

Seymour Public Schools School Improvement Plan



2021-22

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 2021

School-Wide Data Team Members

Name	Role
Stacey Albertson	Assistant Principal
Allison Cunningham	Fifth Grade Teacher
Sue Duke	SRBI Teacher
Caitlin Jurkowski	Kindergarten Teacher
Kyle Mullaney	Fourth Grade Teacher
Darlene O'Callaghan	Language Arts Consultant
David Olechna	Principal
Alicia Ogren	Special Education Teacher
Melanie Orfiss	SRBI Teacher
Laura Pellerito	Psychologist

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, 2021-2022 represents a hopeful return to in-person learning. Our primary focus this year is to protect as much uninterrupted in-person learning as possible.

To address these challenging educational times, the State of CT waived all state assessments for the 2019-2020 school year, and required administration of assessments for the spring of 2021. Last spring the district was able to complete most end of year assessments and data collections in person to allow reflection on student learning and growth. These data gaps make it difficult to measure student growth and even to accurately portray achievement and to set goals that feel reasonable yet challenging. Our best efforts to help all students learn and grow are reflected in the strategies identified in these School Improvement Plans.

As a result of these conditions, the school improvement plans for the 2021-2022 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, 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 previous spring, to see if they lost ground, maintained, or made growth despite our educational challenges related to the coronavirus learning environments.*

Family/Community Engagement: *This year, our Stakeholder Feedback goal building-wide will focus on implementing strategies for ongoing communication and engagement with families and students.*

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 increase a sense of belonging for all students and families at CLS, including students on the "edges."

CLS will implement strategies for ongoing communication and engagement with families.

I. Student Outcome Indicator

<p>Statement of Student Outcome Indicator</p> <ol style="list-style-type: none"> 1. On the 2021-22 Spring CLS Student Survey, 80% of kindergarten through fifth grade students will agree with the statement, “I feel I belong at CLS.” <p>On the 2021-22 Spring CLS Communication Survey, 80% of CLS parents will agree with the following statements:</p> <ol style="list-style-type: none"> 2. “I feel I belong at CLS.” 3. “My child’s teacher communicates with me frequently.” 4. “My child’s teacher has provided me with strategies and information regarding my child’s academic progress.” 5. “CLS has provided me with information on how the school has been assisting students with their social-emotional well-being throughout the year.” 	<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. 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>Student Outcome Indicators Rationale</p> <p>We strive for all CLS students and family members to feel they are connected and recognized as a member of the CLS community.</p>	<p>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. Monthly grade-wide Town Meetings will be held. 3. 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.
CLS Support Staff will host a parent workshop with a focus on Mega skills/Executive Functioning.	November	CLS Support Staff and Administration	Parents who attend will have a greater awareness of Mega Skills and Executive Functioning. They will be provided with tools and strategies for helping foster them at home.

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

I. Student Outcome Indicator

<p>Statement of Student Outcome Indicator As measured by the Spring 2022 MAP Assessment, the percentage of students in Grades K – 5 meeting and/or exceeding their projected growth targets in reading will increase from 54% in Spring 2021 to 65%. (222/412 last year (54%) 2021-22 = 324/498 = 65% 55 new students hitting their targets</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 2021-22 school year also correlate to improving our students’ performance on the Smarter Balanced ELA assessment.</p>
<p>Student Outcome Indicators Rationale 65% would be an ambitious, but attainable target, which would represent a 25% increase from the 222 that reached their targets last year from fall to spring. It would be an increase in the number of CLS students reaching their growth targets by 55 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 2021 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.</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, MAP, and Smarter Balanced ELA assessment.</p>

Professional learning on accelerated learning and implementing its concepts to CLS.	September through June	Administration, classroom teachers and special education teachers	Improved individual student performance on Running Records and/or DRA2, MAP, and Smarter Balanced ELA assessment.
The CLS Staff will work to improve their students' Mega Skills.	October through June	Administration, classroom teachers and special education teachers	Improved individual student performance on Running Records and/or DRA2, MAP, and Smarter Balanced ELA assessment.
Ensuring students with IEPs and below grade level learners work with grade level content as well as content on their independent level.	September through June	Administration, classroom teachers and special education teachers	Improved individual student performance on Running Records and/or DRA2, MAP, and Smarter Balanced ELA assessment.

