

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: Seymour Middle School
Principal: Bernadette Hamad
Date: October 15, 2018

School-Wide Data Team Members

Name	Role
Jennifer Batterton	Eighth Grade Math Teacher
Eleanor Brasche	Language Arts Consultant
Toni Cassone	Seventh Grade Math Teacher
Ashley Castaldi	Sixth Grade Social Studies Teacher
Tara Yusko	Assistant Principal
Nancy Garlock	Special Education Teacher
Bernadette Hamad	Principal
Meagan Krushinski	Unified Arts Teacher

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.

Seymour Middle School Vision Statement

Our school is a community of learners where the next generation is inspired to achieve their maximum potential in a dynamic and challenging learning environment that promotes curiosity, collaboration, and perseverance enabling each student to flourish as a responsible citizen in the global community.

Seymour Middle School Mission Statement

Seymour Middle School, in partnership with the community, is committed to providing a safe environment that promotes social, emotional, and physical health. It encourages personal responsibility and accountability from all its members in an environment where teaching and learning are exciting. Our mission is to empower our students to become life-long learners and reach their highest potential. We will provide a nurturing environment that promotes dignity, mutual respect, and embraces diversity.

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.

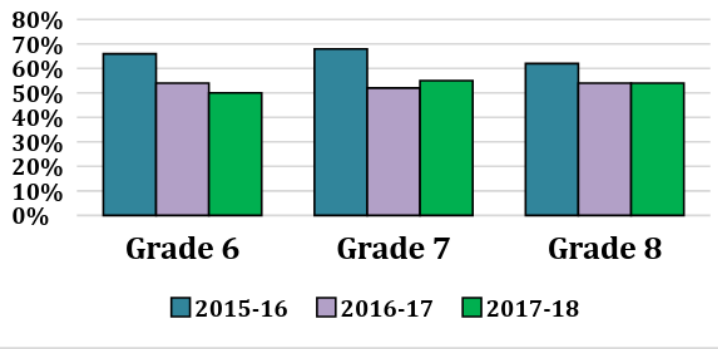
MAP RIT- The RIT (Rasch Unit) is an estimation of a student's instructional level and compares the average growth of students who are in the same grade and who test in the same term. Every question on the MAP assessment is calibrated to the RIT scale and allows educators to trust it to track longitudinal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

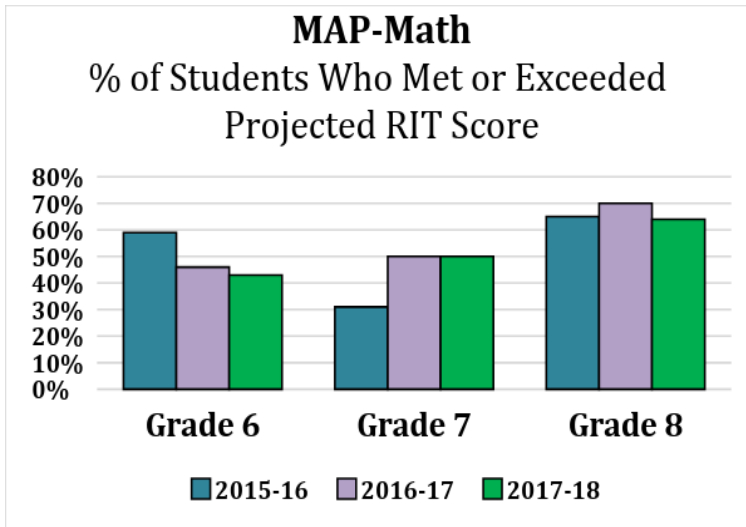
SB- Smarter Balanced- The Smarter Balanced assessment is administered to all students in grades 3-8 in Connecticut. While there are four achievement levels, level 4 being the highest performance level, Seymour looks for students to achieve in the range of At/Above Level 3. A level 3 student has met the 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.

