Seymour Public Schools
School Improvement Plan

2018-2019

Mission of the Seymour Public Schools

The Mission of the Seymour Public Schools is to educate and inspire all students,

to enrich their experiences, and to prepare them to meet the challenges

of an ever changing world.

Name of School: Bungay Elementary School
Principal: Mary Sue Feige
Assistant Principal: Lauren Reid
Date: Fall 2018-Spring 2019

School-Wide Data Team Members

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

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, **A**chieving, **R**esponsible, **I**nterested, **N**eighborly, **G**rowing

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 of 2017-2018 to all students in grades 8, 9, 10, and 11. The PSAT assesses student achievement in math, reading, and writing.

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

Data Analysis   3-year historical cohort-based data graphs

Assessment	Data Trends- 3 year cohort	Observations
DRA2 (K-3rd Grade)		• The K-3rd grade average for DRA2 students performing at/above grade level was 72% in 2017-2018.
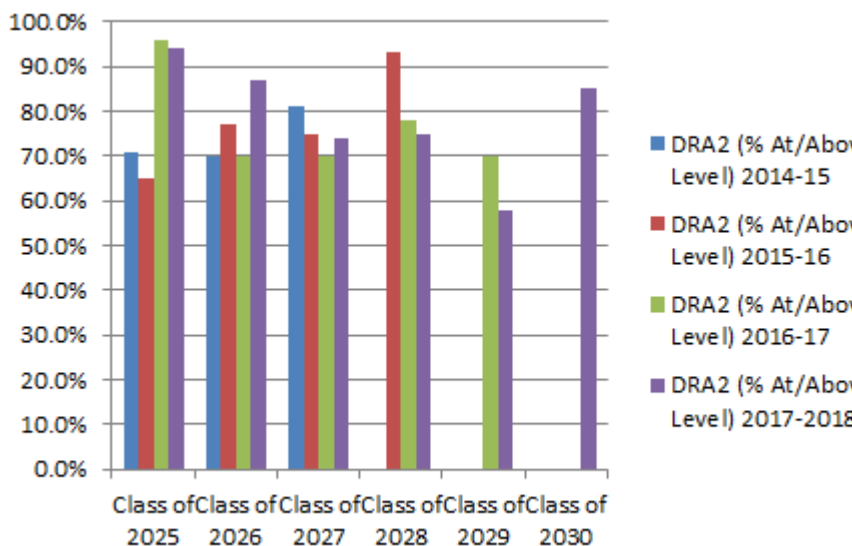
DRA2 (% At/Above Grade Level)				
	2014-15	2015-16	2016-17	2017-2018
Class of 2025	71.0%	65.0%	96%	94%
Class of 2026	70.0%	77.0%	70.0%	87%
Class of 2027	81.0%	75.0%	70.0%	74%
Class of 2028		93.0%	78.0%	75%
Class of 2029			70.0%	58%
Class of 2030				85%

- First grade performed below the K-3 average on the DRA2.
- Kindergarten, second and third grade performed above the K-3 average on the DRA2.

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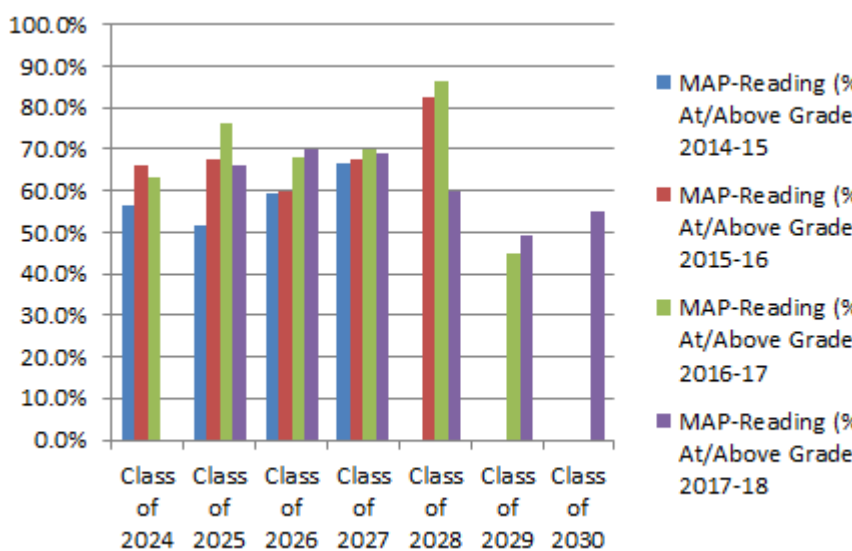
- The K-5th grade average for MAP reading assessment was 54% at/above grade level was in 2017-2018.
- Class of 2028 had a significant decrease from K-1 to 2nd grade.

