Seymour Public Schools
School Improvement Plan

2024-2025

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.

Vision of the Seymour Public Schools

Seymour Public Schools works diligently in order to promote individual student learning. We strive to have all students succeed in all social and academic areas so they can become well rounded individuals who show compassion toward others and who can confidently confront and solve any problem with which they are faced.

Name of School: Seymour Middle School
Principal: Keith O'Rourke
Assistant Principal: Ernie DiStasi
Date: September 20, 2024

School-Wide Data Team Members

Name	Role
Keith O'Rourke	Principal
Ernie DiStasi	Assistant Principal
Jennifer Batterton	Grade 8 Math Teacher
Arkadiusz Bielesz	Grade 6 Math Social Studies
Jennifer Fasciano	Grade 6 Math Teacher
Meagan Krushinski	Grades 6-8 PE Teacher
Jennifer Peterson	Grade 8 Science Teacher
Karen Studley	School Social Worker
Jessica Renaldi	Grade 6 ELA Teacher

Introduction

The purpose of the school improvement plan is to define the indicators and outline the strategies and actions that the school will use to attain its goals and achieve its vision and mission. The school goals represent a reach, a challenge, and serve to inspire the entire school community to work together to achieve and move beyond the current status.

Following the years of the Covid-19 pandemic, which greatly impacted the learning and development of all students, the school and district continues to focus on the following three key areas, which remain central to our work in the 2024-2025 school year:

1. ***Social-Emotional Learning:*** *Support the health, safety, and social-emotional well-being of staff and students, recognizing the long-term effects of the pandemic on mental health and relationships.*

2. ***Academic Growth:*** *Focus on Spring-to-Spring MAP growth in grade levels and content areas, where applicable, to monitor and enhance academic progress, addressing learning gaps and supporting resilience in students post-pandemic.*

3. ***Stakeholder Feedback and Family/Community Engagement:*** *Implement strategies for ongoing communication and engagement with families to strengthen school-home partnerships and ensure a collaborative approach to supporting student success.*

These focus areas continue to guide our efforts, ensuring that we address the lingering challenges of the pandemic while promoting growth, connection, and success for all students.

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, fosters mutual respect, and embraces diversity. We encourage personal responsibility and accountability from all stakeholders in the collaborative learning environment.

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.

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 support 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 inform 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.

Restorative Practices- An approach focused on building positive relationships, repairing harm, and fostering accountability through open dialogue and empathy. It emphasizes community-building and conflict resolution by encouraging understanding, responsibility, and the restoration of relationships, rather than relying solely on punitive measures.

Making Thinking Visible (MTV)- An instructional approach that focuses on encouraging students to express and reflect on their thinking through visible, collaborative processes. It enhances critical thinking and deeper learning by using strategies like group discussions, visual representations, and questioning techniques to make students' thought processes more explicit and accessible.

Goals

Goal #1, Social-Emotional Learning:
To cultivate a school environment where fair treatment, respect for all, and meaningful connections are the foundation, achieved through the promotion and integration of Social and Emotional Learning (SEL) strategies.

Student Outcome Indicator, Goal #1

Statement of Student Outcome Indicator	**Connection to District Goals**
For the 2024-25 school year, our primary goal is to strengthen peer relationships, creating a school environment where every student feels a strong sense of belonging and connection. Through targeted Social and Emotional Learning (SEL) initiatives, Restorative Practices, and instructional strategies that encourage intellectual risk-taking, we aim to foster a school culture where empathy, respect, and inclusivity are foundational values, ensuring all students feel safe, valued, and supported. Student Outcome Indicators will include: ● 80% of students will report that stakeholder groups (peers and adults) treat them fairly and with respect all or most of the time, as measured by the Spring 2025 SMS Climate Survey. ● 80% of students will report feeling a positive sense of belonging and connection with their peers and the school, as measured by the Spring 2025 SMS Climate Survey.	This focus on enhancing peer relationships aligns with the Climate and Culture Goal in the SPS District Strategic Plan, which aims to support the social and academic development of well-rounded, compassionate students. The district's Vision Statement emphasizes fostering inclusive, compassionate communities across each school, a goal directly supported by Cougar PRIDE and the integration of Restorative Practices. Our efforts this year to implement Restorative Practices, alongside Cougar PRIDE and instructional strategies such as Making Thinking Visible, will not only build empathy and connection but also support students in developing conflict-resolution skills and a collaborative mindset. This approach complements the district's broader mission, empowering students to actively contribute to a positive, respectful school culture that honors diverse perspectives and encourages thoughtful, engaged participation.
Student Outcome Indicator Rationale	**Results and Outcomes**
The 2023-24 SMS Student School Climate Survey revealed an overall positive perception of the school environment, with high scores in multiple areas: 100% of students reported knowing expected behaviors, 92% felt safe, and 88% used the PowerSchool portal regularly to track their progress. However, opportunities remain to strengthen peer relationships and ensure that all students feel fully included and respected. Survey results indicate that 71% of students felt fairly and respectfully treated by peers, while 63% viewed their peers as friendly, and only 54% felt comfortable sharing their thoughts. These data points underscore the need to foster a more inclusive and supportive peer environment. To address this, we are developing a homegrown SEL program, Cougar PRIDE, tailored to the needs of our school community, emphasizing empathy, inclusivity, and respect.	

