%</td> <td>-7</td> </tr> </tbody> </table>	Current Grade Level	2014-15	2015-16	2016-17	5th	71.0%	65.0%	96%	4th	70.0%	77.0%	70.0%	3rd	81.0%	75.0%	70.0%	2nd		93.0%	78.0%	1st			70.0%	Grade Level	Spring 2016	Raw Number of Students at/above Spring 2017 Benchmark	Percentage at/above Spring 2017 Benchmark	Percentage Variance Spring 2016 to Spring 2017	K		48/68	70%	n/a	1st	93% (K)	51/55	78%	-15	2nd	75% (1st)	58/77	70%	-5	3rd	77% (2nd)	61/79	70%	-7	<ul style="list-style-type: none"> The K-2nd grade average for DRA2 students performing at/above grade level was 73% in 2016-2017. Limited correlation between DRA performance and MAP reading performance data.
Current Grade Level	2014-15	2015-16	2016-17																																																
5th	71.0%	65.0%	96%																																																
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3rd	77% (2nd)	61/79	70%	-7																																															

**MAP -
Reading
(K- 5th Grade)**

MAP-Reading (% At/Above Grade Level)

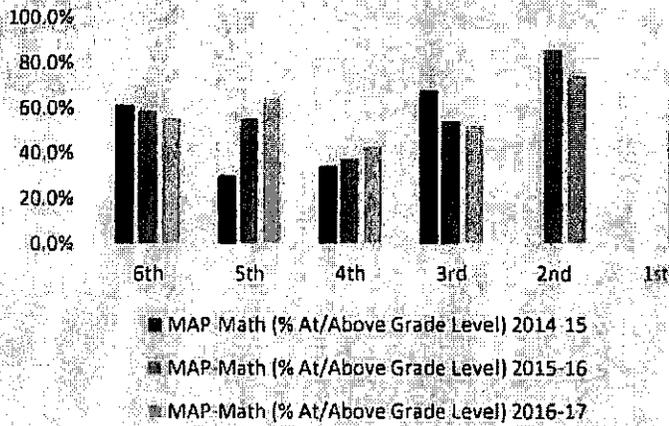


MAP-Reading (% At/Above Grade Level)			
Current Grade Level	2014-15	2015-16	2016-17
6th	56.3%	66.3%	63.0%
5th	51.7%	67.8%	76%
4th	59.5%	60.0%	68.3%
3rd	66.7%	67.5%	69.9%
2nd		82.5%	86.3%
1st			44.9%

- All classes, with the exception of the class of 2024, have increased the percentage of students scoring at/above goal on the MAP Reading assessment.
- All classes, with the exception of the class of 2024, have a three year percentage increase trend.
- Grades K-5 all decreased the percentage of students in the low / low average bands in the specific instructional areas of focus for reading.

**MAP
Math
(3rd - 5th
Grade)**

MAP-Math (% At/Above Grade Level)

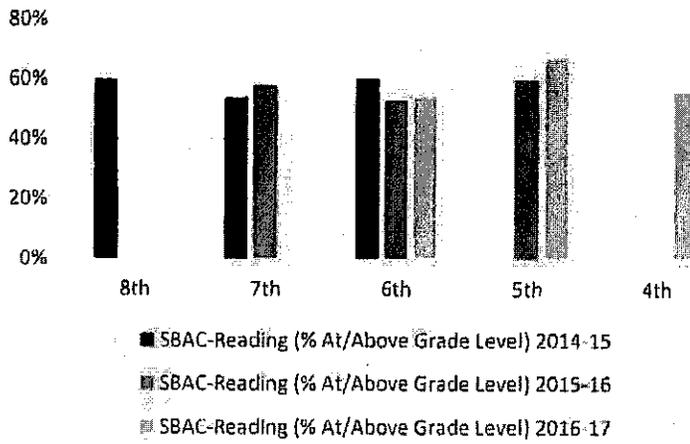


MAP-Math (% At/Above Grade Level)			
Current Grade Level	2014-15	2015-16	2016-17
6th	61.3%	58.8%	55.60%
5th	30.3%	55.2%	64.3%
4th	34.2%	37.5%	42.7%
3rd	67.9%	54.5%	52.4%
2nd		86.0%	74.5%
1st			49.3%

- Two of the five classes with valid growth test scores have increased the percentage of students scoring at/above goal on the MAP Math assessment.
- The class of 2025 showed the greatest percentage growth in both the MAP reading and math assessments during the 2016-2017 school year.
- Grades 1-5 all decreased the percentage of students in the low/ low average bands in the specific instructional areas of focus for math.