MAP-Reading (% At/Above Grade Level)				
	2014-15	2015-16	2016-17	2017-18
Class of 2024	56.3%	66.3%	63.0%	
Class of 2025	51.7%	67.8%	76%	66%
Class of 2026	59.5%	60.0%	68.3%	70%
Class of 2027	66.7%	67.5%	69.9%	69%
Class of 2028		82.5%	86.3%	60%
Class of 2029			44.9%	49%
Class of 2030				55%

MAP - Math
(K - 5th Grade)
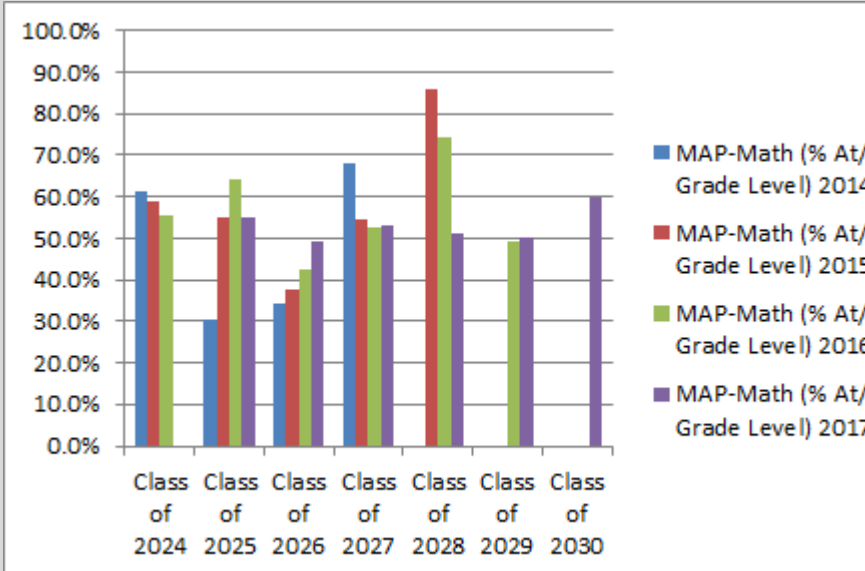
MAP-Math (% At/Above Grade Level)				
	2014-15	2015-16	2016-17	2017-18
Class of 2024	61.3%	58.8%	55.60%	
Class of 2025	30.3%	55.2%	64.3%	55%
Class of 2026	34.2%	37.5%	42.7%	49%
Class of 2027	67.9%	54.5%	52.4%	53%
Class of 2028		86.0%	74.5%	51%
Class of 2029			49.3%	50%
Class of 2030				60%

