

Seymour Public Schools School Improvement Plan



2024-2025

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 High School

Principal: Mr. Freund

Assistant Principal: Mr. Lucke

Date:

School-Wide Data Team Members

Name	Role
Mrs. Anelli	School Counseling Department Chair/Coordinator
Mrs. Federowicz	Math Department Chair
Mrs. Cheney	English Department Chair
Mrs. Scozzafava	Science Department Chair
Mr. Willadsen	Social Studies Department Chair
Mr. Lucke	Assistant Principal
Mr. Freund	Principal

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.

School improvement plans for the 2024-2025 school year focus on three important areas supported by the CSDE.

- ***Social-Emotional Learning:*** *support the health safety and social-emotional well-being of staff and students.*
- ***Academic Growth:*** *This year, we will look at student performance on AP, PSAT, SAT, and NGSS assessments in all grade levels and content areas as appropriate.*
- ***Family/Community Engagement:*** *This year, our Stakeholder Feedback goal will focus on implementing strategies for ongoing communication and engagement with families.*

NEASC Statement

NEASC requires a rigorous self-study process touching upon over 40 standards ranging from academic to community and facility-based needs. We are currently embarking upon this process with a scheduled March 2025 visit by NEASC. Through this process, we will develop a set of school improvement goals and a vision for the future. In 2027, NEASC will visit for a second time to assess our development over 2 years based on our goals and visions. We anticipate future school improvement plans to adopt data, processes, and language as required by NEASC, to better align our school improvement plan with required accreditation criteria.

Core Values and Beliefs Statement

The mission of Seymour High School is to ensure that our students graduate as confident, independent, responsible, civic-minded citizens with a desire to continue to learn.

Core Values and Beliefs

The Seymour High School faculty and staff believe that:

- Learning is a lifelong process that is driven by the passion that intrinsically motivates each student.
- Seymour High School is committed to working with our families and the community to empower students by engaging in a challenging 21st-century learning experience that provides access to real-world application in a safe and respectful learning environment.
- Students will develop meaningful connections with teachers while being held accountable for individual academic growth during their course of studies at Seymour High School
- Diverse learning experiences respect the unique abilities of each individual while increasing ownership in intellectual exercise.

Learning Expectations

1. Students will think critically
2. Students will communicate effectively and creatively
3. Students will access, evaluate, and use information for a variety of tasks and purposes

Additionally, 21st-century themes including global awareness, financial, business, and civic literacy are interwoven in a student's experience at Seymour High School through course selection over four years.

Achievement of the learning expectations occurs when a student successfully completes an approved course sequence and completes a student success plan.

Context Vocabulary

Embedded within the school improvement plan (SIP) are terms commonly used within the educational setting and important to understanding the document.

PSAT- The Preliminary SAT/National Merit Scholarship Qualifying Test (**PSAT/NMSQT**) is a standardized test administered in October to all students in grades 10, and 11. The PSAT assesses student achievement in math, reading, and writing.

SAT- The SAT is a standardized test administered in Seymour in the spring to all students in grade 11 and measures student achievement in math, reading, and writing.

AP - Advanced Placement (AP) is a program in the United States and Canada created by the College Board that offers college-level curricula and examinations to high school students. American colleges and universities may grant placement and course credit to students who obtain qualifying scores on the examinations.

CTE - Career and Technical Education program offers a sequence of courses that provide individuals with coherent and rigorous content aligned with challenging standard relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

Cohort Graduation Rate - The percentage of students who received a standard diploma within four years, including early and summer graduates from the cohort.

Chronic Absenteeism - The percentage of students who have been absent for more than ten percent of the school year.

CCSS - The Common Core State Standards

NEASC - New England Association of Schools and Colleges

NGSS - The Next Generation Science Standards

Student Support Services - Includes School Counselors, Social Workers, and School Psychologist

School Performance Index (SPI) – The average performance of students on the state summative assessments and ranges. Connecticut’s target is 75.

