

# 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: Seymour Middle School  
Principal: Jodie Roden  
Assistant Principal: Kathleen Reynolds  
Date: November 3, 2021

## School-Wide Data Team Members

Name	Role
Jodie Roden	Principal
Kathleen Reynolds	Asst. Principal
Jennifer Batterton	Grade 8 Math Teacher
Arkadiusz Bielesz	Grade 6 Math Teacher
Ashley Castaldi	Grade 6 Social Studies Teacher
Joseph Carrafiello	Grade 8 ELA Teacher
Jennifer Fasciano	Grade 6 Math Teacher
Jennifer Peterson	Grade 8 Science Teacher
Danielle Sahn	Special Education Teacher
Karen Studley	School Social Worker
Jes Renaldi	Grade 6 ELA Teacher
Carol Wood	Grade 7 Science 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, 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.

## **Seymour Middle School Vision Statement**

Seymour Middle School is an inclusive learning community where all members work collaboratively to empower our students to take leadership of their own learning while becoming altruistic global citizens of our society.

## **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>Out of our entire student population (499 students), an average of 9.2% % of students have received one or more behavioral referrals (during September and October). Of the 9.2%, we will utilize the data (completion of Tier 1 Suite 360 lessons, Tier 2 Suite 360 lessons and team/office referrals) to decrease the number of referrals to 7%.</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 we become better acclimated with the Suite 360 program this year, we look to have stronger integration of the targeted lessons with our overall day to day living and experiences. This also includes connections with PBIS. We will continue to gather and analyze data to better support our students and their social emotional well being.</p>	<p>Results and Outcomes</p>

II. Action Plan and Results Indicators -

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Whole class instruction based on areas of need identified by teachers	October- June	All certified staff and students	Suite 360 pre/post lesson data
Tier 2 small group instruction by counselors	November -June	Guidance staff	Suite 360 Tier 2 Intervention data Team and office referrals
Build and reinforce connections between and among students and staff	September-June	Administration, certified staff and students.	PBIS Celebration involvement Feedback from homeroom periods Feedback from individual grade level check in's Suite 360 pre/post data Spring 2022 stakeholder survey
Explicitly and consistently teach expectations, routines and procedures related to behavioral and social emotional expectations	September - June	Administration, certified staff and students.	Review of discipline data Upstander Phone Calls PBIS Celebration participation numbers
Sustain a strong home-school connection with families and the community.	September-June	Administration, certified staff, parents, guardians and students.	Spring 2022 surveys

**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
Reading, Mathematics, and Science 1. The percentage of students meeting their RIT for reading in 6th grade will increase from 26% to	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

<p>50% as measured by the Spring 2021 to the Spring 2022 MAP assessment.</p> <ol style="list-style-type: none"> <li>2. The percentage of students meeting their RIT in reading in 7th grade will increase from 29% to 50% as measured by the Spring 2021 to the Spring 2022 MAP assessment.</li> <li>3. The percentage of students meeting their RIT in reading in 8th grade will increase from 39% to 50% as measured by the Spring 2021 to the Spring 2022 MAP assessment.</li> <li>4. The percentage of students meeting their RIT in math in 6th grade will increase from 12% to 40% as measured by the Spring 2021 to the Spring 2022 MAP assessment.</li> <li>5. The percentage of students meeting their RIT in math in 7th grade will increase from 26% to 40% as measured by the Spring 2021 to the Spring 2022 MAP assessment.</li> <li>6. The percentage of students meeting their RIT in math in 8th grade will increase from 42% to 50% as measured by the Spring 2021 to the Spring 2022 MAP assessment.</li> <li>7. The percentage of students meeting their RIT in science in 6th grade will increase from 34% to 50% as measured by the Spring 2021 to the Spring 2022 MAP assessment..</li> <li>8. The percentage of students meeting their RIT in science in 7th grade will increase from 39 % to 50% as measured by the Spring 2021 to the Spring 2022 MAP assessment.</li> <li>9. The percentage of students meeting their RIT in science in 8th grade will increase from 34% to 50% as measured by the Spring 2021 to the Spring 2022 MAP assessment.</li> </ol>	<p>goals for the 2021-2022 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>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</p>	<p>Results and Outcomes</p> <ol style="list-style-type: none"> <li>1. The percentage of students meeting their RIT in reading in 6th grade will increase *** as measured</li> </ol>

