

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: Bungay Elementary School
Principal: Lauren Reid
Assistant Principal: Stacey Long
Date: September, 2024

School-Wide Data Team Members

Name	Role
Lauren Reid	Principal
Stacey Long	Assistant Principal
Kim Barton	SRBI Teacher
Eleanor Brasche	LAC
Kristen DeLorenzo	Special Education Inclusion Facilitator
Christopher Cummings	Fourth Grade Teacher
Katie Furino	Second Grade Teacher
Chloe Germain	School Psychologist
Michelle Strumello	First Grade Teacher
Members of School-wide Climate Team	Gina Kindt (PreK-1st), Angel McAuliffe (2nd-3rd), Cindy Botti (4th-5th), Dana Mitchell (PPS), Hannah Rozum (Sped), Haleigh Perugini (UA), Suzanne O'Hara (Para), Jessica Butcaris (Parent)

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 Vision Statement

Bungay Elementary School
Children *First*
Courteous, Achieving, Responsible, Interested, Neighborly, Growing



School Mission Statement

The faculty and staff of Bungay Elementary School are committed to providing a respectful and engaging learning environment where all students are expected to achieve their maximum potential and become lifelong learners.

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 of 2017-2018 to all students in grades 8, 9, 10, and 11. The PSAT assesses student achievement in math, reading, and writing.

SAT- The SAT is a standardized test administered in Seymour in 2017-2018 to all students in grade 11 and measures student achievement in math, reading, and writing.

Goals

Goal #1: To create and sustain a supportive and connected school community to ensure the physical and emotional well-being of all students and staff through implementation of social-emotional learning strategies.

Student Outcome Indicator

Statement of Student Outcome Indicator: 80% of students respond favorably to the following statements on the 2024 Spring BES Student Survey. 1. I know my goals. 2. I feel successful and important when I make progress toward my goals.	Connection to District Goals Bungay Elementary School will continue to implement the district-wide Caring School Community Program in addition to components from Responsive Classroom, Restorative Practice, and PBIS. In support of the district's initiative, Bungay will continue to support the recognition of positive behaviors and accomplishments of students through purposeful procedures that are rooted in the school and district philosophy.
Student Outcome Indicator Rationale: At Bungay School, our goal is to continue to create a culture of kindness and respect, where students are treated warmly in a safe and supportive environment. We believe that when students feel safe they are able to perform at their best. We want all students to feel recognized and know that they are an important part of our school family. All our students are unique and have strengths. We work as a school team to recognize those strengths and understand differences. Our	Results and Outcomes

goal is to provide an environment for them to feel valued, and supported as they work hard to achieve great things.

This year we are shifting our SEL goal to focus on the domain of self management in the CASEL framework. We choose this goal because it bridges our academic goals with our SEL goals for the school. Our SEL goal is focused on students setting goals, using strategies to reach their goals, feel supported in working on their goals, and feeling successful and important when they make progress towards their goals. Integrating these self-management skills, such as goal setting, will not only improve students' emotional and behavioral competencies but will also enhance their academic achievement.

Setting goals is a critical skill for students as it provides them with a clear sense of direction and purpose. When students learn to set personal and collective goals, they not only enhance their focus and motivation but also develop a deeper understanding of the steps required to achieve those goals.

I. Action Plan and Results Indicators -

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Teachers will build social emotional competencies to ensure the health and well-being of all students and enhance learning.	All year	Teachers, Administration, Student Support Staff	Implementation of the Caring School Community Program in addition to components from Responsive Classroom, Restorative Practice, and PBIS. Roll out of new behavior expectations and initiatives, including school-wide behavior matrix. So that students know and show expected behaviors in order to create a school climate where students are available for learning and to reach their goals. Administration and Student Support Team will routinely meet with students in various areas to review the behavior matrix and problem solve scenarios students are experiencing within these locations.