Additionally, this school year will serve as a foundation for the state-mandated implementation of Restorative Practices in 2025-26, offering staff the initial training and tools to incorporate these practices into our school climate approach. Restorative Practices will play a key role in building a respectful and collaborative community, supporting students in resolving conflicts constructively, strengthening relationships, and promoting accountability among peers. Our goals this year will set the stage for even greater gains in peer connection and inclusivity through full Restorative Practices implementation in the coming school year.	

Action Plan and Results Indicators, Goal #1

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Analyze 23-24 EoY data and 24-25 BoY benchmark data to determine 24-25 SIP Goals and Educator Evaluation SLOs/IAGDs	September - October	Administration, Counseling Team, Certified Staff, Data Team, PMT Team, School Climate Team	Meeting minutes, completed protocols, data summary document, identified gaps in curriculum, trends in instruction/achievement and SEL, educator learning goals, SLOs and IAGDs, SIP.
Develop a common understanding of the building's vision, expectations, and initiatives for all stakeholders, focusing on peer relationships and connectedness	September - June	Administration, All Stakeholders (students, staff, parents, etc)	Agendas, presentations, attendance at events, parent and staff feedback surveys, quantity of communications to stakeholders, feedback on student perceptions of peer relationships.
Observation and monthly feedback provided to staff regarding SEL efforts, focusing on peer relationships	September - June	AdministrationSchool, Climate Team	Individualized feedback to staff, School Climate Team meetings, feedback on classroom climate related to peer interactions.
Admin/Counseling Team to meet regularly to review SEL (behavior/discipline/climate) and additional data that influence student success, especially peer relationships	September - June	Administration, Counseling Team	Guidance meeting minutes, identified SEL areas of concern and improvement goals.
Collaboration to prioritize and deliver SEL topics and peer relationship-building activities	September - June	School Climate Team, Administration, Counseling Team, Certified Staff	Feedback surveys (pre/post), observed improvements in peer relationships, and student connectedness.