Goals

Goal #1: The primary academic objective for the 2024-2025 school year is to enhance the implementation of instructional strategies to improve student performance on AP exams, PSAT, NGSS assessments, and SATs. We will focus on developing an instructional model that addresses the diverse needs of each student. Faculty and staff will continuously evaluate and refine existing instructional practices to ensure they effectively support student achievement and foster a responsive learning environment.

I. Student Outcome Indicator	
Student Outcome Indicator Goal - Student performance in the following assessment will improve. PSAT/SAT - The percentage of students achieving proficiency or above will increase by three or more percent from the previous school year in reading and mathematics. All grades 9 - 11 students will take multiple practice NGSS assessments in TIDE. Teachers will analyze student performance to identify areas of improvement. Instruction will be adjusted to address student academic needs resulting in improved NGSS performance. All students in AP courses will take multiple practice AP questions. Teachers will analyze the performance to target instruction for improvement.	Connection to District Goals The district's goal is to provide a challenging learning environment that motivates all of our students, so then each student will achieve her/his maximum individual potential. Instructional strategies such as allowing for practice and encouraging feedback both from faculty and peers will help us to achieve the building and district goals. This will also provide a more challenging learning environment for the students which will assist them to perform at a higher level on the PSAT, SAT, NGSS, and AP exams. Improved performance on assessments will motivate students as they move toward their future.
Student Outcome Indicator Rationale Students will be exposed to challenging practice-released PSAT, SAT, AP, and NGSS questions and standards-based instruction tied to a variety of assessments to improve overall student performance. Faculty will provide specific feedback to students for improving their performance which will result in improved college admissions while providing additional opportunities for scholarships.	Results and Outcomes

Action Plan and Results Indicators

Department / Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
English – Command of Evidence , Standard R.CCR.8, Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	September to June	English Department	Improved Performance on the PSAT and SAT in R.CCR – Reading and College Career Readiness
English – Command of Evidence , Standard RL.11-12.1, Key Ideas and Details 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	September to June	English Department	Improved Performance on the PSAT and SAT in RI - Reading Informational Text
Math – Heart of Algebra , Standard A_CED.A.1, Create equations and inequalities in one variable and use them to solve problems.	September to June	Math Department	Improved Performance on the PSAT and SAT in Algebra - Creating Equations
Math – Heart of Algebra , Standard A-REI.D.12, Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality) and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	September to June	Math Department	Improved Performance on the PSAT and SAT in Algebra - Reasoning with Equations & Inequalities
Social Studies- Command of Evidence , Standard RH.11-12.1, Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	September to June	Social Studies Department	Improved Performance on the PSAT and SAT in RH - Reading History
Social Studies - Command of Evidence , Standard RI.11-12.1, Key Ideas and Details 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain	September to June	Social Studies Department	Improved Performance on the PSAT and SAT in RI - Reading Informational Text

Science - Problem Solving and Data Analysis , Standard N-Q.A.1, Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	September to June	Science Department	Improved Performance on the PSAT and SAT in Number and Quantity – Quantities
Business – Expression of Ideas , Standard L.11-12.6, Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	September to June	Business Department	Improved Performance on the PSAT and SAT in L - Language
Business - Command of Evidence , Standard RH.11-12.7, Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	September to June	Business Department	Improved Performance on the PSAT and SAT in RH - Reading History
World Language - Command of Evidence , Standard RI.11-12.7, Integration of Knowledge and Ideas 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	September to June	World Language Department	Improved Performance on the PSAT and SAT in RI - Reading Informational Text
Visual Arts/Tech Ed - Expression of Ideas , Standard L.7.3a(P), Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	September to June	Visual Arts/Tech Ed Departments	Improved Performance on the PSAT and SAT in L- Language
Physical Education - Expression of Ideas , Standard W.CCR.2, Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	September to June	Physical Education Department	Improved Performance on the PSAT and SAT in W.CCR - Writing College Career Ready