Staff will engage in professional learning to build SEL competencies in order to create a supportive and inclusive learning environment that fosters student well-being and academic success.	All Year	Administration, Student Support Team, Staff Members, Paraeducators	Building Administration, School Counselor, and School Psychologist will attend district Restorative Practices Training. Bungay School Based Implementation Team will attend RULER Training through Yale. Building based Restorative Practices and RULER teams will present new learning to staff at grade level/faculty meetings to develop a whole-school roll out plan.
Students will participate in selecting, tracking and celebrating their progress on their Wildly Important Goals. Focus on self management domain for SEL CASEL framework.	All Year	All Staff	All staff will model goal setting practices with students, classes, and/or caseloads. School counselor will integrate self management and goal setting into developmental guidance lessons. All classrooms and departments will participate in creating goals, tracking progress of goals and celebrating progress of goals.
Communicating SEL goals, strategies and celebrations with families and the school community.	All Year	All Staff	All staff will share strategies with families through whole School Communications, Meet the Teacher, Conferences, Parent Meetings, Newsletters, Bungay Buzz, and Remind messages. Student celebrations and recognitions at the student, class, school, and community level.

Goal #2: Improved Reading and Mathematics

Seymour's core values state that all students can be successful learners. Through continuous review of instructional practices, our staff makes the necessary adjustments to meet our students' needs so they can be successful.

This year, Seymour is focusing on foundational reading development. Based on recent research regarding reading development, Seymour has embraced the philosophy of Science of Reading. With the addition of our new ELA resources, our team is collaborating to adjust our instruction to improve the percentage of our students that are reading on grade level by the end of Grade 3.

We will continue with the Year 4 roll-out of our math program, Envision. Teachers will continue to incorporate opportunities for higher-order thinking and expose our students to opportunities for collaboration and problem-solving.

I. Student Outcome Indicator

Statement of Student Outcome Indicator	Connection to District Goals
Reading	

1. The mean score for reading in Kindergarten will increase from 137.3 to 154 (+16.7) as measured by the fall 2024 to the spring 2025 MAP assessment. 2. The mean score for reading in First Grade will increase from 156.5 to 172 (+15.5) as measured by the fall 2024 to the spring 2025 MAP assessment. 3. The mean score for reading in Second Grade will increase from 170.7 to 183 (+12.3) as measured by the fall 2024 to the spring 2025 MAP assessment. 4. The mean score for reading in Third Grade will increase from 188.6 to 198 (+9.4) as measured by the fall 2024 to the spring 2025 MAP assessment. 5. The mean score for reading in Fourth Grade will increase from 197.5 to 205 (+7.5) as measured by the fall 2024 to the spring 2025 MAP assessment. 6. The mean score for reading in Fifth Grade will increase from 208.2 to 214 (+5.8) as measured by the fall 2024 to the spring 2025 MAP assessment. ● Mathematics 1. The mean score for mathematics in Kindergarten will increase from 141.8 to 158 (+16.2) as measured by the fall 2024 to the spring 2025 MAP assessment. 2. The mean score for mathematics in First Grade will increase from 159.5 to 176 (+16.5) as measured by the fall 2024 to the spring 2025 MAP assessment. 3. The mean score for mathematics in Second Grade will increase from 167.9 to 182 (+14.1) as measured by the fall 2024 to the spring 2025 MAP assessment. 4. The mean score for mathematics in Third Grade will increase from 185.8 to 198 (+12.2) as measured by the fall 2024 to the spring 2025 MAP assessment. 5. The mean score for mathematics in Fourth Grade will increase from 200.7 to 212 (+11.3) as	Seymour’s district goals continue to strive for improved student achievement in the area of reading and mathematics. The efforts towards attaining the BUNGAY reading and mathematics goals for the 2024-2025 school year also correlate to improve our students’ performance on the Smarter Balanced ELA, Mathematics, and Science assessment.
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measured by the fall 2024 to the spring 2025 MAP assessment. 6. The mean score for mathematics in Fifth Grade will increase from 208.2 to 218 (+9.8) as measured by the fall 2024 to the spring 2025 MAP assessment.	
Student Outcome Indicator Rationale: Our grade levels and data team reviews the school-wide and individual grade level growth from fall to spring and spring to spring. While keeping the national norm data in mind, we are looking to improve not only cohort but also grade level performance and growth. Special consideration was given to address closing the RIT range gap when applicable in specific grade levels. Our goals are aligned with the district's goals.	Results and Outcomes

III. Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Develop and Implement WIG (Wildly Important Goal) from the Four Disciplines of Execution	Duration of Year	All Certified Staff	Identify a specific, measurable goal for student improvement in math and reading. Utilize the Four Disciplines of Execution (Focus on the Wildly Important, Act on Lead Measures, Keep a Compelling Scoreboard, Create a Cadence of Accountability) to drive progress. Regularly monitor and adjust strategies based on performance data, ensuring that both staff and students are aligned and motivated towards achieving the goal.
Small Group Targeted Instruction / Differentiation / Focused Intervention	Duration of Year	All Certified Staff, Tutors	Implement small group instruction tailored to students' individual needs in mathematics and reading. Use assessment data to identify students who require additional support and create targeted intervention groups. This strategy allows for differentiated instruction that meets diverse learning styles and paces, promoting more effective skill development.
Specific Targeted Timely Feedback	Duration of Year	All Certified Staff	Establish a system for providing specific, targeted, and timely feedback to students on their mathematics and reading skills. This includes:

			● Individual Feedback: Offer actionable insights on student work, highlighting strengths and areas for improvement. ● Self-Assessment: Encourage students to assess their own work using clear criteria, fostering reflection and ownership of their learning. ● Peer Feedback: Implement structured peer review sessions where students provide constructive feedback to one another, promoting collaborative learning and enhancing understanding of the material.
Peer Observations and Collaborative Planning	Duration of Year	All Certified Staff	Create a framework for peer observations and collaborative planning among teachers to enhance instructional practices: ● Peer Observations: Facilitate opportunities for teachers to observe each other's classrooms, focusing on effective strategies for teaching math and reading. After observations, provide a space for reflective discussions on practices and student engagement. ● Collaborative Planning: Organize regular planning sessions where teachers can share resources, strategies, and insights. This collaboration encourages the exchange of ideas and fosters a community of practice aimed at improving student outcomes in mathematics and reading.
Sharing Goals, Progress, and Strategies with Families	Duration of Year	All Certified Staff	Utilize communication methods to regularly share students' goals, progress, and instructional strategies with families. Host workshops, send newsletters, and utilize digital platforms to keep parents informed and engaged in their children's learning journeys. This partnership enhances family involvement and support, reinforcing the importance of mathematics and reading skills at home.
Consistent Feedback from Administrative Team to build a	Duration of Year	Administrative Team	Record of feedback being given to staff and students at least 3 times a week. Record of

sense of recognition and empowerment for staff (including paraeducators and tutors) and students			classroom visits at least 3 times per week. These strategies help all stakeholders feel supported and recognized with their efforts and work. The Administrative Team will incorporate BOY, MOY, and EOY meetings with paraeducators as well as Certified Staff Members, per the updated Teacher Evaluation Process.
Departmentalized Structure in Fifth Grade	Duration of Year	Fifth Grade Team and Administrative Team	Students, Teachers, Parents and Admin will routinely review the progress of the Departmentalized Model and how it is impacting student achievement and growth. Fifth Grade Team Members will coordinate to ensure collaboration and clear communication with parents. Consistent expectations will be set across the grade level. Continuous data review will provide evidence for the model.

V. Communication Plan

Communication:

80% of parents will respond favorably to the following prompt.

The Bungay School staff keeps me informed of the goals and strategies my child is working on, in order to support their overall academic and social emotional growth.