Integrate Making Thinking Visible strategies to promote intellectual risk-taking and foster positive peer relationships	September - June	Administration, All Certified Staff	Classroom observations, student engagement and participation in visible thinking routines, improvements in peer collaboration, and student comfort in sharing ideas with one another.
Collaborate with internal and external resources to implement SEL programs for students that support peer relationship-building, such as anti-bullying initiatives	September - June	Administration, Counseling Team, Health Staff, School Climate Team	Spring 2025 Student School Climate Survey results, feedback surveys from students, discipline data, and participation rates in peer-related SEL activities and programs.
Actively communicate, teach, and consistently reinforce behavioral and social-emotional expectations across all classes to support positive peer relationships	September - June	Administration, Counseling Team, Certified Staff, Paras	Spring 2025 Student School Climate Survey results, feedback surveys from students, student discipline data, and participation in Cougar PRIDE celebrations, with a focus on positive peer interactions.
Acknowledge and celebrate students who meet or exceed expectations for peer relationships and respectful behavior	September - June	Administration, Counseling Team, Certified Staff, Paras, Students, Parents	SMS Citizen of the Month, Seymour Champions, Cougar PRIDE tickets, Cougar PRIDE challenges, attendance rewards, Honor Roll publication, Caught Being Good, positive communication to home, and celebration of peer relationship-building achievements.
Systematically identify students who may benefit from individualized SEL support, focusing on peer relationships and connectedness	September - June	Administration, Counseling Team, Certified Staff, PMT Team	Classroom observations, teacher input, school climate survey results, assessments like DESSA, and behavioral data regarding peer relationships.
Offer professional development opportunities for teachers to enrich their understanding of SEL, effective strategies for cultivating positive classroom environments, and peer relationship-building	September - June	Administration, Counseling Team	Teacher participation in PD sessions, teacher implementation of SEL strategies, changes in classroom dynamics, improvements in student social-emotional outcomes, Climate Survey results.
Foster a culture of kindness, inclusivity, service, and positive peer relationships within the school community by encouraging and supporting related initiatives	September - June	Administration, Counseling Team, Certified Staff, School Climate Team, Student Government, NJHS	Increased student involvement in organizing and participating in events promoting a positive school culture and community service, feedback from students and staff on the impact of these initiatives.
Implement Cougar PRIDE program, using the newly integrated schedule with built-in	September - June	Administration,	Feedback surveys from students, student discipline data, improvement in student perceptions of school

Cougar PRIDE time and days for SEL instruction and peer relationship-building		Counseling Team, All Certified Staff, School Climate Team	climate and connectedness, and participation in Cougar PRIDE activities.
Implement Restorative Practices in classrooms and school-wide to promote repair of harm and strengthen peer relationships (two-year strategy)	September - June	Administration, Counseling Team, All Certified Staff, Outside PD	Restorative circles held in classrooms &/or Counseling settings, student feedback surveys, reduced conflict/discipline data, and improvement in peer relationships as measured by school climate surveys.

Goal #2, Academic Growth:
All students will meet or exceed grade level standards in reading, mathematics, and science.

Student Outcome Indicator, Goal #2

Statement of Student Outcome Indicators	**Connection to District Goals**
Seymour Middle School strategically targets cohort growth and grade-level improvement in reading, math, and science, aligning with a commitment to continuous improvement and the Data-Driven Decision Making (DDDM) process. Please see *Appendixes A-C* for the full set of Student Outcomes Indicators.	Seymour Middle School's strategic identification of growth targets reflects a commitment to advancing Seymour Public Schools' mission and vision. Aligned with the mission's focus on "fully knowing our students as learners," our school is dedicated to preparing students for the challenges of a changing world, directly contributing to the district's goal of academic excellence. The Data-Driven Decision Making (DDDM) process, a well-communicated PreK-12 scope and sequence of curriculum, scientifically-researched evidence-based instructional practices, and a balanced assessment system, embodies the district's commitment to effective educational practices. This comprehensive strategy not only echoes the district's vision of ensuring academic success, but also positions Seymour Middle School at the forefront of continuous improvement, actively contributing to the realization of Seymour Public Schools' mission and vision.
Student Outcome Indicators Rationale SMS indicators reflect cohort growth, coupled with a grade-level increase in achievement over time. Our approach includes a well-communicated PreK-12 curriculum, scientifically-supported instructional practices (PMT/SRBI), and a balanced assessment system (MAP, iXL, IAB, NEWSELA, etc.). We aim to build teacher capacity, ensure student access to resources, offer differentiated instruction, and use diverse assessments for measuring growth.	**Results and Outcomes**

The dual approach of emphasizing cohort growth and grade-level improvement, along with our dedication to the DDDM process, sustains a cycle of continuous improvement at SMS, fostering academic success for all students.	