**SBAC - Reading
(3rd - 5th Grade)**

SBAC-Reading (% At/Above Grade Level)

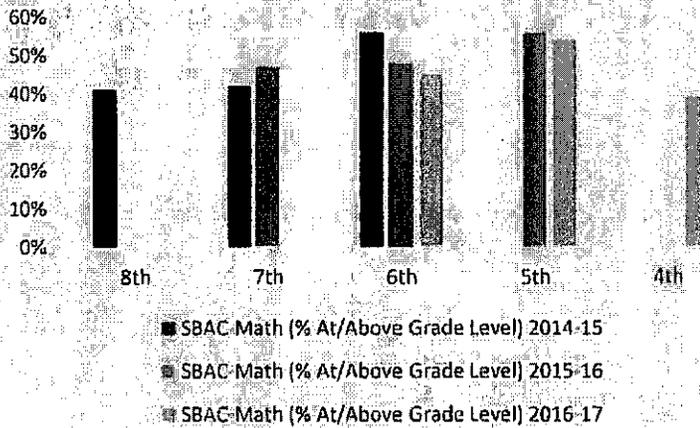


SBAC-Reading (% At/Above Grade Level)			
Current Grade Level	2014-15	2015-16	2016-17
8th	60%		
7th	54%	58%	
6th	60.0%	53.0%	54.0%
5th		60.0%	67.0%
4th			56.0%

- The 2016-2017 district and school data team goal focused on targeting Reading Claim One, "Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts."
- Both the class of 2025 and 2026 both had percentage increases in their SBAC reading performance in the 2016-2017 school year.

**SBAC -
Math
(3rd - 5th
Grade)**

SBAC-Math (% At/Above Grade Level)

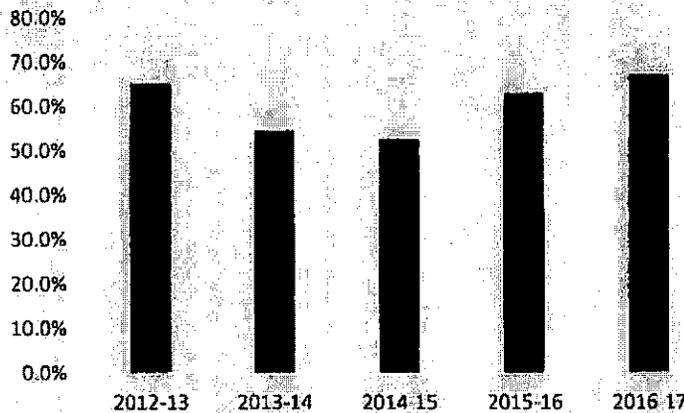


SBAC-Math (% At/Above Grade Level)			
Current Grade Level	2014-15	2015-16	2016-17
8th	41%		
7th	42%	47%	
6th	56.0%	48.0%	45.0%
5th		56.0%	54.0%
4th			39.0%

- The 2016-2017 district and school data team goal focused on targeting Claim One, Concepts and Procedures.
- The percentage of students at/above goal in Math MAP and Math SBAC is aligned by grade-level.

**CMT
(5th Grade)**

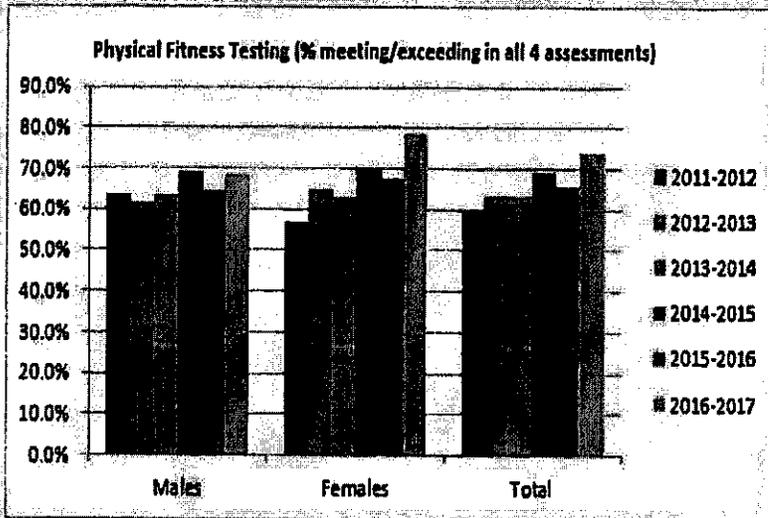
Science CMT (% At/Above Goal)



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%

- The percentage of students at/above goal on the science CMT has increased 14.3 percentage points over the last 3 school years.
- The percentage of students at/above proficient on the science CMT has increased 6.4 percentage points over the last 3 years.