- The K-5th grade average for MAP math assessment was 53% at/above grade level was in 2017-2018.
- The Class of 2026 has consistently made progress on the MAP Math assessment from K to 3rd grade.
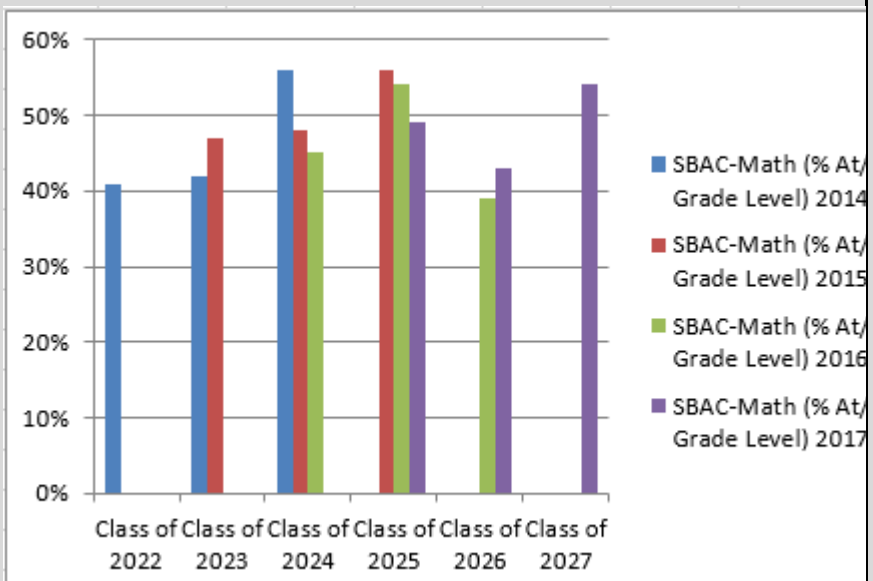
SBAC - Reading (3rd - 5th Grade)		• 57.6% of 3rd-5th grade performed at level 3 and above grade level on the 2018 reading SBAC. • Overall, grades 3 and 5 saw an increase in the percent of students at level 3 and above.
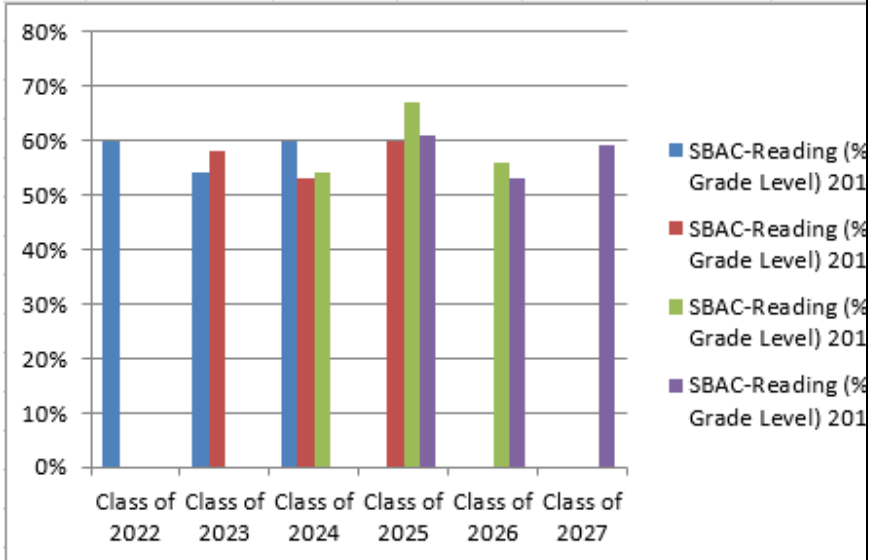
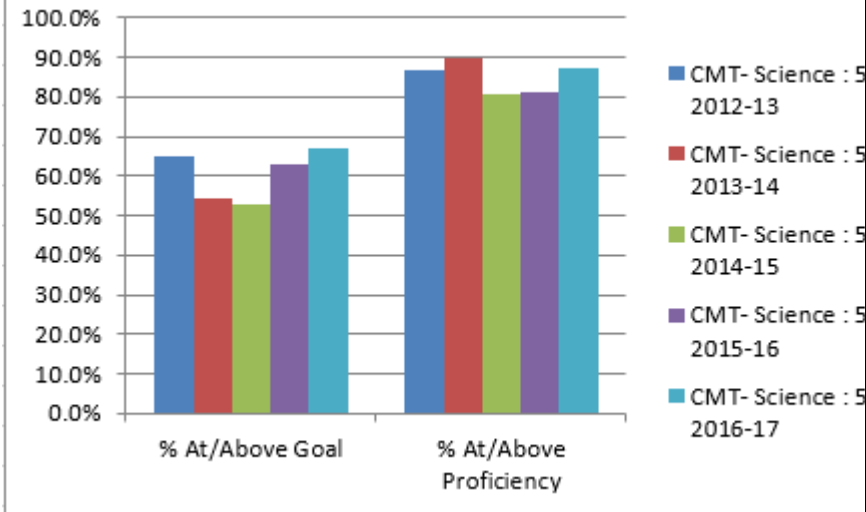| SBAC-Reading (% At/Above Grade Level)				
	2014-15	2015-16	2016-17	2017-2018
Class of 2022	60%			
Class of 2023	54%	58%		
Class of 2024	60.0%	53.0%	54.0%	
Class of 2025		60.0%	67.0%	61%
Class of 2026			56.0%	53%
Class of 2027				59%