Action Plan and Results Indicators, Goal #2

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Analyze Data to Set SIP Goals and Educator Evaluation SLOs/IAGDs	September - October	Administration, Counseling Team, Certified Staff, SMS Data Team, PMT Team, PBIS Team	Meeting minutes and completed protocols; Data summary document identifying gaps in curriculum, trends in achievement/SEL, and educator learning goals; Completed SLOs, IAGDs, and SIP
Provide Observation and Feedback to Support Core Instructional Strategies	September - June	Administration	Written and/or verbal feedback for classroom strategies; Faculty meeting summaries
Revise Curriculum and Units for Grade-Level Success and Future Readiness; Monitor Alignment and Fidelity to Written Curriculum	September - June	Administration, All Certified Staff	Updated curriculum documents (lesson plans, assessments, unit plans); Curriculum review and walkthrough protocols; Achievement data from universal assessments
Monitor Best Practices in Instruction and Provide Job-Embedded Professional Development	September - June	Administration, All Certified Staff	Walkthrough data, post-observation summaries; Data from student performance, GLDT meetings, and professional development opportunities; PD session logs
Analyze Formative Assessment Data to Assess Classroom Impact on Student Learning	September - June	Certified Teaching Staff	GLDT meeting minutes, data protocols, strategy impact summaries; Identified high-leverage instructional strategies and executive function development
Identify Students with Gaps and Collaborate to Address Needs	September - June	Administration, All Certified Staff, PMT Team	Meeting minutes, data protocols, and progress monitoring summaries; PMT groupings and intervention strategies
Use the PMT Cycle for Ongoing Academic and Behavioral Interventions	September - June	Administration, PMT Team	PMT meeting minutes, data protocols, and intervention impact summaries
Implement Interim Assessments (IABs) for ELA, Math, and Science	October - May	Certified Teaching Staff	Monthly interim assessment reviews and student feedback
Conduct Trend Walkthroughs for Student Engagement	September - June	Administration, All Certified Staff	Data summaries from student engagement observations

Integrate Math Tutors into Support Services for At-Risk Students	December - May	Administration, PMT Coordinator, Math Department, Tutors	Achievement data from standardized and curriculum-based assessments
Conduct At-Risk Meetings and Provide Specific Feedback	September - June	Administration, Counseling Team	Student grades, attendance, and discipline data
Implement Personalized/Small Group Instruction and Monitor Progress	September - June	All Certified Staff	Progress monitoring data from content assessments (MAP, Envisions)
Model Instructional Strategies and Provide Exemplars	September - June	All Certified Staff	Visuals and student discussions regarding specific standards
Promote Student Discourse Using Key Vocabulary	September - June	All Certified Staff	Utilization of key terms in discussions and writing
Promote Inquiry-Based and Hands-On Learning	September - June	All Certified Staff	Observations of student-led discussions and peer learning
One Book One Middle School Literacy Initiative	September - June	Administration, Literacy Team, All Certified Staff	Participation rates and feedback from students and staff; Increased reading comprehension and student engagement in literacy activities
Making Thinking Visible (MTV) Initiative	September - June	Administration, All Certified Staff	All certified staff implement at least 5 MTV routines; Student participation in visible thinking routines and feedback on critical thinking development
Restorative Practices Initiative	September - June	Administration, Counseling Team, All Certified Staff	Successful implementation of restorative circles and practices in resolving conflicts; Positive shifts in school culture and discipline data
New School Schedule to Increase Instructional Time in Core Subjects	September - June	Administration, All Certified Staff	Enhanced lesson planning and delivery within extended timeframes; Improved academic performance in core subjects, as reflected in assessments
School Media Specialist to Support Research and Literacy Efforts	September - June	Administration, School Media Specialist	Increased use of media resources for research-based activities; Improved literacy through the integration of research strategies into classroom instruction
WIN (What I Need) during Academic Lab	September - June	Administration, All Certified Staff, Academic Lab Teachers	Regular student conferences with teachers; Improved academic performance as a result of targeted interventions and extra help during academic lab sessions

Goal #3, Stakeholder Feedback:

3A (Communication): Strengthen the connection between the school and parents through transparent, timely, and two-way communication, utilizing various channels to keep parents informed about academic progress, school activities, and opportunities for involvement, fostering an open dialogue that supports the shared vision, mission, and goals of the school and district.

3B (Family Engagement): Foster student growth by actively engaging families, community partners, and stakeholders, implementing strategies to involve them in educational activities and decision-making processes to support the school and district's vision, mission, and goals.