Strategy:

- Teachers will update parents on class and student WIGs via newsletter, Remind App, and email communication.
- Grade levels/teachers will communicate about instructional tools and strategies.
- Administration will communicate weekly via the Bungay Buzz and highlight WIG celebrations that are taking place.
- Administration will share School Improvement Plan with families and the community at Meet the Teacher, PTA meetings, and various school and community events.
- Students will bring home Buzz Cards to acknowledge positive choices that have been made.
- Parents will be notified of student behavior and choices via Bungay School Think Sheets.
- Positive Phone Calls/Remind messages will be made by staff and administration.
- Bungay School Wide Expectations will be posted throughout the school, and shared with parents.
- Create short informational clips (video, audio, or infographics) to share with families, aiming to inform and raise awareness about key strategies, ideas, and tips for enhancing student learning, as well as updates on curricular topics.
- Counseling Corner on Bungay Buzz will provide parents with tips and ideas for supporting their child.
- Parents will be invited to participate in their child's classroom with various opportunities including assemblies, celebrations, Guest Readers, Career Day, etc.
- Parents and Families will be invited to community celebrations hosted through the PTA/Bungay School including the Ice Cream Social, Pumpkin Peek, Book Fair Nights, Art Show, Band/Chorus Concerts, PE challenges, etc.
- Parents will be informed and invited to participate in the Bungay School Building Committee action steps.

- Special Education teams and Student Support Specialists will inform parents of student progress and offer meetings to collaborate and inform parents.

Baseline Data and Targets

Assessment	Grade Level or Course	Subjects	Measure	Results 2019	Spring 2021	Spring 2022	Spring 2023	Results: Spring 2024
DRA2	K	Reading	Students on/above spring benchmark	84%	56%	65%	74%	NA
DRA2	1	Reading	Students on/above spring benchmark	77%	54%	51%	62%	NA
DRA2	2	Reading	Students on/above spring benchmark	63%	65%	74%	65%	NA
DRA2	3	Reading	Students on/above spring benchmark	75%	44%	73%	66%	NA
MAP	K	Reading	Students meeting RIT projected target	68%	57%	59%	68%	57%
MAP	K	Math	Students meeting RIT projected target	76%	45%	47%	57%	59%
MAP	1	Reading	Students meeting RIT projected target	61%	46%	74%	72%	68%
MAP	1	Math	Students meeting RIT projected target	48%	24%	58%	66%	60%
MAP	2	Reading	Students meeting RIT projected target	38%	63%	49%	38%	55%
MAP	2	Math	Students meeting RIT projected target	38%	52%	55%	37%	47%
MAP	3	Reading	Students meeting RIT projected target	57%	31%	52%	55%	50%
MAP	3	Math	Students meeting RIT projected target	61%	32%	67%	41%	72%
MAP	4	Reading	Students meeting RIT projected target	67%	32%	59%	60%	73%

MAP		4		Math		Students meeting RIT projected target		69%	44%	77%	56%	76%
MAP		5		Reading		Students meeting RIT projected target		64%	47%	57%	60%	64%
MAP		5		Math		Students meeting RIT projected target		59%	37%	53%	48%	62%
SB		3		Reading		% of Students at Level 3 and above		65%	44%	53%	38%	47%
SB		3		Math		% of Students at Level 3 and above		58%	37%	52%	39%	48%
SB		4		Reading		% of Students at Level 3 and above		62%	38%	56%	54%	59%
SB		4		Math		% of Students at Level 3 and above		62%	31%	63%	63%	57%
SB		5		Reading		% of Students at Level 3 and above		63%	66%	51%	64%	49%
SB		5		Math		% of Students at Level 3 and above		53%	39%	36%	54%	45%
NGSS		5		Science		% of Students at Level 3 and above		54%	61%	41%	57%	39%
Physical Fitness		4		Fitness		% meeting/exceeding in all 4 assessments		77%	50%	38%	58%	71%
Attendance		K-5		Attendance		Chronic Absenteeism by building		7.6%	7.6%	14.9%	10%	6.8%