**Physical
Fitness
(4th Grade)**



Physical Fitness Testing (% Meeting/Exceeding in all 4 assessments): 4th Grade

	2011-12	2012-2013	2013-14	2014-15	2015-16	2016-17
Males	63.2%	61.7%	63.4%	69.0%	64.3%	68.6%
Females	57.1%	64.6%	63.0%	69.8%	67.6%	78.3%
Total	59.8%	63.2%	63.2%	69.4%	65.8%	74.1%

- The percentage of students meeting / exceeding goal in all 4 Physical Fitness assessments has increased from 2011-2012 school year to the 2016-2017 school year.
- The percentage of students, overall, 74.1% is the highest percentage of students meeting/exceeding all 4 assessments in physical fitness.
- The percentage of female students who met/exceeded in all 4 physical fitness assessments is 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

<p>Statement of Student Outcome Indicator</p> <p>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.</p>	<p>Connection to District Goals</p> <p>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 Balance ELA assessment.</p>
<p>Student Outcome Indicator Rationale</p> <p>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."</p>	<p>Results and Outcomes</p>

II. Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Teachers will use the MAP Learning Continuum and Student Profile Report (NWEA) to pinpoint specific skill areas of need for individual students in order to differentiate instruction.	-September through June -October and February check-in	Classroom Teachers during: -Flexible grouping/SRBI block -Morning data meetings	-Improved individual student performance on Reading MAP <u>-Data Team Notes - Differentiated Instruction Resources & Strategies</u>
Professional Learning for staff on: -Reading and Writing Workshop (Lucy Caulkins)	-September through June via faculty and grade level meetings	-Classroom Teachers -Administration and Data Team	<u>-Faculty and Grade Level Book Study notes</u> -Informal walkthroughs -Pre/Post On Demands
Teachers will provide effective feedback, specifically guiding	-September through June	-Classroom Teachers through:	<u>-Data Team Notes- Feedback</u>

students to set a purpose through learning intentions and success criteria.	-December and April check-in	-Student driven goals -conferencing	
Teachers will share at-home reading strategies with parents.	-September through June	Certified staff	-Friday Flash, parent workshops, teacher newsletters, 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

<p>Statement of Student Outcome Indicator</p> <p>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.</p>	<p>Connection to District Goals</p> <p>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.</p>
<p>Student Outcome Indicator Rationale:</p> <p>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."</p>	<p>Results and Outcomes</p>

III. Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Teachers will use the MAP Learning Continuum and Student Profile Report (NWEA) to pinpoint specific skill areas of need for individual students in order to differentiate 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 <u>-Data Team Notes - Differentiated Instruction Resources & Strategies</u>

Professional Learning for staff on: Math Talk-Explain Your Thinking	-September through June -November and May check-in	-Classroom Teachers -Morning data meetings -School data team meetings	-Faculty Professional Learning Reflection -Informal walkthroughs -Reflect/review student problem solving work 2 times per year
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 Teacher through: -Student driven goals	-Data Team Notes- Feedback
Teachers will share at-home math strategies with parents.	-September through June	Certified staff	-Friday Flash, parent workshops, teacher newsletters, and PowerSchool communication

V. Communication Plan

<p>Communication:</p> <p>Bungay School administration will take the following actions to communicate the SIP plan:</p> <ul style="list-style-type: none"> ● Meet with school-wide data team to review data and develop School Improvement 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%	
DRA2	1	Reading	Students on/above spring benchmark	75%	78%	
DRA2	2	Reading	Students on/above spring benchmark	76%	70%	
DRA2	3	Reading	Students on/above spring benchmark	65%	70%	
MAP	K	Reading	Students meeting RIT projected target	80%	53%	
MAP	K	Math	Students meeting RIT projected target	85%	53%	
MAP	1	Reading	Students meeting RIT projected target	60%	67%	
MAP	1	Math	Students meeting RIT projected target	41%	55%	
MAP	2	Reading	Students meeting RIT projected target	51%	51%	
MAP	2	Math	Students meeting RIT projected target	38%	46%	
MAP	3	Reading	Students meeting RIT projected target	78%	60%	
MAP	3	Math	Students meeting RIT projected target	66%	62%	
MAP	4	Reading	Students meeting RIT projected target	67%	66%	
MAP	4	Math	Students meeting RIT projected target	63%	76%	
MAP	5	Reading	Students meeting RIT projected target	66%	45%	
MAP	5	Math	Students meeting RIT projected target	48%	51%	
SB	3	Reading	% of Students at Level 3 and above	60%	56%	
SB	3	Math	% of Students at Level 3 and above	56%	39%	
SB	4	Reading	% of Students at Level 3 and above	77%	67%	
SB	4	Math	% of Students at Level 3 and above	48%	54%	
SB	5	Reading	% of Students at Level 3 and above	58%	54%	
SB	5	Math	% of Students at Level 3 and above	47%	45%	
CMT	5	Science	Students at goal	63%	67%	
CMT	5	Science	Students at advanced	16%	15%	
Physical Fitness	4	Fitness	% meeting/exceeding in all 4 assessments	66%	74%	
Attendance	K-5	Attendance	Chronic Absenteeism by building	4.8%	5.7%	