Stakeholder Feedback Outcome Indicator, Goal #3 (3A & 3B)

Statement of Stakeholder Feedback Outcome Indicator	**Connection to District Goals**
As a vital component of our School Improvement Plan (SIP), we continue to focus on enhancing the school-parent connection through transparent, timely, and two-way communication, alongside actively involving parents, guardians, and partners in educational decisions and activities. This strategic approach aims to further strengthen our community bond, ensuring collective contributions to our shared vision, mission, and goals. Building on the success from the 2023-2024 school year, our goal for 2024-2025 is to sustain and build upon these outcomes, particularly in the areas of communication and family engagement, by continuing to prioritize transparency, regular updates, and family involvement. Success Indicators for 2024-2025: ● 85% of parents will report a satisfactory level of school-home communication, as measured by the Spring 2024 SMS Climate Survey (based on the 93% from the previous year). ● SMS will offer monthly opportunities for parents, guardians, families, and partners to engage in educational and family activities, continuing efforts as outlined in Appendix D. ● Increase parent survey participation from 18% to 25% or more.	The goals of "enhanced communication" and "family engagement" directly align with Seymour Public Schools' mission to "fully know students as learners" and its vision of "having all students succeed in social and academic areas." The objective of "strengthening the connection between the school and parents" (Communication) reflects a commitment to "transparent, timely, and two-way communication," fostering an "open dialogue that supports the shared vision, mission, and goals of the school and district." This ensures parents are well-informed about academic progress and school activities, aligning with the district's mission. Similarly, the goal of "fostering student growth through active family engagement" aligns with the district's vision. "Actively engaging families, community partners, and stakeholders in educational activities and decision-making processes" supports the vision of creating "well-rounded individuals who show compassion and confidently confront challenges." By involving families in the educational journey, these goals directly contribute to realizing the mission and vision of Seymour Public Schools, fostering a collaborative and supportive learning environment.

Parent Outcome Indicator Rationale	**Results and Outcomes**
According to the Spring 2024 SMS Parent Climate Survey: ● 93% of respondents reported favorably that SMS prioritizes communication with families, reflecting a 38% increase from the previous year. ● 74% of parents indicated that teachers provide regular updates on their child's progress and well-being, a 28% increase from the previous year. ● 86% of parents acknowledged that the administrative team initiates communication when necessary, a new metric added in the 2023-2024 survey. ● 89% of parents felt welcome at SMS, marking a 39% increase from the previous year. ● Parent survey participation increased from 5% to 18%, demonstrating a 13% increase. These positive outcomes demonstrate the effectiveness of our strategies in enhancing home-school communication and family engagement. However, we believe there is still room for improvement, particularly in increasing parent participation in surveys and activities. In 2024-2025, we aim to sustain these high levels of satisfaction while continuing to increase the level of engagement.	

Action Plan and Results Indicators, Goal #3 (3A & 3B)

Strategy	**Timeline**	**Person(s) Responsible**	**Indicator(s) of Success:**
Weekly Principal's Newsletter, "The Paw Print" will highlight news, information, events, etc. occurring at SMS.	Aug - June	Administration	Weekly delivery of The Paw Print; Parent School Climate Survey
All certified staff will have a web presence with a Google Site linked to the SMS homepage.	November	All Certified Staff	SMS staff will have website posted by November; Parent School Climate Survey
Routine utilization and updates to the school website (daily announcements, newsletter, monthly highlights, etc.)	September-June	Administration All Certified Staff	SMS website will have current information posted to site; Parent School Climate Survey

In-person forum for parent input, feedback, and engagement at SMS, *"Morning Joe with ED & KO".*	Quarterly	Administration	Parent attendance at "Morning Joe"; Parent School Climate Survey
Routine team level communications (i.e. Google Classroom, team newsletters, phone calls, email, etc.)	September-June	Certified Core Staff UA Staff	Call logs; Team Newsletters; Parent School Climate Survey
Continued opportunities for families to engage with the school with community-building events to be held monthly.	September-June	Administration All Certified Staff	Publicized monthly events at SMS targeting students and their families (see Appendix D); Parent School Climate Survey
Foster and maintain a collaborative and communicative relationship with parents and guardians, encouraging involvement in fostering positive peer relationships	September - June	Administration Counseling Team Certified Staff Paras Parents	Newsletters, emails, parent-teacher meetings, opportunities for parents to visit school, ensuring parents receive timely updates, and assessment of participation in events.