Data Analysis 3-year historical cohort-based data graphs

Assessment	Data Trends- 3 year cohort	Observations																																																			
MAP Reading	<div style="text-align: center;"> <p>MAP-Reading</p> <p>% of Students Who Met or Exceeded Projected RIT Score</p>  <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>MAP-Reading Data</caption> <thead> <tr> <th>Grade</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>68%</td> <td>54%</td> <td>50%</td> </tr> <tr> <td>7</td> <td>N/A</td> <td>52%</td> <td>55%</td> </tr> <tr> <td>8</td> <td>N/A</td> <td>N/A</td> <td>54%</td> </tr> </tbody> </table> </div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="5">MAP-Reading</th> </tr> <tr> <th colspan="5">% of Students Who Met or Exceeded Projected RIT Score</th> </tr> <tr> <th>Grade</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>66% (168 S)</td> <td>60% (144 S)</td> <td>54% (174 S)</td> <td>N/A</td> </tr> <tr> <td>6</td> <td>68% (168 S)</td> <td>54% (162 S)</td> <td>50% (159 S)</td> <td>-10%</td> </tr> <tr> <td>7</td> <td>N/A</td> <td>52% (171 S)</td> <td>55% (167 S)</td> <td>-11%</td> </tr> <tr> <td>8</td> <td>N/A</td> <td>N/A</td> <td>54% (181 S)</td> <td>-14%</td> </tr> </tbody> </table>	Grade	2015-16	2016-17	2017-18	6	68%	54%	50%	7	N/A	52%	55%	8	N/A	N/A	54%	MAP-Reading					% of Students Who Met or Exceeded Projected RIT Score					Grade	2015-16	2016-17	2017-18	Change	5	66% (168 S)	60% (144 S)	54% (174 S)	N/A	6	68% (168 S)	54% (162 S)	50% (159 S)	-10%	7	N/A	52% (171 S)	55% (167 S)	-11%	8	N/A	N/A	54% (181 S)	-14%	<p>In 7th and 8th grades, over half the students met their projected RIT scores in Reading. In 6th grade 49% met their projected RIT scores.</p> <p>There was growth of 2 to 6 points in the mean for each grade and all grades scored well above the mean.</p>
Grade	2015-16	2016-17	2017-18																																																		
6	68%	54%	50%																																																		
7	N/A	52%	55%																																																		
8	N/A	N/A	54%																																																		
MAP-Reading																																																					
% of Students Who Met or Exceeded Projected RIT Score																																																					
Grade	2015-16	2016-17	2017-18	Change																																																	
5	66% (168 S)	60% (144 S)	54% (174 S)	N/A																																																	
6	68% (168 S)	54% (162 S)	50% (159 S)	-10%																																																	
7	N/A	52% (171 S)	55% (167 S)	-11%																																																	
8	N/A	N/A	54% (181 S)	-14%																																																	

**MAP
Math**



MAP-Math				
% of Students Who Met or Exceeded Projected RIT Score				
Grade	2015-16	2016-17	2017-18	Change
5	59% (168 S)	64% (144 S)	55% (174 S)	N/A
6	31% (168 S)	46% (162 S)	43% (159 S)	-21%
7	N/A	50% (171 S)	53% (167 S)	-6%
8	N/A	N/A	64% (181 S)	33%

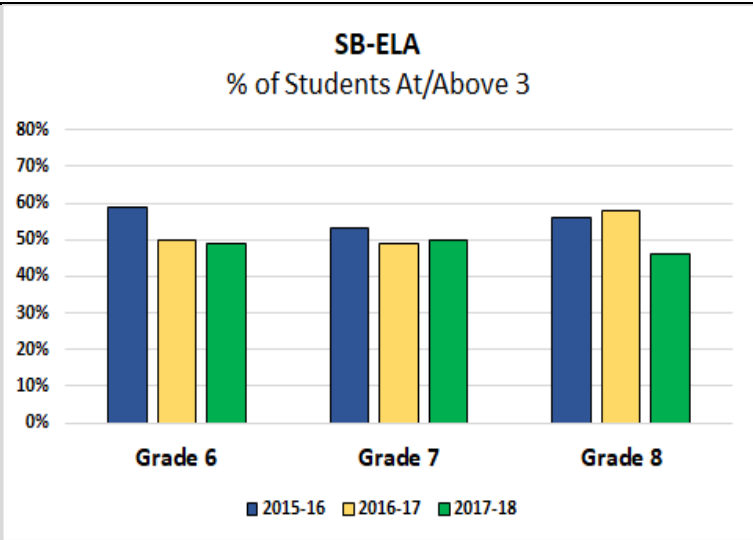
For Math, in 6th grade only 43% of the students met their projected RIT scores however in 7th grade 56% met their projections and in 8th grade 64% met. All grades saw a mean growth of 5 to 6 points and means in all grades are above the norm.

