Seymour Public Schools
School Improvement Plan

2022-23

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: November 7, 2022

School-Wide Data Team Members

Name	Role
Stacey Albertson	Assistant Principal
Alison Brett	Inclusion Facilitator
Allison Cunningham	Fifth Grade Teacher
Sue Duke	Fourth Grade Teacher
Caitlin Jurkowski	Kindergarten Teacher
Lisa Mariano	Second Grade Teacher
Darlene O'Callaghan	Language Arts Consultant
David Olechna	Principal
Melanie Orfiss	SRBI Teacher
Laura Pellerito	Psychologist

Introduction

The purpose of the school improvement plan is 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.

2022-2023 continues a recovery and advance of our schools due to the coronavirus pandemic. To address these challenging educational times, the State of CT waived all state assessments for the 2019-2020 school year, creating data gaps for growth comparisons. These data gaps make it difficult to measure student growth and even to accurately portray achievement and to set goals that feel reasonable yet challenging. Our best efforts to help all students learn and grow are reflected in the strategies identified in these School Improvement Plans.

School improvement plans for the 2022-2023 school year focus on three important areas supported by the CSDE.

Social-Emotional Learning: *support the health and safety and social-emotional well-being of staff and students.*

Academic Growth: *This year, we will look at Fall to Spring MAP growth in grade levels and content areas as appropriate. We will study the previous year's fall to spring growth patterns, as well as look closely at where our students score this fall as compared to when they last tested in the previous spring, to see if they lost ground, maintained, or made growth despite our educational challenges related to the coronavirus learning environments.*

Family/Community Engagement: *This year, our Stakeholder Feedback goal building-wide will focus on implementing strategies for ongoing communication and engagement with families.*

School Vision Statement

Care. Learn. Succeed.

School Mission Statement

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

Context Vocabulary

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

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

MAP- (Measures of Academic Progress) Math, language arts, and science assessments that **measure what students know and informs teachers what they're ready to learn next.** The results help teachers track growth through the school year and over multiple years providing an accurate longitudinal picture whether a student performs on, above, or below grade level. MAP is administered up to three times each year (fall, winter, spring).

Seymour looks for students to achieve in the high average and high bands, which correlate to student goal scores falling within the 61st percentile and higher. These percentiles strongly correlate to success in college and career experiences.

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

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

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

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

Goals

Goal #1: *Related to Social-Emotional Learning*

CLS will increase a sense of belonging for all students and families at CLS, including students on the "edges."

I.   Student Outcome Indicator

Statement of Student Outcome Indicator	Connection to District Goals
On the 2022-23 Spring CLS Student Survey, 80% of kindergarten through fifth grade students will agree with the statement: 1. "I feel I belong at CLS." **On the 2022-23 Spring CLS Communication Survey, 80% of CLS parents will agree with the following statements:** 2. "I feel I belong at CLS." 3. "CLS has provided me with information on how the school has been assisting students with their social-emotional well-being throughout the year." 4. "My child's teacher communicates with me frequently." 5. "My child's teacher has provided me with strategies and information regarding my child's academic progress."	Seymour's district goal is to support implementation of SEL programs at each building to ensure the health and well-being of all students and staff and that communication and family engagement is ongoing. Chatfield-LoPresti's school SEL goal connects with the K-5 social emotional curriculum. *Caring School Community* is a comprehensive, research-based social and emotional learning (SEL) program that builds school-wide community, develops students' social skills and SEL competencies, and enables a transformative stance on discipline.

| Student Outcome Indicators Rationale
We strive for all CLS students and family members to feel they are connected and recognized as a member of the CLS community.	Results and Outcomes

Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
CLS administration mailed over 40 letters in the summer to families who were chronically absent last year	July and August	CLS Administration	Improved 2022-23 attendance by students who received attendance letters
Monthly updates emailed to grade level teams on student attendance and who is presently classified as chronically absent; Staff will reach-out to families regarding specific children's attendance	Monthly October through May	CLS Administration Support Staff Teaching Staff	Improved 2022-23 attendance by students who were chronically absent in 2021-22
Assigning teacher attendance mentors to connect with each child who was chronically absent a year ago	October through June	CLS Staff	Improved 2022-23 attendance by students who were chronically absent in 2021-22
Monthly Attendance Committee Meetings convened to actively track CLS attendance patterns; data shared with CLS Building Data Team to be analyzed and next steps taken	October through June	CLS Administration Support Staff CLS Data Team CLS Staff	Overall improved 2022-23 CLS attendance
Attendance Goals set with each returning CLS student who was chronically absent last year to improve over their attendance from 2021-22.	October through June	CLS Administration and Support Staff	Overall improved 2022-23 CLS attendance

