

Seymour Public Schools School Improvement Plan



2020-21

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: Chatfield-LoPresti School
Principal: David S. Olechna
Assistant Principal: Stacey Albertson
Date: October 2020

School-Wide Data Team Members

Name	Role
Stacey Albertson	Assistant Principal
Alison Brett	Special Education Teacher
Jara Ciocca	Fourth Grade Teacher
Sue Duke	SRBI Teacher
Caitlin Jurkowski	Kindergarten Teacher
Kyle Mullaney	Fourth Grade Teacher
Darlene O'Callaghan	Language Arts Consultant
David Olechna	Principal
Laura Pellerito	Psychologist
Heather Santo	First Grade Teacher

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:

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

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: *Related to Social-Emotional Learning*

CLS will foster a physically and emotionally safe environment where all distance, in-person, and remote learners feel strongly connected to the CLS community.

We strive for all students to feel a sense of accomplishment for each of their successes.

I. Student Outcome Indicator

<p align="center">Statement of Student Outcome Indicator</p> <p>On the 2020-21 Spring CLS Student Survey, 80% of kindergarten through fifth grade students will agree with the statement, "I am connected and a part of the CLS community both when I am at home and when I am in-person at school."</p>	<p align="center">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. Chatfield-LoPresti'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 align="center">Student Outcome Indicators Rationale</p> <p>We strive for all students to feel a sense of accomplishment for each of their successes and to always feel like they are connected to and recognized as a member of the CLS community.</p>	<p align="center">Results and Outcomes</p>

II. Action Plan and Results Indicators -

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
<p>School-wide community building in order to build and reinforce connections between students and staff.</p>	<p>September through June</p>	<p>All CLS Staff and Administration</p>	<ol style="list-style-type: none"> 1. Students are cheerfully greeted by CLS staff. 2. Each classroom has a consistent paraprofessional who monitors lunch and organizes each day's recess activity for their class. 3. Support staff and administration do family and student check-ins for "at risk" students. 4. Monthly grade-wide Virtual Town Meetings will be held. 5. School-wide spirit days will foster a greater sense of community.
<p>Integrate social emotional practices into daily routines and instruction.</p>	<p>September through June</p>	<p>All CLS Staff and Administration</p>	<ol style="list-style-type: none"> 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.

			<p>5. The support staff will support classroom teachers by providing resources on SEL topics, along with the use of our developmental counseling curriculum.</p> <p>6. All CLS staff will support fostering and maintaining appropriate digital citizenship.</p>
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 pilot lessons and reading and discussing professional journal articles to improve our SEL practices.
Building 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.

Goal #2a: *Related to Academic Growth* - Reading

I. Student Outcome Indicator

<p>Statement of Student Outcome Indicator</p> <p>As measured by the Spring 2021 MAP Assessment, the percentage of students in Grades K – 5 meeting and/or exceeding their projected growth targets in reading will increase from 47% in Fall 2020 to 65%.</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 CLS goal for the 2020-21 school year also correlate to improving our students’ performance on the Smarter Balanced ELA assessment.</p>
<p>Student Outcome Indicators Rationale</p> <p>65% remains an ambitious, but attainable target, which would represent maintaining the number that reached their fall to fall targets, and also increasing the number of CLS students reaching their growth targets by 63 students.</p>	<p>Results and Outcomes</p>

III. Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
<p>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.</p> <p>At each grade level K-5 teachers set performance targets for specific skill areas after reviewing the 2020 MAP Fall Reading data.</p>	<p>September through June</p> <p>After December MAP assessment, progress towards targets will be reviewed, with targets and strategies examined to see what may need to be revised.</p>	<p>Classroom teachers, tutors and interventionists</p>	<p>Improved individual student performance on Running Records and/or DRA2, MAP, and the Smarter Balanced ELA assessment.</p>
<p>Teachers will utilize virtual teaching resources via Lexia, Moby Max, Reading A-Z, and Google Suite to enhance digital instruction for remote and distance learners.</p>	<p>September through June</p>	<p>Classroom teachers, special education teachers, math SRBI teachers</p>	<p>Improved individual student performance on Running Records and/or DRA2, MAP, and the Smarter Balanced ELA assessment.</p>
<p>K – 5 student data will be reviewed to determine the need for increased interventions.</p>	<p>September through June</p>	<p>Progress Monitoring Team, classroom teachers, tutors and interventionists</p>	<p>Reading responses, writing prompts, and standardized assessment data will demonstrate improvement.</p>
<p>Communication to parents of reading strategies being taught and how parents can support their children at home.</p>	<p>Conveyed via weekly/monthly newsletters and/or parent workshops.</p>	<p>Administration and classroom teachers</p> <p>Teaching Staff and Language Arts Consultant</p>	<p>Classroom and school-wide parent survey results</p>
<p>Teachers will conduct small group strategy groups with both hybrid and remote/distance learning students.</p>	<p>Weekly as needed, based on data collected from class work, anecdotal notes, and assessments.</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>CLS Staff will examine student work at Grade Level Team Meetings to inform their instruction.</p>	<p>September through June</p>	<p>Administration, classroom teachers and special education teachers</p>	<p>Improved individual student performance on Running Records and/or DRA2, and MAP assessments.</p>