Historically a big dip from 5th grade to 6th grade. From 6th to 8th there is recovery and growth.

Students making their projected RIT in 6th grade doubled by the end of eighth grade with contributions from each grade.

Cohort data shows an increase from 6th to 7th of 7 percentage points and 7th to 8th of 14 percentage points. There was also a significant increase in population for 8th grade.

**SB
ELA**

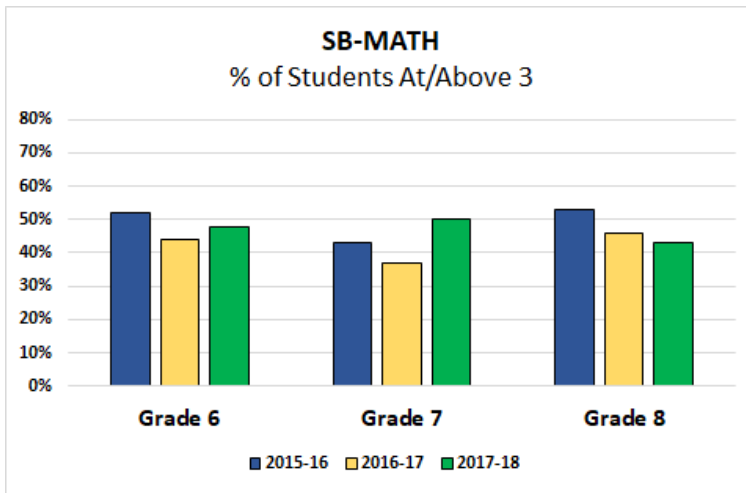


SB-ELA				
% of Students At/Above Level 3				
Grade	2015-16	2016-17	2017-18	Change
5	59% (174 S)	60% (155 S)	63% (176 S)	N/A
6	53% (178 S)	50% (169 S)	49% (158 S)	-11%
7	N/A	49% (179 S)	50% (165 S)	-9%
8	N/A	N/A	46% (179 S)	-7%

Each year there is a significant drop from 5th grade scores to 6th grade scores. 6th and 7th grade scores are consistent however 8th grade scores dropped.

Scores continue to drop in ELA.

SB Math



SB-Math				
% of Students At/Above Level 3				
Grade	2015-16	2016-17	2017-18	Change
5	52% (174 S)	60% (155 S)	54% (176 S)	N/A
6	43% (175 S)	44% (169 S)	48% (158 S)	-12%
7	N/A	37% (179 S)	50% (165 S)	-2%
8	N/A	N/A	43% (178 S)	0%

- There is consistently a significant drop from 5th grade to 6th grade. 7th grade saw a 13% increase as a grade and 6th grade saw a 4% increase. 8th grade decreased by 4%.

Cohort data shows an increase from 6th grade to 7th grade of 6% and from 7th grade to 8th grade of 6%.

Science (Grade 8 Only)

MAP-Science (Grade 8 Only)			
% of Students At/Above Norm RIT Score			
Year	# of Students Tested	# of Students At/Above Norm RIT	% of Students At/Above Norm RIT
2018	180	108	60%

This year we are testing in 7th grade as well.

<p>Physical Fitness</p>	<p style="text-align: center;">Physical Fitness (% Meeting/Exceeding in all 4 assessments)</p> <table border="1"> <caption>Physical Fitness Data</caption> <thead> <tr> <th>Grade</th> <th>Males (%)</th> <th>Females (%)</th> <th>Total (%)</th> </tr> </thead> <tbody> <tr> <td>Grade 6 2016</td> <td>50</td> <td>58</td> <td>54</td> </tr> <tr> <td>Grade 8 2018</td> <td>52</td> <td>74</td> <td>65</td> </tr> <tr> <td>Grade 6 2018</td> <td>59</td> <td>58</td> <td>59</td> </tr> </tbody> </table>	Grade	Males (%)	Females (%)	Total (%)	Grade 6 2016	50	58	54	Grade 8 2018	52	74	65	Grade 6 2018	59	58	59	<p>There was a jump from 6th grade to 8th grade overall.</p> <p>Females saw the most improvement from 6th to 8th grade.</p> <p>The current 6th grade is higher than the previous 6th grade.</p>
Grade	Males (%)	Females (%)	Total (%)															
Grade 6 2016	50	58	54															
Grade 8 2018	52	74	65															
Grade 6 2018	59	58	59															