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 47% in Spring 2021 to 60%. (201/427 last year) 2021-22 = 299/498 = 60% 98 new students hitting their targets</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 2021-22 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 a 50% increase from the 201 that reached their targets last year from fall to spring. It would be an increase in the number of CLS students reaching their growth targets by 98 students.</p>	<p>Results and Outcomes</p>

III. Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Returning to our focus pre-COVID on the implementation of the Math Workshop Model.	September through June	All CLS Staff and Administration	Both classroom math performance and standardized assessment data will demonstrate student improvement.
Implementation of the new K - 5 Envisions Math Program.	September through June	All CLS Staff and Administration	Both classroom math performance and standardized assessment data will demonstrate student improvement.

100 students are receiving math interventions to begin the year through 2 SRBI teachers and 3 tutors. This is an increase of 54 students.	October through June	All CLS Staff and Administration	Both classroom math performance and standardized assessment data will demonstrate student improvement.
Meetings with individual Grade 1 - Grade 5 teachers to discuss current spring/fall data to plan for possible interventions for a teacher's entire roster. PMT meetings will then occur throughout the course of the year to monitor students' progress on their intervention goals.	September and October	Progress Monitoring Team, all CLS K - 5 teachers, and Administration	Both classroom math performance and standardized assessment data will demonstrate student improvement.
1 of 2 monthly grade level meetings will be for an individual meeting between 1 teacher sharing and collaborating with administration on their students' progress.	Dec./Jan. February March	All CLS K - 5 Classroom and Special Education Teachers and Administration	Improved individual student performance on EnVisions unit assessments, MAP, and the Smarter Balanced Math assessment.
Providing time for exploration and collaboration for individual teachers with grade level colleagues. Professional development provided from Envisions staff to assist in implementation of K - 5 program.	2 hours exploration and collaboration at least October, Dec./Jan., and Feb./Mar. November 2	All CLS K - 5 Classroom and Special Education Teachers and Administration	Improved individual student performance on EnVisions unit assessments, MAP, and the Smarter Balanced Math assessment.
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 EnVisions unit assessments, MAP, and the Smarter Balanced Math assessment.

Teachers will utilize the Bridges and EnVisions Intervention kits to differentiate for their students.	October through June	Classroom teachers, special education teachers, math SRBI teachers	Improved individual student performance on EnVisions unit assessments, MAP, and the Smarter Balanced Math assessment.
At each grade level K-5 teachers set performance targets after reviewing the 2021 MAP Fall Math data.	After Winter MAP, progress towards targets will be reviewed; targets and strategies will be reviewed and revised.	Classroom teachers, special education teachers, math SRBI teachers	Improved individual student performance on EnVisions unit assessments, MAP, and the Smarter Balanced Math assessment.
Teachers will purposefully plan for use of Math Centers, math talk, and writing in math to express student thinking and explaining their ideas.	September through June	Classroom teachers, special education teachers, math SRBI teachers	Improved frequency and quality of conversations observed between students. Improved individual student performance on EnVisions unit assessments, MAP, and the Smarter Balanced Math assessment.
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 EnVisions unit assessments, MAP, and the Smarter Balanced Math assessment.
Teachers will utilize digital teaching resources via Savvas Realize, Xtra Math, Splash Math, Moby Max, Khan Academy, and Google Suite.	September through June	Classroom teachers, special education teachers, math SRBI teachers	Improved individual student performance on EnVisions unit assessments, MAP, and the Smarter Balanced Math assessment.

V. Stakeholder Feedback Goal

Stakeholder Feedback Goal (related to family/community engagement)

CLS will increase a sense of belonging for all students and families at CLS, including students on the “edges.”

CLS will implement strategies for ongoing communication and engagement with families.

