

Pillar II: Education

The objectives of Seymour Public schools are articulated in the Board of Education’s Mission (which defines what we are currently doing) and Vision Statement (which presents what we strive to accomplish). Our Core Beliefs set the foundation for our Mission and Vision Statements.

A. Mission of 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.

B. Vision Statement of Seymour Public Schools

Seymour Public Schools works diligently in order to promote individual student learning. We strive to have all students succeed in all social and academic areas so they can become well rounded individuals who show compassion toward others and who can confidently confront and solve any problem with which they are faced.

C. Core beliefs of Seymour Public Schools:

- All students can learn
- Everyone in our school community will be learners
- Accountability leads to growth
- All learners have individual interests, needs and talents
- All learners will be physically and emotionally safe in the learning environment
- Home, school, and community will act as team members in the educational process
- By working together collaboratively toward common goals with cooperation and teamwork all learners will succeed.

Goals	Deliverables	Priority (Years to Place into Action)
CLIMATE AND CULTURE: Promote a student success mindset that reflects Seymour Public Schools Core Beliefs, Vision and Mission statements.	Create district-wide tools, resources, and processes to address the Social Emotional needs and concerns of students, families and the community at large.	1
	Train staff to identify and address social and emotional concerns.	1

	Create a process and procedure for students to alert staff when they become aware of a peer in need.	1
	Develop a well-researched SEL curriculum across grade-levels.	1
	Establish an intentional transition between Responsive Classroom (RC), used in the elementary schools, and Positive Behavior Intervention Systems (PBIS), used in our secondary schools	1
<p>STUDENT ENGAGEMENT WITH CURRICULUM</p> <p>Enrich our K-12 curriculum development and implementation to create more opportunities for students to collaborate and tackle relevant and challenging learning situations.</p>	Create and make public a revised cycle for curriculum review and development.	2
	Ensure that project-centered learning is an integral part of our K-12 curriculum, across subject areas	2
	Ensure all curriculum is aligned, K - 12, where students have opportunities to exhibit a true investment/passion in their learning and assessment.	2
	Fully rollout the high school Capstone requirement, where students will demonstrate mastery of the school's learning expectations in ways that speak to student's personal areas of interest.	1
	Develop a survey and resulting database of parental/job/area of expertise to provide opportunities to showcase real-world relevancy of curriculum to students in the classroom.	2
	Create an alumni database.	2
	Create an Academic Alumni Hall of Fame.	2
	Create more diverse course offerings at the secondary level.	2

<p style="text-align: center;">COMMUNITY INVOLVEMENT</p> <p>Form strong connections between Seymour schools and a broad and diverse array of organizations and groups within the community to create opportunities for mutual support and a shared sense of success.</p>	<p>Create and strengthen parent, teacher, student organizations (PTSO's) at each school and throughout the K – 12 learning continuum.</p>	2
	<p>Ensure local and valley business leaders become an active partner with our schools in terms of curriculum development as well as hiring/internships.</p>	2
	<p>Ensure families have the necessary tools to support their children's learning outside of school. Determine the collective needs of families through a survey while also establishing a benchmark against which progress will be judged.</p>	2

Short-term Challenges:

1. State and Federal mandates, especially unfunded.
2. Employees' and Community comfort with the status quo.
3. Taxpayers' understanding and support of the financial support needed for successful school programs and initiatives.

Additional Information:

“Theory of Action” statements are often used in education to help ensure that the solutions being proposed truly align with the impact or change we are trying to make. The following articulates the Theory of Action statement for each goal and provides additional context for the public.

Goal 1: Climate and Culture

Theory of Action: If we promote a student success mindset that reflects the core beliefs, mission, and vision of the Seymour Public Schools, then all student learning needs (both academic and social emotional) will be addressed through differentiated instruction.

Goal 2: Student Engagement with Curriculum

Theory of Action: If we enrich our K-12 curriculum and implementation to include more challenging learning situations, then our students will be better equipped and skilled to deal with situations as they arise both in and out of the classroom.

Additional context: A high quality curriculum is one that provides students with the knowledge and skills they will need for success in life. At its core, curriculum is about

how students, teachers and content are connected in the process of teaching and learning. Student success results from the creation and support of a range of conditions that engage, enable and inspire all students to become fully a part of their learning. Students come to understand and value what it takes to be successful in their learning process, to enjoy learning with others, building relationships with their peers or working autonomously. They grow to feel confident and competent in their success and abilities. At the center of involvement of students are teachers facilitating conditions and opportunities for their students to collaborate and tackle challenging learning situations defined by high expectations for all.

Student involvement thrives when there is a sense of community that welcomes all students, when learning is relevant and students become productive/contributing citizens in the community at large.

Goal 3: Community Involvement

Theory of Action: If we form strong connections between our schools and various community organizations, then we will have created a community that has a shared sense of success

Additional context: Parent involvement is considered integral to student success while the powerful resource of those in the community who care deeply about school success is often overlooked or limited at a great loss to the work of schools promoting success for all students. The responsibility for raising civic minded citizens is best achieved in partnership with the community. Community resources are broad and diverse and include civic leaders, local business community members, civic organizations, churches, health and community service organizations and neighboring colleges to name but a few. Building strong partnerships will offer encouragement to students and school professionals and a shared sense of success in working to achieve community and families partnerships on behalf of the success of all students.