Goals

Goals

Goal #1: Improved Performance in Reading

Seymour Middle School is striving to improve reading performance in grades six through eight. We seek to show growth through the mean score on the MAP assessment as students’ progress from grade to grade. We will continue to learn, practice, reflect and refine our approaches 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

<p>Statement of Student Outcome Indicator Reading</p> <ol style="list-style-type: none"> 1. The mean score for reading in 6th grade will increase 4 points from 216 to 220 as measured by the spring 2018 to the spring 2019 MAP assessment. 2. The mean score for reading in 7th grade will increase 4 points from 220 to 224 as measured by the spring 2018 to the spring 2019 MAP assessment. 3. The mean score for reading in 8th grade will increase 4 points from 223 to 227 as measured by the spring 2018 to the spring 2019 MAP assessment. 	<p>Connection to District Goals</p> <ol style="list-style-type: none"> 1. Seymour’s district goals continue to strive for improved student achievement in the area of reading. The efforts towards attaining the middle school goals for the 2018-2019 school year also correlate to improving our students’ performance in reading as measured by the MAP assessment and the Smarter Balanced Assessment.
---	--

<ol style="list-style-type: none"> 4. The percent of students in 6th grade scoring at Level 3 or Above in the ELA section of SBA will increase by 1 percentage point from 63 to 64 as measured by the Spring 2019 SBA. 5. The percent of students in 7th grade scoring at Level 3 or Above in the ELA section of SBA will increase by 2 percentage points from 49 to 51 as measured by the Spring 2019 SBA. 6. The percent of students in 8th grade scoring at Level 3 or Above in the ELA section of SBA will increase by 2 percentage points from 50 to 52 as measured by the Spring 2018 SBA. 	
<p>Student Outcome Indicator Rationale</p> <p>Each of the indicators connected to the MAP Assessment are in alignment with the normative growth goals as presented by NWEA. Considering the baseline percentage for each grade level, as well as the performance of SMS students on previous year's' MAP assessments, the target scores are one point below the grade level's norm. These goals are rigorous and achievable, based upon data analysis.</p> <p>Each of the indicators connected to the Smarter Balanced Assessment would increase the number of students at each grade level performing at Level 3 or above. These numbers are based on the normative growth for SBA.</p>	<p>Results and Outcomes</p>

II. Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Teachers will incorporate the teaching of critical vocabulary/language of tests and teach the use of strategies such as a semantic word map.	October to May	All teachers	Teacher lessons will evidence modeling and direct instruction in vocabulary strategies. There will be improved individual scores in Reading on MAP and SBA.
Teachers will create assessments that mirror the style and variety of questions found on SBA and MAP.	October to May	All Teachers	Assessments and student responses reflect that questions are incorporated and students demonstrate comprehension of what is being asked.

Teachers and peers will provide effective feedback, specifically guiding students to improvements based on learning outcomes and success criteria.	October to May	Teachers and Students	Students work will demonstrate improvements based on feedback by teachers and/or peers.
--	----------------	-----------------------	---

Goal #2: Improved Performance in Math

Seymour Middle School is striving to improve math performance in grades six through eight. We seek to show growth through the mean score on the MAP assessment as students’ progress from grade to grade. We will continue to learn, practice, reflect and refine our approaches 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

