

Seymour Public Schools School Improvement Plan



Mission of the Seymour Public Schools

The mission of Seymour Public Schools is to fully know our students as learners, to educate and inspire them through a range of experiences that reflect high expectations for learning and 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 2020 - Spring 2021

School-Wide Data Team Members

Name	Role
Mary Sue Feige	Principal
Lauren Reid	Assistant Principal
Kim Barton	SRBI Mathematics Teacher
Eleanor Brasche	Reading and Language Arts Consultant
Chloe Germain	School Psychologist
Olethea Ouellette	School Counselor
Leslie Olson	Special Education Teacher
Dawn Black	Special Education Teacher
Jennifer Karpovich	Speech and Language Pathologist
Kimberly Farmer	Parent Representative
Gina Kindt	Kindergarten
Michelle Strumello	First Grade Teacher
Katie Furino	Second Grade Teacher
Angel McAuliffe	Second Grade Teacher
Kimberly Freeman	Third Grade Teacher
Cindy Botti	Fourth Grade Teacher
Christopher Cummings	Fourth Grade Teacher
Alyssa Generali	Unified Arts

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.

This year, 2020-2021 is unique in that the district was unable to complete any end of year assessments or data collection that would allow reflection on goals from the 2019-2020 school year. Due to the coronavirus pandemic, schools shut down March 13 and when they reopened in September, it was in a completely different learning model. In-school, hybrid, and fully distance learners all contribute to the learning that is occurring daily in Seymour Schools.

To address these challenging educational times, the state of CT waived all state assessments for the 2019-2020 school year, and consequently provided flexibilities in teacher goal setting and evaluation for the 2020-2021 school year. There has not yet been a decision on state assessments for the 2021 spring.

As a result of these conditions, the school improvement plans for the 2020-2021 school year are condensed and focus on three important areas:

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

Academic Growth: *This year only, 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 past winter, to see if they lost ground, maintained, or made growth despite our educational challenges related to the coronavirus.*

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

School Vision Statement

Bungay Elementary School

Bungay is C.A.R.I.N.G.
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.

PSAT- The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a standardized test administered in October, this year to grade 11 only, and assesses student achievement in math, reading, and writing.

SAT- The SAT is a standardized test administered in Seymour this year in October for all grade 11 and 12 students and measures student achievement in math, reading, and writing.

Goals

Goal #1: Support implementation of SEL strategies to ensure the health and well-being of all students and staff and that communication and family engagement is ongoing.

I. Student Outcome Indicator

<p>Statement of Student Outcome Indicator</p> <p>80% of kindergarten through fifth grade students will respond favorably to “I know at least one adult in the building with whom I feel connected to and trust” on the 2020-2021 spring Bungay School Student Survey.</p>	<p>Connection to District Goals</p> <p>Seymour’s district goal is to support implementation of SEL pilot programs at each building to ensure the health and well-being of all students and staff and that communication and family engagement is ongoing. Bungay’s school SEL goal connects with the K-5 social emotional curriculum pilot. <i>Caring School Community</i> 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.</p>
<p>Student Outcome Indicators Rationale</p> <p>At Bungay School, our goal is to continue to create a culture of kindness and respect, where students are treated warmly in a safe and supportive environment. We believe developing social awareness and relationship skills will build positive relationships among students and staff. John Hattie’s research shows that constructive teacher-student relationships have a large and positive impact on students’ academic results.</p> <p><i>“It is teachers who have created positive teacher student relationships that are more likely to have the above average effects on student achievement.” - John Hattie</i></p>	<p>Results and Outcomes</p>

