

# 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: Seymour Middle School  
Principal: Jodie Roden  
Assistant Principal: Kathleen Freimuth  
Date: November 2, 2020

## School-Wide Data Team Members

Name	Role
Jodie Roden	Principal
Kathleen Freimuth	Asst. Principal
Karen Studley	School Social Worker
Ashley Castaldi	Grade 6 Social Studies Teacher
Jennifer Peterson	Grade 8 Science Teacher
Jennifer Batterton	Grade 8 Math 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.*

## **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

### 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 Social Emotional Learning</p> <p>70% of Seymour Middle School students will participate in a minimum of twelve teacher recommended lessons offered in the Suite 360 SEL Program from a baseline of 0% as measured by the Suite 360 end of year assessment.</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.</p> <p>Seymour Middle School’s SEL goal connects with the 6-12 social emotional curriculum pilot, Suite 360. This program is a research and evidence-backed SEL program, with content aligned to the standards developed by the National Collaborative for Academic, Social, and Emotional Learning (CASEL). Suite 360 is mapped to the grade-specific learning objectives allowing each grade level, or team, to focus their efforts on needs specific to that student population.</p>
<p>Student Outcome Indicator Rationale</p> <p>As first highlighted in our 2020 Seymour Middle School Re-Entry Plan, social emotional strengthening and readiness has been an area of focus for the 2020-21 school year. To “demonstrate the kindness of Fred Rogers while upholding the expectations of General Patton” is a combination of day to day staff interactions, as well as quantitative data to indicate where we need to give greater support and how to provide that support to our middle school learners.</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	Administration, teachers, mental, physical and structural support staff.	<ul style="list-style-type: none"> <li>● Guidance support with teams and individuals</li> <li>● Post assessment for Suite 360</li> <li>● Morale pal interactions</li> <li>● PBIS Celebration involvement</li> <li>● Spring 2021 Stakeholder survey</li> </ul>
Explicitly and consistently teach expectations, routines and procedures, as well as those related to masks, social distancing and others' levels of comfortability.	September through June	Administration, teachers, mental, physical and structural support staff.	<ul style="list-style-type: none"> <li>● PBIS Celebration participation numbers</li> <li>● Weekly lessons with Suite 360</li> <li>● Relationship building activities within team and individual classes</li> <li>● Upstander Phone Calls</li> <li>● Next steps for students related to supporting our school community</li> </ul>
Provide staff with professional development to incorporate new learning related to specific SEL programs.	September through June	Administration	<ul style="list-style-type: none"> <li>● Collaboration among staff during professional learning</li> <li>● Availability of 2020-21 Yale webinars on the topic of <i>"Social and Emotional Learning in Times of Uncertainty and Stress"</i></li> <li>● Incorporation of Suite 360 pilot program</li> </ul>
Building a stronger home-school connection with families and the community.	September through June	Administration, teachers, mental and structural support staff.	<ul style="list-style-type: none"> <li>● Weekly emails from administration</li> <li>● Weekly communication from team leaders/individual teachers</li> <li>● Upstander Phone Calls</li> <li>● Responsive via emails or phone calls</li> <li>● Virtual "face to face" meetings with parents</li> <li>● Spring 2021 Stakeholder survey</li> </ul>
Integration of Suite 360 Program	November through June	Administration, Guidance Team and Staff	<ul style="list-style-type: none"> <li>● October 2020 Pre-Assessment</li> <li>● Spring 2021 Post- Assessment</li> <li>● Collaborative meetings with Guidance Team and staff</li> <li>● Weekly Suite 360 Lessons during homeroom Wednesdays grades 6-8</li> <li>● Focus programming around teacher highlighted lessons</li> <li>● Evaluate success of Suite 360 in Spring via independent survey.</li> </ul>

**Goal #2: Improved Reading, Mathematics and Science Performance**

Seymour Middle School continues to focus our efforts towards improved progress/performance in reading, mathematics and science performance in grades six through eight. As a building, we will demonstrate consistency within our understanding of student data, thus implementing strategies in response to this data. Our goal is to demonstrate continued growth through the mean score on the NWEA/MAP assessments from when students enter our building until they are promoted from our building.