<p>Statement of Student Outcome Indicator</p> <ol style="list-style-type: none"> 1. The mean score for math in 6th grade will increase 1 point from 229 to 230 as measured by the spring 2018 to the spring 2019 MAP assessment. 2. The mean score for math in 7th grade will increase 3 points from 228 to 231 as measured by the spring 2018 to the spring 2019 MAP assessment. 3. The mean score for math in 8th grade will increase 4 points from 232 to 236 as measured by the spring 2018 to the spring 2019 MAP assessment. 4. The percent of students in 6th grade scoring at Level 3 or Above in the Math section of SBA will increase by 3 percentage points from 54 to 57 as measured by the Spring 2019 SBA. 5. The percent of students in 7th grade scoring at Level 3 or Above in the Math section of SBA will increase by 2 percentages point from 48 to 50 as measured by the Spring 2019 SBA. 6. The percent of students in 8th grade scoring at Level 3 or Above in the Math section of SBA will increase by 2 percentage points from 50 to 52 as measured by the Spring 2019 SBA. 	<p>Connection to District Goals</p> <ol style="list-style-type: none"> 1. Seymour’s district goals continue to strive for improved student achievement in the area of math. The efforts towards attaining the middle school goals for the 2018-2019 school year also correlate to improving our students’ performance in math as measured by the MAP assessment and the Smarter Balanced Math Assessment.
<p>Student Outcome Indicator Rationale:</p> <p>Each of the indicators connected to the MAP Assessment are in alignment with the normative growth</p>	<p>Results and Outcomes</p>

<p>goals as presented by NWEA. Considering the baseline percentage for each grade level, as well as the performance of SMS students on previous year's' MAP assessments, the target scores are one point below the grade level's norm. These goals are rigorous and achievable, based upon data analysis.</p> <p>Each of the indicators connected to the Smarter Balanced Assessment would increase the number of students at each grade level performing at Level 3 or above. These numbers are based on the normative growth for SBA.</p>	

III. Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Teachers will incorporate the use of Khan Academy to personalize learning for all students.	October to June	Teachers and Students	<p>Data collected & analyzed on use of Khan Academy and student performance.</p> <p>Students will show growth in MAP and SBA.</p>
Teachers will implement with fidelity the lessons, pacing, strategies, and assessments of the new resource, Illustrative Math.	All Year	All Math Teachers	<p>The entire curriculum is taught using a common resource with fidelity.</p> <p>Bi-weekly check-ins on pacing at each grade level.</p> <p>Data collected & analyzed on all common assessments administered by each teacher.</p>
Teachers and peers will provide effective feedback, specifically guiding students to improvements based on learning outcomes and success criteria.	October to May	Teachers and Students	<p>Teachers will post learning outcomes aligned to content standards.</p> <p>Teachers will align success criteria to learning outcomes.</p> <p>Student work will demonstrate improvements based on feedback by teachers and/or peers.</p>

V. Communication Plan

Communication:
<p>Progress on the SIP will be communicated through bulletins, emails, faculty meetings, board of education meetings, and administrative council. The SIP is reviewed and analyzed at school based data team meetings. Feedback will be given to staff after SBDT meetings</p>

Baseline Data and Targets

Assessment	Grade Level or Course	Subjects	Measure	Baseline Data 2015-16	Results 2017	Results 2018
MAP	6	Reading	Students meeting RIT projected target	68%	54%	49%
MAP	6	Math	Students meeting RIT projected target	31%	46%	43%
MAP	7	Reading	Students meeting RIT projected target	62%	52%	55%
MAP	7	Math	Students meeting RIT projected target	65%	50%	56%
MAP	8	Reading	Students meeting RIT projected target	62%	54%	52%
MAP	8	Math	Students meeting RIT projected target	68%	70%	64%
MAP	8	Science	Students at or above Norm RIT	NA	NA	60%
SB	6	ELA	% of Students at Level 3 and above	53%	50%	49%
SB	6	Math	% of Students at Level 3 and above	43%	44%	48%
SB	7	ELA	% of Students at Level 3 and above	56%	49%	50%
SB	7	Math	% of Students at Level 3 and above	53%	37%	50%
SB	8	ELA	% of Students at Level 3 and above	48%	58%	46%
SB	8	Math	% of Students at Level 3 and above	45%	46%	43%
PSAT	8	Math	% of Students Meeting or Exceeding Benchmark	NA	NA	32%
PSAT	8	ELA	% of Students Meeting or Exceeding Benchmark	NA	NA	64%
Physical Fitness	6	Fitness	% meeting/exceeding in all 4 assessments	48%	54%	59%
Physical Fitness	8	Fitness	% meeting/exceeding in all 4 assessments	45%	60%	64%
Attendance	6-8		Chronic Absenteeism by building	10%	8%	8%