SBAC - Math (3rd - 5th Grade)		• 49% of 3rd-5th grade performed at level 3 and above grade level on the 2018 math SBAC. • The Class of 2026 had an increase in the percentage of students at/above grade level from 39% to 43%. • The Class of 2025 has shown an overall

SBAC-Math (% At/Above Grade Level)				
	2014-15	2015-16	2016-17	2017-18
Class of 2022	41%			
Class of 2023	42%	47%		
Class of 2024	56.0%	48.0%	45.0%	
Class of 2025		56.0%	54.0%	49%
Class of 2026			39.0%	43%
Class of 2027				54%

decrease over the past two years.

CMT (5th Grade)

CMT- Science : 5th Grade					
	2012-13	2013-14	2014-15	2015-16	20
% At/Above Goal	65.2%	54.5%	52.7%	63.0%	
% At/Above Proficiency	86.5%	89.9%	80.6%	81.0%	

Took the pilot NGSS 2017-2018. CMT Science is no longer used.

Physical Fitness (4th Grade)
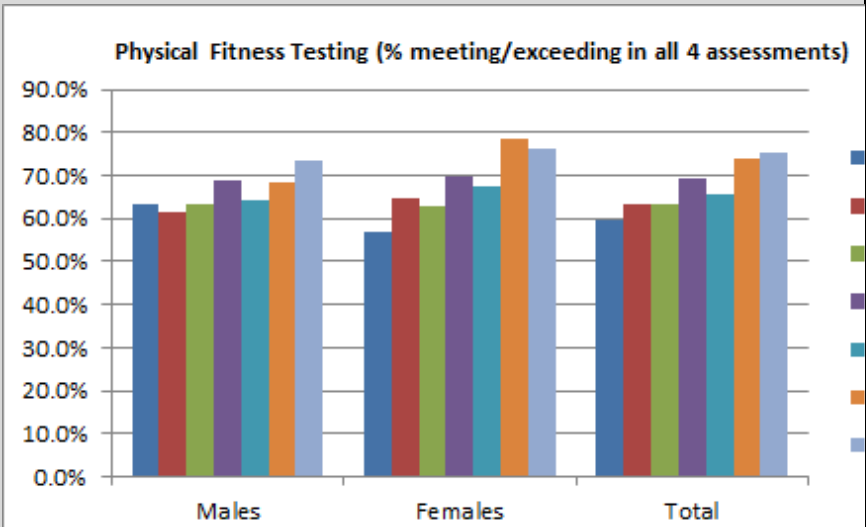
- Overall increase in meeting/exceeding in all 4 assessments over time 59.8% (2011-2012) to 75.3% (2017-2018).
- Males have had the most students meet/exceed in all 4 assessments from 2011.
- There are more females

Physical Fitness Testing (% meeting/exceeding in all 4 assessments)						
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
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%

(76.4%) than males (73.5%) meeting/exceeding in all 4 assessments in the 2017-2018 school year, even though the percentage of females meeting/exceeding decreased from 2016-2017 (78.3%).