II. Action Plan and Results Indicators -

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Build and reinforce connections between and among students and staff.	-September through June -Ongoing -December check in	All staff Counselor and School Psychologist	Build and reinforce connections between and among students and staff. -2020-2021 Student survey results -Whole school student staff connection mapping activity -Peer groups and individual counseling support for SEL strategies - Whole School Community Connections <ul style="list-style-type: none"> ● Morning Virtual Announcements ● Staff Spotlights/Getting to Know You ● Inspirational Staff Posters ● Whole School Virtual Town Meetings ● Virtual “Buddy” Classrooms ● “Getting to Know” Staff Bulletin Boards ● Spirit days (virtual) ● “Share” activities -Fifth grade transitional groups and lessons by school counselor and SMS staff
Integrate social emotional practices into daily routines and instruction.	-September through June -Ongoing -December check-in	All certified staff Those who are piloting the SEL program Counselor	-Implementation of pilot program in collaboration with Director of Pupil Personnel and CLS staff - Caring Schools Community -Implementation of Responsive Classroom Practices - Morning Meeting and Closing Circle -Guidance lessons for each K-5 classroom -Individual and small-group counseling / SRBI groups -Implementation of “Counseling Corner” Google Classroom Page (student and family resource) -Implementation of SEL “check-in/out” systems at the classroom level
Provide staff with professional development to implement strategies to build a strong digital classroom environment		Administration	-Sharing of resources to help teachers translate Responsive Classroom Practices into the digital environment -Whole-school book study of <u>Distance Learning Playbook</u> by Hattie, Fisher, and Frey -Staff peer observations -Staff co-teaching opportunities -Collaborative staff folder for virtual strategies and activities (e.g. morning meeting and closing circle activities)
Building a stronger home-school connection with families and the community.		All certified staff	-Parent Survey -Parent workshops / office hours (virtual)

			-“Bungay Buzz” Whole School Google Classroom Page (student celebrations, office hours, resources, links, and announcements) -Ongoing parent communication <ul style="list-style-type: none"> ● Individual phone calls/check-ins ● Newsletters ● Remind ● Emails
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Goal #2: Improved Reading and Mathematics 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.

Bungay School is striving to improve math performance in kindergarten through grade five. We seek to make consistent progress in the percentage of students meeting or exceeding their projected RIT targets as they progress from grade to grade. We will continue to learn, practice, reflect and refine our approach with our instructional strategies and practices. The focus of this goal will contribute to student success in SPS by ensuring that all students have the tools that they need to be college and career ready.

I. Student Outcome Indicator

Statement of Student Outcome Indicator	Connection to District Goals
<p>Reading</p> <ol style="list-style-type: none"> 1. The mean score for reading in Kindergarten grade will increase from 142 to 160 as measured by the fall 2020 to the spring 2021 MAP assessment. (+18) 2. The mean score for reading in First Grade grade will increase from 162 to 179 as measured by the fall 2020 to the spring 2021 MAP assessment. (+17) 3. The mean score for reading in Second Grade will increase from 176 to 187 as measured by the fall 2020 to the spring 2021 MAP assessment. (+11) 4. The mean score for reading in Third Grade grade will increase from 193 to 202 as measured by the fall 2020 to the spring 2021 MAP assessment. (+9) 5. The mean score for reading in Fourth Grade grade will increase from 197 to 206 as measured 	<p>Seymour’s district goals continue to strive for improved student achievement in the area of reading and mathematics. The efforts towards attaining the Bungay reading and mathematics goal for the 2020-2021 school year also correlate to improving our students’ performance on the Smarter Balanced ELA assessment.</p>