"Did You Know…?" section of Cheetah Tracks will inform parents each month what number of days absent through that point in the year makes a student chronically absent.	October through June	CLS Administration	Increased parental awareness; overall improved 2022-23 CLS attendance
Attendance addressed by teachers at conferences in November and March. Letter from administration to be handed to parent if child is chronically absent as of the conference date.	October through June	All CLS Staff and Administration	Increased parental awareness; overall improved 2022-23 CLS attendance
School-wide community building in order to build and reinforce connections between students and staff.	September through June	All CLS Staff and Administration	Students are cheerfully greeted by CLS staff in the hallways and doorways each morning. Monthly grade-wide Town Meetings will be held. School-wide spirit days (i.e. - Luau Lunches on early dismissal days, Halloween Parade, first Friday of the month are CLS Swag Days) will foster a greater sense of community.
Integrate social emotional practices into daily routines and instruction. The CLS Staff will work to improve their students' Mega Skills.	September through June	All CLS Staff and Administration	1. Reader's & Writer's Workshop Unit Celebrations 2. Social-Emotional Read Alouds 3. In art class, to help students identify emotions they may be experiencing, multiple self-portrait lessons will be incorporated this year. 4. During library class we will be using The Character Tree lessons for grades K-2. These lessons focus on character traits and Social Emotional Learning Skills. 5. The support staff will support classroom teachers by providing resources on SEL topics, along with the use of our developmental counseling curriculum.

			6. All CLS staff will support fostering and maintaining appropriate digital citizenship.
Provide staff with professional development to implement strategies to build a strong social emotional environment	September through June	All CLS Staff and Administration	Faculty meeting and grade level/ department time will be spent examining and planning lessons and reading and discussing professional journal articles to improve our SEL practices.
Build a stronger home-school connection with families and the community.	September through June	All CLS Staff and Administration	Teachers and administration will communicate to parents and guardians via newsletters, emails, Remind, and social media in order to keep all of the CLS community informed and involved as a partner in students' overall successes.
CLS Support Staff will host a parent workshop with a focus on Mega skills/Executive Functioning.	Fall 2022	CLS Support Staff and Administration	Parents who attend will have a greater awareness of Mega Skills and Executive Functioning. They will be provided with tools and strategies for helping foster them at home.

I. Action Plan Goal #2a: *Related to Academic Growth* - Reading

Statement of Student Outcome Indicator	
As measured by the Spring 2023 MAP Assessment, the percentage of students in Grades K – 5 meeting and/or exceeding their projected growth targets in reading will increase from 62.6% in Spring 2022 to 65%. 2022-23 = 346/535 = 65% 66 more students will hit their targets and everyone who hit their projected growth targets will maintain making a year's growth (280)	**Connection to District Goals** Seymour's district goals continue to strive for improved student achievement in the area of reading. The efforts towards attaining the CLS goal for the 2022-23 school year also correlate to improving our students' performance on the Smarter Balanced ELA assessment.
Student Outcome Indicators Rationale Last year's target was that the percentage of students in Grades K – 5 meeting and/or exceeding their projected growth targets in reading would increase from 54% in Spring 2021 to 65%.	**Results and Outcomes**

We predicted our numbers would be approximately 324/498 = 65%, with 55 new students hitting their targets. **Last year 280 out of 447 K-5 students (62.6%) met their Spring to Spring Projected Reading RIT targets. This percentage includes students new to CLS who did not have a spring 2021 MAP score; for that population their fall to spring targets were then used.**			

II. Action Plan and Results Indicators

Teachers will utilize the MAP Learning Continuum to pinpoint specific skill areas of need for their students to differentiate their instruction targeting goal areas where a high percentage of students scored low on the MAP assessment.	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.
At each grade level K-5 teachers set performance targets for specific skill areas after reviewing the 2022 MAP Fall Reading data.	After January MAP assessment, progress towards targets will be reviewed, with targets and strategies examined to see what may need to be revised.	Classroom teachers, tutors and interventionists	Improved individual student performance on Running Records and/or DRA2, MAP, and the Smarter Balanced ELA assessment.
Teachers will utilize online teaching resources via Lexia, Moby Max, Reading A-Z, and Google Suite to supplement instruction for all learners.	September through June	Classroom teachers, special education teachers, math SRBI teachers	Improved individual student performance on Running Records and/or DRA2, MAP, and the Smarter Balanced ELA assessment.
61 ELL students receive daily interventions via Leveled Literacy Interventions and "On Our Way to English."	September through June	LAC, SRBI, Tutors	Progress Monitoring Results; DRA2 scores and other benchmark assessments