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

I. Student Outcome Indicator

<p>Statement of Student Outcome Indicator As measured by the Spring 2021 MAP Assessment, the percentage of students in Grades K – 5 meeting and/or exceeding their projected growth targets in mathematics will increase from 43% in Fall 2020 to 60%.</p>	<p>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 2020-21 school year also correlate to improving our students’ performance on the Smarter Balanced ELA assessment.</p>
<p>Student Outcome Indicators Rationale 60% remains an ambitious, but attainable target, which would represent maintaining the number that reached their fall to fall targets, and also increasing the number of CLS students reaching their growth targets by 61 students.</p>	<p>Results and Outcomes</p>

III. Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Continue improving upon past years’ work on the implementation of Math Workshop Model during Hybrid and Distance Learning.	September through June	All CLS Staff and Administration	Both classroom math performance and standardized assessment data will demonstrate student improvement.
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 Math Expressions unit assessments, MAP, and the Smarter Balanced Math assessment.
	After December MAP assessment, progress towards targets will be		

At each grade level K-5 teachers set performance targets after reviewing the 2020 MAP Fall Math data.	reviewed; targets and strategies will be reviewed and revised.	Classroom teachers, special education teachers, math SRBI teachers	Improved individual student performance on Math Expressions unit assessments, MAP, and the Smarter Balanced Math assessment.
Teachers will purposefully plan for use of Math Talk for remote and distance learners.	November through June	Classroom teachers, special education teachers, math SRBI teachers	Improved frequency and quality of conversations observed between students compared to start of hybrid learning.
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 Math Expressions unit assessments, MAP, and the Smarter Balanced Math assessment.
Teachers will utilize virtual teaching resources via Think Central, Moby Max, and Google Suite to enhance digital instruction for remote and distance learners.	September through June	Classroom teachers, special education teachers, math SRBI teachers	Improved individual student performance on Math Expressions unit assessments, MAP, and the Smarter Balanced Math assessment.

V. Stakeholder Feedback Goal

Stakeholder Feedback Goal (related to family/community engagement)

CLS will ensure that families have the necessary tools to support students in being actively engaged in the learning environment.

Through consistent and meaningful communication by CLS staff to families, partnerships will be formed so we may all have a shared sense of success.

Stakeholder Feedback Goal: On the 2020-21 Spring CLS Parent Survey, 80% of CLS parents will agree with the statement, **“CLS has provided me with strategies and information regarding my child’s academic progress and on how the school has been assisting students with their social-emotional well-being throughout the year.”**

Stakeholder Feedback Action Steps

CLS will have open communication with families to support their learning at home through the use of the Remind app, e- mail and phone calls. Many grade levels will be sending work folders home with materials and information to bridge both the home and school environment.

CLS staff will help families develop strategies and routines for the new responsibilities for the new hybrid learning model.

CLS staff will build classroom communities through Responsive Classroom and utilize the Caring School Community SEL kit. We will work with students on self-advocating when questions and challenges arise while remote learning. We strive to shift the communication from parents to students.

Families can access the CLS Support Team's Google Classroom for resources and ways to contact them for support. The CLS Support Team is also using Remind to communicate with parents of students on their individual caseloads.

The CLS Staff will convey, follow, and reinforce clear expectations for classroom etiquette for all learning environments.

Virtual Cheetah Chats with CLS administration and additional staff members will be held to maintain accessibility for asking questions, providing feedback, and making suggestions in order to be informed and work as a true partnership.