<p>by the fall 2020 to the spring 2021 MAP assessment. (+9)</p> <p>6. The mean score for reading in Fifth Grade will increase from 212 to 217 as measured by the fall 2020 to the spring 2021 MAP assessment. (+5)</p> <p>Mathematics</p> <p>7. The mean score for mathematics in Kindergarten grade will increase from 147 to 165 as measured by the fall 2020 to the spring 2021 MAP assessment. (+18)</p> <p>8. The mean score for mathematics in First Grade grade will increase from 162 to 179 as measured by the fall 2020 to the spring 2021 MAP assessment. (+17)</p> <p>9. The mean score for mathematics in Second Grade will increase from 173 to 186 as measured by the fall 2020 to the spring 2021 MAP assessment. (+13)</p> <p>10. The mean score for mathematics in Third Grade grade will increase from 188 to 199 as measured by the fall 2020 to the spring 2021 MAP assessment. (+11)</p> <p>11. The mean score for mathematics in Fourth Grade grade will increase from 195 to 206 as measured by the fall 2020 to the spring 2021 MAP assessment. (+11)</p> <p>12. The mean score for mathematics in Fifth Grade will increase from 212 to 222 as measured by the fall 2020 to the spring 2021 MAP assessment. (+10)</p>	
<p>Student Outcome Indicators Rationale</p> <p>Upon analyzing the fall to spring data from the past 3 years, we were looking to improve not only the cohort, but the grade level performance. We looked at the average growth of the cohort as well as the grade level in order to determine grade level SMART goals for the 2020-2021 year. Our goals are aligned with the district's goals.</p>	<p>Results and Outcomes</p>

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Teachers will use grade level data and morning data meetings to analyze pre data, set goals, look at student work, and analyze post assessment data.	-September through June -Monthly	-All teachers -Classroom Teachers during: -Virtual and in person Flexible groups -SRBI block -Morning data and grade level meetings	-Increase of growth on MAP, DRA, Lexia -grade-level data meetings -Improved individual student performance on Reading and Math MAP -Formative assessment data aligning to areas of need according to MAP, DRA, Running Records, and Reading/Math Pre/Post Assessments.
Teachers will engage in professional learning in order to clearly define highly effective teaching along with a system to regularly monitor it. This will be done through professional learning on -Reading, Writing, and Phonics Workshop (Lucy Calkins) -Distance Learning strategies and tools -Math Expressions/ThinkCentral	-September through June - TBD dates	-All teachers -School Data Team -Classroom Teachers through: -arrival time -interactive modeling -morning meeting -guided discovery -academic choice -classroom organization -classroom management and teacher language	-Increase of strategy usage in the classrooms (Google Classroom, Think Central, Digital Tools) - Increase in diversity of strategies used in the classroom -Peer Observations -Informal walkthroughs -Lesson Planning Conversations -Professional Learning agendas and evaluations -Teacher Professional Practice Goals -Individual teacher evidence, feedback, and reflection
Teachers will build social emotional competencies to ensure the health and well-being of all students and enhance learning.	-September through June	All certified staff	-Results on student post survey -Informal walkthroughs -SRBI Behavior Plans -School Counselor Curriculum -Pilot K-5 social emotional curriculum, <i>Caring School Community</i>
Teachers will share at-home math / reading strategies with parents.	-September through June	All certified staff	-Friday Flash, teacher newsletters, Remind updates, parent email, PowerSchool communication, Google Classroom updates

V. Stakeholder Feedback Goal

Stakeholder Feedback Goal: 80 % of parents will respond favorably to the prompt **“My teacher has provided me with strategies and information regarding my child’s academic progress and social-emotional well-being regularly”** on the 2020-2021 spring Bungay School Parent Survey.

Stakeholder Feedback Action Steps:

1. Share at-home strategies with parents through the Friday Flash, virtual parent workshops, teacher-parent office hours, teacher newsletters, PowerSchool, and Remind.
2. Offer parent-teacher conferences and virtual meetings (e.g. Google Meets and Zoom)
3. Build stronger relationships with families through a variety of strategies including
 - Making positive personal phone calls home to learn about the family and to share information

- Send regular updates on student progress and class happenings
- Implement a parent survey to understand their wants and needs
- Create a class website to share information and encourage communication between parents and the teacher (e.g. Google Site, blog...)
- Use a home-school connection system (Remind)
- Invite parents to share their knowledge of their child (e.g. what motivates their child, what works at home)
- Determine the preferred home language of family members
- Inviting parents to participate in virtual school events and creating opportunities to engage families meaningfully in the instructional program (e.g. guest readers, outside resources/people that connect to the curriculum)
- Bungay Buzz Google Classroom Page
- Counseling Corner