Goals

Goal #1: Improved Reading Performance

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

I.Student Outcome Indicator

Statement of Student Outcome Indicator	Connection to District Goals
1. The mean score for reading in Kindergarten grade will increase from **138.2** to **158** as measured by the fall 2018 to the spring 2019 MAP assessment. (winter 150.7 growth of 12.5 pts, 7.3 pts needed to go) 2. The mean score for reading in first grade will increase from **163.4** to **182** as measured by the spring 2018 to the spring 2019 MAP assessment. (winter 176.7, growth of 13.3 pts, 5.3 pts needed to go) 3. The mean score for reading in second grade will increase from **176.8** to **190** as measured by the spring 2018 to the spring 2019 MAP assessment. (winter 180.3, growth of 3.5 pts, 9.7 pts needed to go)	Seymour's district goals continue to strive for improved student achievement in the area of reading. The efforts towards attaining the Bungay reading goal for the 2018-2019 school year also correlate to improving our students' performance on the Smarter Balanced ELA assessment.

4. The mean score for reading in third grade will increase from **191.7** to **200** as measured by the spring 2018 to the spring 2019 MAP assessment. (winter 198.5, growth of 6.8 pts, 1.5 pts needed to go) 5. The mean score for reading in fourth grade will increase from **202** to **209** as measured by the spring 2018 to the spring 2019 MAP assessment. (winter 205.4, growth of 3.4 pts, 3.6 pts needed to go) 6. The mean score for reading in fifth grade will increase from **209.3** to **214** as measured by the spring 2018 to the spring 2019 MAP assessment. (winter 212.1, growth of 2.8 pts, 1.9 pts needed to go)	
Student Outcome Indicator Rationale: Upon analyzing the data from the past 3 years, we were looking to improve not only the cohort, but the grade level performance. We looked at the average growth of the cohort as well as the grade level in order to determine grade level SMART goals for the 2018-2019 year. Our goals are aligned with the district's goals.	Results and Outcomes

II.   Action Plan and Results Indicators -

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Teachers will use MAP Reports (Learning Continuum, Summary with Quadrant, Class Breakdown, and Student Profile) to pinpoint specific skill areas of need for individual students in order to differentiate within Tier 1 small group instruction.	-September through June -October and February check-in	Classroom Teachers during: -Flexible grouping -SRBI block -Morning data meetings	-Improved individual student performance on Reading MAP -Formative assessment data aligning to areas of need according to MAP
Professional Learning for staff on: -Reading and Writing Workshop (Lucy Calkins)	-September through June via faculty, grade level meetings and district PD with Patty Wright (Sept, Nov, Feb)	-Classroom Teachers -Administration and Data Team	-Informal walkthroughs -Pre/Post On Demands -TC running records (calibrated across grade levels)
Teachers will provide effective feedback, specifically guiding students to set a purpose	-September through June -December and April check-in	-Classroom Teachers through:	-Informal walkthroughs -Evidence of feedback (Artifact ex. reading and writing conference

through learning intentions and success criteria.		-Student driven goals -conferencing	records, completed rubrics, goal setting sheets, TC running records)
Teachers will share at-home reading strategies with parents.	-September through June	Certified staff	-Friday Flash, parent workshops, teacher newsletters, communication applications and PowerSchool communication

Goal #2: Improved Mathematics Performance

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

I.   Student Outcome Indicator

Statement of Student Outcome Indicator	Connection to District Goals
1. The mean score for mathematics in Kindergarten grade will increase from **137.4** to **159** as measured by the fall 2018 to the spring 2019 MAP assessment. (winter 151.6, growth of 14.2 pts, 7.4 pts needed to go) 2. The mean score for mathematics in first grade will increase from **163.5** to **181** as measured by the spring 2018 to the spring 2019 MAP assessment. (winter 176.4, growth of 12.9 pts, 4.6 pts needed to go) 3. The mean score for mathematics in second grade will increase from **177.9** to **189** as measured by the spring 2018 to the spring 2019 MAP assessment. (winter 183, growth of 5.1 pts. 6 pts needed to go) 4. The mean score for mathematics in third grade will increase from **192.6** to **201** as measured by the	Seymour's district goals continue to strive for improved student achievement in the area of mathematics. The efforts towards attaining the Bungay math goal for the 2018-2019 school year also correlate to improving our students' performance on the Smarter Balanced Math assessment.