<p>our instruction on these specific areas to enable growth from Spring 2021 to Spring 2022, and beyond.</p>	<p>by the Spring 2021 to the Spring 2022 MAP assessment.</p> <ol style="list-style-type: none"> <li>2. The percentage of students meeting their RIT in reading in 7th grade will increase ***as measured by the Spring 2021 to the Spring 2022 MAP assessment.</li> <li>3. The percentage of students meeting their RIT in reading in 8th grade will increase *** as measured by the Spring 2021 to the Spring 2022 MAP assessment.</li> <li>4. The percentage of students meeting their RIT in math in 6th grade will increase *** as measured by the Spring 2021 to the Spring 2022 MAP assessment.</li> <li>5. The percentage of students meeting their RIT in math in 7th grade will increase *** as measured by the Spring 2021 to the Spring 2022 MAP assessment.</li> <li>6. The percentage of students meeting their RIT in math in 8th grade will increase *** as measured by the Spring 2021 to the Spring 2022 MAP assessment.</li> <li>7. The percentage of students meeting their RIT in science in 6th grade will increase *** as measured by the Spring 2021 to the Spring 2021 MAP assessment.</li> <li>8. The percentage of students meeting their RIT in science in 7th grade will *** as measured by the Spring 2021 to the Spring 2022 MAP assessment.</li> <li>9. The percentage of students meeting their RIT in science in 8th grade will increase *** as measured by the Spring 2021 to the Spring 2022 MAP assessment.</li> </ol>
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III. Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Small group instruction	September - June	All certified staff	Progress monitoring data in Response classes.

Flexible grouping	September - June	All certified staff	Increased data analysis to ensure proper student placement/ Student movement into/out of groups.
Scaffolded writing expectations across grade levels and content areas	September - June	All certified staff	Students in each grade level focus on mastery of one aspect of the writing process.
SBAC style question review	September - June	All certified staff	Weekly content question scores, IAB results
Student discourse	September - June	All staff and students	Review of data based on rubrics or checklist
Calibration of student work	September - June	All certified staff	Student scores are based on collaboration among department members quarterly.
Goal Setting	September - June	All certified staff and students	Students and teacher review and discuss progress on a consistent basis.
Differentiation of instruction	September - June	All certified staff	Students experience mastery of grade level content through personalized instruction. Increased collaboration between disciplines to discover effective success strategies for specific students.
Increased discussions around student data	September - June	All certified staff	Through bi-weekly GLDT meetings, three gldt meetings each week, as well as monthly department level meetings, staff will analyze data and review student work on a more consistent basis.

#### V. Stakeholder Feedback Goal

By the Spring of 2022 survey, positive responses will increase from 86% to 91% on the statement: There is at least one adult or resource that I can go to for support, advice or help.

##### Stakeholder Feedback Action Steps:

- Introduction of homeroom period in the middle of the school day to increase social emotional awareness and team building.
- Utilization of Suite 360 Tier One lessons biweekly during homeroom.
- Introduction of Suite Tier Two Intervention lessons.
- Education of academic and social emotional resources available to our students (Guided Student Support, Suite 360, trusted adults, Google Classrooms, facebook pages, etc)
- Share resources to our parents and guardians via emails, phone calls and meetings.

#### Baseline and Targets

Assessment	Grade Level or Course	Subject	Measure	Spring 2019	Spring 2021	Spring 2022
MAP	6	Reading	Students meeting RIT projected target	56%	47%	
MAP	6	Math	Students meeting RIT projected target	26%	41%	
MAP	7	Reading	Students meeting RIT projected target	48%	35%	

MAP		7		Math	Students meeting RIT projected target	45%	26%	
MAP		8		Reading	Students meeting RIT projected target	53%	40%	
MAP		8		Math	Students meeting RIT projected target	56%	41%	
MAP		6		Science	Students at or above Norm RIT	x	43%	
MAP		7		Science	Students at or above Norm RIT	62%	55%	
MAP		8		Science	Students at or above Norm RIT	71%	46%	
SB		6		ELA	% of Students at Level 3 and above	53%	43%	
SB		6		Math	% of Students at Level 3 and above	49%	29%	
SB		7		ELA	% of Students at Level 3 and above	44%	52%	
SB		7		Math	% of Students at Level 3 and above	45%	30%	
SB		8		ELA	% of Students at Level 3 and above	52%	53%	
SB		8		Math	% of Students at Level 3 and above	44%	38%	
Physical Fitness		6		Fitness	% meeting/exceeding in all 4 assessments	58%	44%	
Physical Fitness		8		Fitness	% meeting/exceeding in all 4 assessments	48%	49%	
Attendance		6-8			Chronic Absenteeism by building	7%		