Stakeholder Feedback Goal: On the 2021-22 Spring CLS Parent Survey, 80% of CLS parents will agree with the statements:

Statement of Student Outcome Indicator

1. On the 2021-22 Spring CLS Student Survey, 80% of kindergarten through fifth grade students will agree with the statement, “I feel I belong at CLS.”

On the 2021-22 Spring CLS Communication Survey, 80% of CLS parents will agree with the following statements:

2. “I feel I belong at CLS.”

3. “My child’s teacher communicates with me frequently.”

4. “My child’s teacher has provided me with strategies and information regarding my child’s academic progress.”

5. “CLS has provided me with information 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.

CLS staff will build classroom communities through Responsive Classroom and utilize the Caring School Community SEL kit.

Baseline Data and Targets

Assessment	Grade Level	Subject	Measure	Results 2017	Results 2018	Results 2019	Results 2020	Results 2021
DRA2	K-3	Reading	Students on/above spring benchmark	74%	71%	72%	n/a	62%
DRA2	K	Reading	Students on/above spring benchmark	77%	77%	76%	n/a	66%
DRA2	1	Reading	Students on/above spring benchmark	79%	70%	67%	n/a	69%
DRA2	2	Reading	Students on/above spring benchmark	65%	70%	78%	n/a	57%
DRA2	3	Reading	Students on/above spring benchmark	77%	68%	65%	n/a	57%
MAP	K	Reading	Students meeting RIT projected target	73%	79%	79%	n/a	67%
MAP	K	Math	Students meeting RIT projected target	83%	77%	70%	n/a	44%
MAP	1	Reading	Students meeting RIT projected target	56%	68%	66%	n/a	40%
MAP	1	Math	Students meeting RIT projected target	42%	62%	50%	n/a	40%
MAP	2	Reading	Students meeting RIT projected target	66%	76%	64%	n/a	61%

MAP		2		Math	Students meeting RIT projected target	62%	53%	48%	n/a	49%
MAP		3		Reading	Students meeting RIT projected target	62%	65%	72%	n/a	56%
MAP		3		Math	Students meeting RIT projected target	55%	68%	81%	n/a	47%
MAP		4		Reading	Students meeting RIT projected target	76%	81%	61%	n/a	52%
MAP		4		Math	Students meeting RIT projected target	78%	68%	59%	n/a	68%
MAP		5		Reading	Students meeting RIT projected target	75%	66%	64%	n/a	52%
MAP		5		Math	Students meeting RIT projected target	76%	72%	64%	n/a	32%
SB		3		Reading	% of Students at Level 3 and above	50%	49%	63%	n/a	37%
SB		3		Math	% of Students at Level 3 and above	56%	44%	52%	n/a	39%
SB		4		Reading	% of Students at Level 3 and above	66%	60%	49%	n/a	54%
SB		4		Math	% of Students at Level 3 and above	55%	57%	43%	n/a	41%
SB		5		Reading	% of Students at Level 3 and above	67%	65%	57%	n/a	50%
SB		5		Math	% of Students at Level 3 and above	50%	59%	54%	n/a	32%
Physical Fitness		4		Fitness	% meeting/exceeding in all 4 assessments	87.5%	70%	80%	81.8%	81.2%
Chronic Absenteeism		K-5			All K-5 Students	5.2%	7.6%	5.7%	6.6%	9.2%
Chronic Absenteeism		K-5			Non-Special Education Students	4.3%	6.5%	4.8%	4.9%	7.6%
Chronic Absenteeism		K-5			Special Education Students	9.9%	12.9%	10.2%	16.9%	18.3%
Chronic Absenteeism		K-5			Students Not Eligible for Free Lunch	n/a	3.0%	n/a	n/a	n/a
Chronic Absenteeism		K-5			Students Eligible for Free Lunch	13.9%	14.5%	10.8%	12.4%	18.1%
Chronic Absenteeism		K-5			Non-High Needs Students	n/a	2.3%	2.4%	n/a	2.9%
Chronic Absenteeism		K-5			High Needs Students	n/a	12.9%	8.4%	n/a	13.9%
NGSS		5								50%