K – 5 student data will be reviewed to determine the need for increased interventions.	September through June	Progress Monitoring Team, classroom teachers, tutors and interventionists	Reading responses, writing prompts, and standardized assessment data will demonstrate improvement.
Communication to parents of reading strategies being taught and how parents can support their children at home.	Conveyed via weekly/monthly newsletters and/or parent workshops.	Administration and classroom teachers Teaching Staff and Language Arts Consultant	Classroom and school-wide parent survey results
Teachers will conduct small group strategy groups.	Weekly as needed, based on data collected from class work, anecdotal notes, and assessments.	Classroom teachers and special education teachers	Improved individual student performance on Running Records and/or DRA2, and MAP assessments.
CLS Staff will examine student work at Grade Level Team Meetings to inform their instruction.	September through June	Administration, classroom teachers and special education teachers	Improved individual student performance on Running Records and/or DRA2, MAP, and Smarter Balanced ELA assessment.
Professional learning on accelerated learning and implementing its concepts to CLS.	September through June	Administration, classroom teachers and special education teachers	Improved individual student performance on Running Records and/or DRA2, MAP, and Smarter Balanced ELA assessment.
The CLS Staff will work to improve their students' Mega Skills.	October through June	Administration, classroom teachers and special education teachers	Improved individual student performance on Running Records and/or DRA2, MAP, and Smarter Balanced ELA assessment.
Ensuring/ students with IEPs and below grade level learners work with grade level content as well as content on their independent level.	September through June	Administration, classroom teachers and special education teachers	Improved individual student performance on Running Records and/or DRA2, MAP, and Smarter Balanced ELA assessment.

Goal #2b: *Related to Academic Growth* - Mathematics

I.	**Student Outcome Indicator**

Statement of Student Outcome Indicator As measured by the Spring 2023 MAP Assessment, the percentage of students in Grades K – 5 meeting and/or exceeding their projected growth targets in mathematics will increase from 72.4% in Spring 2022 to 73%. 2022-23 = 388/535 = 73% 89 more students will hit their targets and everyone who hit their projected growth targets will maintain making a year's growth (299)	**Connection to District Goals** Seymour's district goals continue to strive for improved student achievement in the area of reading. The efforts towards attaining the CLS goal for the 2021-22 school year also correlate to improving our students' performance on the Smarter Balanced ELA assessment.
Student Outcome Indicators Rationale Last year's target was that the percentage of students in Grades K – 5 meeting and/or exceeding their projected growth targets in mathematics would increase from 47% in Spring 2021 to 60% in Spring 2022. We predicted our numbers would be approximately 299/498 = 60%, with 98 new students hitting their targets. **As measured by the spring 2022 MAP Assessment, 72.4% (322 of 445) of the students in Grades K – 5 met their projected growth targets in mathematics.**	**Results and Outcomes**

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Full implementation of the Math Workshop Model.	September through June	All CLS Staff and Administration	Both classroom math performance and standardized assessment data will demonstrate student improvement.
Implementation with adjustments of pacing guides of the Envision Math Program. This includes 3 Act Math, Performance Tasks, and application of the 8 Mathematical Practices.	September through June	All CLS Staff and Administration	Both classroom math performance and standardized assessment data will demonstrate student improvement.
73 students are receiving math interventions via Do the Math, Bridges, and other supports to begin the year through our SRBI teacher and tutors.	October through June	All CLS Staff and Administration	Both classroom math performance and standardized assessment data will demonstrate student improvement.
Meetings with individual Grade 1 - 5 teachers to discuss current spring/fall data to plan for possible interventions for a teacher's entire roster. PMT meetings will then occur throughout the course of the year to monitor students' progress on their intervention goals.	September and October	Progress Monitoring Team, all CLS K - 5 teachers, and Administration	Both classroom math performance and standardized assessment data will demonstrate student improvement.
1 of 2 monthly grade level meetings will be for an individual meeting between 1 teacher sharing and collaborating with administration on their students' progress.	Fall Winter As Needed	All CLS K - 5 Classroom and Special Education Teachers and Administration	Improved individual student performance on EnVision unit assessments, MAP, and the Smarter Balanced Math assessment.

Providing time for exploration and collaboration for individual teachers with grade level colleagues.	2 hours exploration and collaboration in Fall and Winter, in addition to professional learning time devoted to pacing guide work	All CLS K - 5 Classroom and Special Education Teachers and Administration	Improved individual student performance on EnVision unit assessments, MAP, and the Smarter Balanced Math assessment.
Teachers will utilize the MAP Learning Continuum and the Achieve the Core Coherence Map to pinpoint specific skill areas of need for their students to differentiate their instruction targeting goal areas where a high percentage of students scored low on the MAP assessment.	Following each MAP assessment window: September, January, April	Classroom teachers, special education teachers, math SRBI teachers	Improved individual student performance on EnVision unit assessments, MAP, and the Smarter Balanced Math assessment.
Teachers will utilize the Bridges and EnVision Intervention kits to differentiate for their students.	October through June	Classroom teachers, special education teachers, math SRBI teachers	Improved individual student performance on EnVision unit assessments, MAP, and the Smarter Balanced Math assessment.