Science NGSS - Continuing to implement the Interim Assessments	August-NGSS Test DATE	Grades 9-11 Science Teachers	Improved Performance on the NGSS
Science NGSS - Monitor the realignment of the general science curriculum (NOTE: General science was realigned in the summer of 2023 to align with NGSS standards). Continue to Monitor.	August-May (PLC Agenda Item-PLC Discussion)	Science Department	Improved Performance on the NGSS
Science NGSS - Monitor the science course sequence which was adjusted for the 2023-2024-2025 school years to accommodate the Next Generation Science Standards	August-May (PLC Agenda Item-PLC Discussion)	Science Department	Improved Performance on the NGSS
Science NGSS - Increase field trip opportunities to increase student exposure to natural phenomena (observable events that occur in our world that we can use our scientific knowledge to explain or predict). The NGSS focuses on helping students use science to make sense of phenomena in their world.	August-May	Erin Scozzafava Caroline Sweeney	Improved Performance on the NGSS

Goal #2: Our goal is to actively monitor the social-emotional wellness of our students and implement supportive interventions that foster their growth and development in Social Emotional Learning (SEL). Recognizing the direct connection between student attendance, academic performance, and social-emotional health, we aim to identify and assist those facing challenges. Students may express difficulties through poor attendance, declining grades, and heightened anxiety levels. To address this, we will conduct regular reviews of these indicators in collaboration with the school counseling department and other support staff. Tailored interventions will be developed and implemented to provide targeted support for individual students experiencing difficulties in these areas.

II. Student Outcome Indicator

Student Outcome Indicator Goal – The Seymour High School community will support students who are experiencing social-emotional challenges. Students will be identified for support through an evaluation of their attendance, academic performance, observational data, and student self-report of challenges.	Connection to District Goals The Board of Education supports the implementation of SEL programs that encourage student growth. We also need to ensure that our students' health and well-being are being taken care of.
Student Outcome Indicator Rationale Student social-emotional wellness is directly related to their ability to attend school regularly and participate in school activities. Supported students are more likely to succeed in school and to graduate on time. We expect that through the	Results and Outcomes

implementation of a strong support system, we will be able to decrease the volume of absences, class cuts, class tardiness, and behavioral disciplinary referrals.

Action Plan and Results Indicators

Department / Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Support Services Staff – Collaborate during by-weekly At-Risk meetings including the School Counselors, Social Workers, and School psychologists while reviewing student data to identify students who require SEL, academic, and attendance support (SEL Data Team).	September to June	Administration School Counselors Social Workers School Psychologist School Nurse	A student at-risk log will be maintained, including the identified risk and actions taken by the student support services staff to support the student.
Students who are having difficulty attending school regularly will have their parents informed of their poor attendance through mailings, emails, phone calls, and in-person meetings. These students will become a focus group of discussion during the bi-weekly At-Risk Meetings where individualized interventions will be developed.	September to June	Administration School Counselors Social Workers School Psychologist Tardy Officers	Parental communication will be documented in PowerSchool. Chronic absenteeism will be decreased from 20% to 18%
Students who self-report or who are identified as having anxiety which interferes with their ability to be successful in school will be provided opportunities to meet with support staff who will provide SEL support.	September to June	School Counselors Social Workers School Psychologist	PowerSchool log entries will document student support provided by school counselors, social workers, and the school psychologist.
Exploration of Peer Mediation Programs	September to June	Administration	Potential peer mediation groups established.

Goal #3: Through effective communication, all staff and stakeholders will feel informed.

I. Student Outcome Indicator

Statement of Student Outcome Indicator Effective Communication is essential to the maintenance of our school community. All stakeholders must have access to a steady stream of school-based information that is updated regularly. Students and parents will be provided with a variety of streams of information that when accessed regularly will keep them well informed. The May 2023 Parent Feedback Survey indicated that 79 percent of our parents reported that they agree or strongly agree with the following statement: I am well-informed about my student's academic progress in school through the use of the PowerSchool Parent Portal, Google Classroom, teacher emails/phone calls, report card mailings and other forms of communication. Our goal is to increase this by two or more percentage points so that 81 percent or more of our parents will agree or strongly agree with the statement on the May 2025 administration of the Parent Feedback Survey.	Connection to District Goals The district's focus on effective communication is an important goal. It is important to keep all stakeholders well-informed throughout the district. The teachers will be using a variety of modalities to keep students and faculty well-informed.
Student Outcome Indicator Rationale: Students and parents will be well informed about academic progress through a variety of contemporary web-based modalities.	Results and Outcomes -