Baseline and Targets

Assessment	Grade Level or Course	Subject	Measure	Spring 2019	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring Target 2025
MAP	6	Reading	Students meeting RIT projected target	56%	47%	63%	54%	43%	67 (10)
MAP	6	Math	Students meeting RIT projected target	26%	41%	71%	46%	67%	71 (10)
MAP	7	Reading	Students meeting RIT projected target	48%	35%	58%	55%	40%	53 (10)
MAP	7	Math	Students meeting RIT projected target	45%	26%	67%	51%	57%	77 (10)
MAP	8	Reading	Students meeting RIT projected target	53%	40%	63%	60%	53%	50 (10)
MAP	8	Math	Students meeting RIT projected target	56%	41%	85%	79%	89%	67 (10)
MAP	6	Science	Students at or above Norm RIT	x	43%	73%	63%	60%	67 (10)
MAP	7	Science	Students at or above Norm RIT	62%	55%	57%	67%	49%	70 (10)
MAP	8	Science	Students at or above Norm RIT	71%	46%	62%	74%	67%	59 (10)
SB	6	ELA	% of Students at Level 3 and above	53%	43%	52%	43%	48%	58 (10)
SB	6	Math	% of Students at Level 3 and above	49%	29%	42%	35%	42%	52 (10)
SB	7	ELA	% of Students at Level 3 and above	44%	52%	36%	60%	43%	55 (7)
SB	7	Math	% of Students at Level 3 and above	45%	30%	35%	45%	47%	52 (10)
SB	8	ELA	% of Students at Level 3 and above	52%	53%	40%	54%	62%	50 (7)
SB	8	Math	% of Students at Level 3 and above	44%	38%	41%	48%	58%	57 (10)
NGSS	8	Science	% of Students at Level 3 and above	N/A	N/A	51%	55%	63%	65 (2)
Physical Fitness	6	Fitness	% meeting/exceeding in all 4 assessments	58%	44%	50%	46%	58%	63 (5)
Physical Fitness	8	Fitness	% meeting/exceeding in all 4 assessments	48%	49%	51%	48%	51%	56 (5)
Attendance	6-8	SEL	Chronic Absenteeism by building	10.8	12.9%	15.9%	12.8%	12.5%	9.5 (3)

Appendix A: 24/25 Seymour Middle School Reading Student Outcome Indicators

NWEA MAP Reading Assessment Targets (RIT)								
SMS 24/25	**SMS Spring '24**	**SPS Cohort Spring '24** *(i.e. 23/24 5th grade % for current 24/25 6th)*	**SMS Spring '25 (Target)**	**SMS Spring '25 (Actual)**	**SMS Grade Level (+/-) Target**	**SMS Grade Level (+/-) Spring '25**	**SPS Cohort Growth (+/-) Target**	**SPS Cohort Growth (+/-) Spring '25**
6th Grade	***43%***	***59%***	***69%***	***TBD***	***+26%***	***TBD***	***+10%***	***TBD***
7th Grade	***40%***	***43%***	***53%***	***TBD***	***+13%***	***TBD***	***+10%***	***TBD***
8th Grade	***53%***	***40%***	***50%***	***TBD***	***-3%***	***TBD***	***+10%***	***TBD***

1. The percentage of students meeting their RIT in reading in the 6th grade cohort will increase from 59% to 69% as measured by the Spring 2024 to the Spring 2025 MAP assessment.
2. The percentage of students meeting their RIT in reading in the 7th grade cohort will increase from 43% to 53% as measured by the Spring 2024 to the Spring 2025 MAP assessment.
3. The percentage of students meeting their RIT in reading in the 8th grade cohort will increase from 40% to 50% as measured by the Spring 2024 to the Spring 2025 MAP assessment.

In addition to growth on NWEA/MAP assessments, Seymour Middle School will establish Long Term Achievement Target (5-year) on the Smarter Balanced Assessments and NGSS Assessment that, "*At least 60% of students in grades six, seven, and eight will score a 3 or 4 on the 27/28 Smarter Balanced Assessment in Reading*."