At each grade level K-5 teachers set performance targets after reviewing the 2022 MAP Fall Math data.	After Winter MAP, progress towards targets will be reviewed; targets and strategies will be reviewed and revised.	Classroom teachers, special education teachers, math SRBI teachers	Improved individual student performance on EnVision unit assessments, MAP, and the Smarter Balanced Math assessment.
Teachers will purposefully plan for use of Math Centers, math talk, and writing in math to express student thinking and explaining their ideas.	September through June	Classroom teachers, special education teachers, math SRBI teachers	Improved frequency and quality of conversations observed between students. Improved individual student performance on EnVision unit assessments, MAP, and the Smarter Balanced Math assessment.
Examining student work at Grade Level Team Meetings to inform our instruction.	September through June	Classroom teachers, special education teachers, math SRBI teachers	Improved individual student performance on EnVision unit assessments, MAP, and the Smarter Balanced Math assessment.
Teachers will utilize digital teaching resources via Savvas Realize, IXL, Xtra Math, Splash Math, Moby Max, Khan Academy, and Google Suite.	September through June	Classroom teachers, special education teachers, math SRBI teachers	Improved individual student performance on EnVision unit assessments, MAP, and the Smarter Balanced Math assessment.

V.   Stakeholder Feedback Goal

Stakeholder Feedback Goal (related to family/community engagement)

CLS will increase a sense of belonging for all students and families at CLS, including students on the "edges."

Statement of Student Outcome Indicator:

Stakeholder Feedback Goal:

1. On the 2022-23 Spring CLS Student Survey, 80% of kindergarten through fifth grade students will agree with the statement, "I feel I belong at CLS."

On the 2022-23 Spring CLS Communication Survey, 80% of CLS parents will agree with the following statements:

2. "I feel I belong at CLS."

3. "CLS has provided me with information on how the school has been assisting students with their social-emotional well-being throughout the year."

4. "My child's teacher communicates with me frequently."

5. "My child's teacher has provided me with strategies and information regarding my child's academic progress."

Stakeholder Feedback Action Steps

CLS staff will build classroom communities through Responsive Classroom and the Caring School Community SEL program.

Baseline Data and Targets

Assessment		Grade Level		Subject		Measure		Results 2017	Results 2018	Results 2019	Results 2021	Results 2022
DRA2		K-3		Reading		Students on/above spring benchmark		74%	71%	72%	62%	214/321 67%
DRA2		//K		Reading		Students on/above spring benchmark		77%	77%	76%	66%	50/77 65%
DRA2		1		Reading		Students on/above spring benchmark		79%	70%	67%	69%	48/67 72%
DRA2		2		Reading		Students on/above spring benchmark		65%	70%	78%	57%	63/97 65%
DRA2		3		Reading		Students on/above spring benchmark		77%	68%	65%	57%	53/80 66%

MAP		K		Reading		Students meeting RIT projected target		73%	79%	79%	67%	69%
MAP		K		Math		Students meeting RIT projected target		83%	77%	70%	44%	71%
MAP		1		Reading		Students meeting RIT projected target		56%	68%	66%	40%	44%
MAP		1		Math		Students meeting RIT projected target		42%	62%	50%	40%	73%
MAP		2		Reading		Students meeting RIT projected target		66%	76%	64%	61%	71%
MAP		2		Math		Students meeting RIT projected target		62%	53%	48%	49%	66%
MAP		3		Reading		Students meeting RIT projected target		62%	65%	72%	56%	69%
MAP		3		Math		Students meeting RIT projected target		55%	68%	81%	47%	81%
MAP		4		Reading		Students meeting RIT projected target		76%	81%	61%	52%	56%
MAP		4		Math		Students meeting RIT projected target		78%	68%	59%	68%	66%
MAP		5		Reading		Students meeting RIT projected target		75%	66%	64%	52%	65%
MAP		5		Math		Students meeting RIT projected target		76%	72%	64%	32%	80%
SB		3		Reading		% of Students at Level 3 and above		50%	49%	63%	37%	52.5%
SB		3		Math		% of Students at Level 3 and above		56%	44%	52%	39%	53.8%
SB		4		Reading		% of Students at Level 3 and above		66%	60%	49%	54%	44.1%
SB		4		Math		% of Students at Level 3 and above		55%	57%	43%	41%	36.6%
SB		5		Reading		% of Students at Level 3 and above		67%	65%	57%	50%	59.5%

SB		5		Math		% of Students at Level 3 and above		50%	59%	54%	32%	54.4%
Physical Fitness		4		Fitness		% meeting/exceeding in all 4 assessments		87.5%	70%	80%	81.2%	59.1%
Chronic Absenteeism		K-5				All K-5 Students		5.2%	7.6%	5.7%	9.2%	22.3%
NGSS		5				% of Students at Level 3 and above					50%	64.55%