III. Action Plan and Results Indicators

Class / Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
World Language Department – Production of the World Language Newsletter.	September 2024 – June 2025	Teachers	Improved Parent Feedback Goal Performance
World Language – Regular Communication with parents using email and phone calls	September 2024 – June 2025	Teachers	Improved Parent Feedback Goal Performance
Social Studies Department – Production of Newsletters	September 2024 – June 2025	Teachers	Improved Parent Feedback Goal Performance
English Department – Production of Newsletters	September 2024 – June 2025	Teachers	Improved Parent Feedback Goal Performance
All Departments – emails communicating with the families documenting concerns and praises	September 2024 – June 2025	Teachers	Improved Parent Feedback Goal Performance

SHS News Blast will be sent home at least two times per month	September 2024 – June 2025	Administration	Improved Parent Feedback Goal Performance
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V. Communication Plan

Communication:

The School Improvement Plan will be shared with the community using the following methods.

- The plan will be posted on the school webpage.
- The plan will be shared with the community through the SHS News Blast.
- Copies of the plan will be made available upon request.

Baseline Data and Targets

Assessment	Grade Level or Course	Subjects	Measure	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025 Targets
NGSS	11	Science	% of Students at Level 3 and above	50	38.9	50	43.8	47
(SPI)	11	Science	The average performance of students on the state summative assessment.	XX	53.6	61.6	58.3	61
SAT	11	Reading	Students with a composite score of 480 or higher - College and Career Ready	61	57	58	59	62
SAT	11	Reading	Student average score	510	503	508	500	510
(SPI)	11	ELA	The average performance of students on the state summative assessment.	XX	55.6	56.5	55.4	58
SAT	11	Math	Students with a composite score of 530 or higher - College and Career Ready	36	32	35	27.2	30
SAT	11	Math	Student average score	492	483	493	476	480
(SPI)	11	Math	The average performance of students on the state summative assessment.	XX	51.8	53.8	50.9	54
PSAT (Fall)	9	Math	% of Students Meeting or Exceeding Benchmark	XX	47	36	39	42

PSAT (Fall)	9	Reading	% of Students Meeting or Exceeding Benchmark	XX	59	48	51	53
PSAT (Fall)	10	Math	% of Students Meeting or Exceeding Benchmark	XX	44	28	31	34
PSAT (Fall)	10	Reading	% of Students Meeting or Exceeding Benchmark	XX	54	52	55	58
PSAT (Fall)	11	Math	% of Students Meeting or Exceeding Benchmark	29	35	27	30	34
PSAT (Fall)	11	Reading	% of Students Meeting or Exceeding Benchmark	60	62	51	54	57
AP		Various	Students scored 3 and above	86	68	111	118	
AP		Various	Number of students taking the AP exams/number of exams taken	158/218	116/181	158/258	152/248	
Physical Fitness		Fitness	% meeting/exceeding in all 4 assessments	61.8	49.7	45.4	42.5	46
4-year Cohort Graduation Rate	Graduates	Class Cohort	Students graduating in 4 years	91.5	88.5	87.1	NA	90
On Track to High School Graduation in 9 th Grade	Grade 9			96.3	91.6	78.36	89.7	93
College Admissions	Graduates		Based on the College Entrance State Report	77.2	70.9	75.4		
Attendance	9-12	Attendance	Chronic Absenteeism	18	26.8	20	20.9	15
College and Career Readiness	11-12		% taking two courses in AP or CTE courses	82.6	78.3	89.3	94.3	

Free/Reduced Meals	9-12			% of the student population eligible for Free/Reduced meals		38.7	38.3	42.4	45.0	
Students with Disabilities	9-12			% of the student population with disabilities		12	14.2	15.1	14.7	
English Learners	9-12			% of the student population who is an English Language Learner		1.3	1.7	2.1	2.5	