Smarter Balanced Assessment Reading Targets									
Current Grade Level	***SMS 23/24 Grade Level SB Reading (% of 3s/4s)***	***SPS 23/24 Cohort SB Reading (% of 3s/4s)*** *(i.e. 23/24 5th grade % for current 24/25 6th)*	***Grade Level Long Term SB Reading Target (% of 3s/4s)***	***SMS LT Target Increase*** *(For grade level performance)*	***SMS 24/25 Grade Level Short Term SB Reading Target*** *(Based off cohort)*	***SMS 24/25 Short Term Target Increase % for cohort***	***SMS 24/25 Grade Level SB Reading (% of 3s/4s)***	***Grade Level Increase / Decrease***	***Cohort Increase / Decrease***
6th Grade	***48%***	***–%***	***60%***	***12%***	***–%***	***--%***	***TBD***	***TBD***	***TBD***
7th Grade	***43%***	***48%***	***60%***	***17%***	***55%***	***7%***	***TBD***	***TBD***	***TBD***
8th Grade	***62%***	***43%***	***60%***	***-2%***	***50%***	***7%***	***TBD***	***TBD***	***TBD***

Appendix B: 23/24 Seymour Middle School Math Student Outcome Indicators

NWEA MAP Math Assessment Targets (RIT)								
SMS 23/24	**SMS Spring '24**	**SPS Cohort Spring '24** *(i.e. 23/24 5th grade % for current 24/25 6th)*	**SMS Spring '25 (Target)**	**SMS Spring '25 (Actual)**	**SMS Grade Level (+/-) Target**	**SMS Grade Level (+/-) Spring '25**	**SPS Cohort Growth (+/-) Target**	**SPS Cohort Growth (+/-) Spring '25**
6th Grade	***67%***	***78%***	***85%***	***TBD***	***+18%***	***TBD***	***+7%***	***TBD***
7th Grade	***57%***	***67%***	***77%***	***TBD***	***+20%***	***TBD***	***+10%***	***TBD***
8th Grade	***89%***	***57%***	***67%***	***TBD***	***-23%***	***TBD***	***+10%***	***TBD***

1. The percentage of students meeting their RIT in math in the 6th grade cohort will increase from 78% to 85% as measured by the Spring 2024 to the Spring 2025 MAP assessment.
2. The percentage of students meeting their RIT in math in the 7th grade cohort will increase from 67% to 77% as measured by the Spring 2024 to the Spring 2025 MAP assessment.
3. The percentage of students meeting their RIT in math in the 8th grade cohort will increase from 57% to 67% as measured by the Spring 2024 to the Spring 2025 MAP assessment.

In addition to growth on NWEA/MAP assessments, Seymour Middle School will establish Long Term Achievement Target (5-year) on the Smarter Balanced Assessments and NGSS Assessment that, "*At least 60% of students in grades six, seven, and eight will score a 3 or 4 on the 27/28 Smarter Balanced Assessment in Math*."

Smarter Balanced Assessment Math Targets									
Current Grade Level	***SMS 23/24 Grade Level SB Math (% of 3s/4s)***	***SPS 23/24 Cohort SB Math (% of 3s/4s)*** *(i.e. 23/24 5th grade % for current 24/25 6th)*	***Grade Level Long Term SB Math Target (% of 3s/4s)***	***SMS LT Target Increase*** *(For grade level performance)*	***SMS 24/25 Grade Level Short Term SB Math Target*** *(Based off cohort)*	***SMS 24/25 Short Term Target Increase % for cohort***	***SMS 24/25 Grade Level SB Math (% of 3s/4s)***	***Grade Level Increase / Decrease***	***Cohort Increase / Decrease***
6th Grade	***42%***	***–%***	***60%***	***18%***	***–%***	***--%***	***TBD***	***TBD***	***TBD***
7th Grade	***47%***	***42%***	***60%***	***13%***	***52%***	***+10%***	***TBD***	***TBD***	***TBD***
8th Grade	***58%***	***47%***	***60%***	***2%***	***57%***	***+10%***	***TBD***	***TBD***	***TBD***