**I. Student Outcome Indicator**

Statement of Student Outcome Indicator	Connection to District Goals
<p>Reading, Mathematics, and Science</p> <ol style="list-style-type: none"> <li>1. The mean score for reading in 6th grade will increase 4 points from 212 to 216 as measured by the Fall 2020 to the Spring 2021 MAP assessment.</li> <li>2. The mean score for reading in 7th grade will increase 3 points from 215 to 218 as measured by the Fall 2020 to the Spring 2021 MAP assessment.</li> <li>3. The mean score for reading in 8th grade will increase 2 points from 222 to 224 as measured by the Fall 2020 to the Spring 2021 MAP assessment.</li> <li>4. The mean score for math in 6th grade will increase 6 points from 212 to 218 as measured by the Fall 2020 to the Spring 2021 MAP assessment.</li> <li>5. The mean score for math in 7th grade will increase 4 points from 219 to 223 as measured by the Fall 2020 to the Spring 2021 MAP assessment.</li> <li>6. The mean score for math in 8th grade will increase 4 points from 227 to 231 as measured by the Fall 2020 to the Spring 2021 MAP assessment.</li> <li>7. The mean score for science in 6th grade will increase 3 points from 207 to 210 as measured</li> </ol>	<p>Seymour’s district goals continue to strive for improved student achievement in the area of reading, mathematics and science. The efforts towards attaining the middle school goals for the 2020-2021 school year also correlate to improve our students’ performance in all three key content areas as measured by the NWEA/ MAP assessment, the Smarter Balanced Assessment and NGSS.</p>

<p>by the Fall 2020 to the Spring 2021 MAP assessment..</p> <p>8. The mean score for science in 7th grade will increase 3 points from 210 to 213 as measured by the Fall 2020 to the Spring 2021 MAP assessment.</p> <p>9. The mean score for science in 8th grade will increase 3 points from 215 to 218 as measured by the Fall 2020 to the Spring 2021 MAP assessment.</p>	
<p>Student Outcome Indicators Rationale</p> <p>As we look closely at where students need stronger support, it will be our responsibility as a staff to focus our instruction on these specific areas to enable growth from Fall 2020 to Spring 2021, and beyond.</p>	<p>Results and Outcomes</p>

### III. Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Collaborative work with Better Lessons	-November through June -Monthly	Administration	Increase of strategies implemented through professional learning with staff.
Collaboration with Team Leaders for data teams and data analysis	-September through June -Bimonthly	Administration and Team Leaders	Incorporation of strategies into grade level team meetings and data team meetings.
Grade Level Data Teams	-September through June	Administration and all certified staff	Identification of student needs, and implementation of strategies to address those needs.
Teacher Intervention Classes (via Response or small group)	-September through June	All certified staff	Increase in student performance based on targeted instruction.
Student goal setting conferences	-September through June	All certified staff and students	Increased awareness of performance and how to make improvements based on discussion centered around feedback.

### V. Stakeholder Feedback Goal

<p>By the Spring of 2021 survey, positive responses on the statement: <b>The school helps me to understand what my child(ren) need(s) to be successful at his/her grade level</b> will increase from 75% to 80%.</p>
<p>Stakeholder Feedback Action Steps:</p>

- Team leader weekly/monthly communication via email or Remind
- Administrator's weekly email via Blackboard Direct
- Guidance Facebook Page
- Increase student communication regarding expectations
- Increase specificity of content for students, parents and guardians based on student needs (related to technology, email access, Powerschool access, navigating Google Classroom, navigating Kiddom platform, student behaviors, attendance)
- Parent/guardian feedback
- Model technology for parents and guardians via communication and virtual meetings