spring 2018 to the spring 2019 MAP assessment. (winter 197.9, growth of 5.3 pts. 3.1 pts needed to go) 5. The mean score for mathematics in fourth grade will increase from **202.0** to **214** as measured by the spring 2018 to the spring 2019 MAP assessment. (winter 206.9, growth of 4.9 pts. 7.1 pts needed to go) 6. The mean score for mathematics in fifth grade will increase from **213.5** to **225** as measured by the spring 2018 to the spring 2019 MAP assessment. (winter 217.4, growth of 3.9 pts. 7.6 pts needed to go)	
Student Outcome Indicator Rationale: Upon analyzing the data from the past 3 years, we were looking to improve not only the cohort, but the grade level performance. We looked at the average growth of the cohort as well as the grade level in order to determine grade level SMART goals for the 2018-2019 year. Our goals are aligned with the district's goals.	Results and Outcomes

III.   Action Plan and Results Indicators

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

learning intentions and success criteria.	-December and April check-in	-Student driven goals -conferencing	setting sheets, Khan Mappers reflections, math fluency records, visible learning charts, data folders)
Teachers will share at-home math strategies with parents.	-September through June	Certified staff	-Friday Flash, parent workshops, teacher newsletters, communication applications and PowerSchool communication

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

Baseline Data and Targets

Assessment		Grade Level or Course		Subjects		Measure		Baseline Data 2015-16	Results 2017	Results 2018
DRA2		K		Reading		Students on/above spring benchmark		93%	70%	85%
DRA2		1		Reading		Students on/above spring benchmark		75%	78%	58%
DRA2		2		Reading		Students on/above spring benchmark		76%	70%	73%
DRA2		3		Reading		Students on/above spring benchmark		65%	70%	74%
MAP		K		Reading		Students meeting RIT projected target		80%	53%	72%

MAP		K		Math		Students meeting RIT projected target	85%	53%	81%
MAP		1		Reading		Students meeting RIT projected target	60%	67%	56%
MAP		1		Math		Students meeting RIT projected target	41%	55%	41%
MAP		2		Reading		Students meeting RIT projected target	51%	51%	37%
MAP		2		Math		Students meeting RIT projected target	38%	46%	37%
MAP		3		Reading		Students meeting RIT projected target	78%	60%	53%
MAP		3		Math		Students meeting RIT projected target	66%	62%	57%
MAP		4		Reading		Students meeting RIT projected target	67%	66%	59%
MAP		4		Math		Students meeting RIT projected target	63%	76%	71%
MAP		5		Reading		Students meeting RIT projected target	66%	45%	35%
MAP		5		Math		Students meeting RIT projected target	48%	51%	42%
SB		3		Reading		% of Students at Level 3 and above	60%	56%	59%
SB		3		Math		% of Students at Level 3 and above	56%	39%	54%
SB		4		Reading		% of Students at Level 3 and above	77%	67%	53%
SB		4		Math		% of Students at Level 3 and above	48%	54%	43%
SB		5		Reading		% of Students at Level 3 and above	58%	54%	61%
SB		5		Math		% of Students at Level 3 and above	47%	45%	49%
CMT		5		Science		Students at goal	63%	67%	NA
CMT		5		Science		Students at advanced	16%	15%	NA
Physical Fitness		4		Fitness		% meeting/exceeding in all 4 assessments	66%	74%	75%
Attendance		K-5		Attendance		Chronic Absenteeism by building	4.8%	3.3%	6.4%