Appendix C: 23/24 Seymour Middle School Science Student Outcome Indicators

NWEA MAP Science Assessment Targets (RIT)								
SMS 23/24	**SMS Spring '24**	**SPS Cohort Spring '24** *(i.e. 23/24 5th grade % for current 24/25 6th)*	**SMS Spring '25 (Target)**	**SMS Spring '25 (Actual)**	**SMS Grade Level (+/-) Target**	**SMS Grade Level (+/-) Spring '25**	**SPS Cohort Growth (+/-) Target**	**SPS Cohort Growth (+/-) Spring '25**
6th Grade	***60%***	***50%***	***60%***	***TBD***	***--%***	***TBD***	***+10%***	***TBD***
7th Grade	***49%***	***60%***	***70%***	***TBD***	***+21%***	***TBD***	***+10%***	***TBD***
8th Grade	***67%***	***49%***	***59%***	***TBD***	***-9%***	***TBD***	***+10%***	***TBD***

1. The percentage of students meeting their RIT in science in the 6th grade cohort will increase from 57% to 67% as measured by the Spring 2024 to the Spring 2025 MAP assessment.
2. The percentage of students meeting their RIT in science in the 7th grade cohort will increase from 60% to 70% as measured by the Spring 2024 to the Spring 2025 MAP assessment.
3. The percentage of students meeting their RIT in science in the 8th grade cohort will increase from 49% to 59% as measured by the Spring 2024 to the Spring 2025 MAP assessment.

In addition to growth on NWEA/MAP assessments, Seymour Middle School will establish Long Term Achievement Target (5-year) on the Smarter Balanced Assessments and NGSS Assessment that, "At least 65% of students in grade eight will score a 3 or 4 on the 27/28 NGSS Assessment in Science."

8th Grade NGSS Targets								
SMS 23/24	**SMS Spring '22**	**SMS Spring '23**	**Spring '24 (Target)**	**SMS Expected Growth '24**	**SMS Spring '24 (Actual)**	**SMS Actual Growth '24**	**Spring '25 (Target)**	**SMS Expected Growth '25**
8th Grade	***51%***	***55%***	***59%***	***+4%***	***63%***	***8%***	***65%***	***+2%***

Appendix D: 23/24 Seymour Middle School Stakeholder Engagement Events

Month	Event(s)	Target Stakeholder Group(s)
September	***Meet the Teacher Night*** ***SMS Welcome Back Family Picnic***	Parents/Guardians Parents/Guardians/Students/Staff/Community
October	***Morning Joe with ED & KO (Counseling Department)*** ***Parent Council Meeting*** ***Halloween Shuffle Dance***	Parents/Guardians/Admins Parents/Guardians/Staff/Community Students/Staff
November	***Parent Council Meeting*** ***SMS Veterans Day Celebrations*** ***Parent Teacher Conferences*** ***SMS 8th Grade Turkey Drive***	Parents/Guardians/Staff/Community Parents/Guardians/Students/Staff/Community Staff/Parents/Guardians Parents/Guardians/Students/Staff/Community
December	***SMS Holiday Season Bonfire*** ***Seymour Gingerbread Wars*** ***SMS Winter Concert*** ***Parent Council Meeting*** ***Morning Joe with ED & KO (Student Health and Wellness)***	Parents/Guardians/Students/Staff/Community Parents/Guardians/Students/Staff/Community Students/Parents/Guardians/Staff Parents/Guardians/Students/Staff/Community Parents/Guardians/Admins
January	***Parent Council Meeting*** ***Screenagers (SMS Counseling Department)*** ***Ryan's Story*** ***Parent Council Meeting***	Parents/Guardians/Admin Parents/Guardians/Staff Parents/Guardians/Students/Staff/Community Parents/Guardians/Staff/Community
February	***Morning Joe with ED & KO (Executive Functioning)*** ***Winter White Out Dance*** ***Winter Benchmark Growth Celebration*** ***Parent Council Meeting*** ***Pasta Palooza & Bingo Bonanza***	Parents/Guardians/Admins Students/Staff Parents/Guardians/Students/Staff Parents/Guardians/Staff/Community Parents/Guardians/Students/Staff/Community
March	***Spring Parent Teacher Conferences*** ***Hidden In Plain Sight*** ***Morning Joe with ED & KO (Testing Season)*** ***Parent Council Meeting***	Parents/Guardians/Staff Parents/Guardians/Staff Parents/Guardians/Admins Parents/Guardians/Staff/Community
April	***Spring Has Sprung Dance*** ***Incoming 6th Grade Parent Orientation*** ***Parent Council Meeting*** ***"Finish Strong" Bonfire Gathering***	Students/Staff Parents/Guardians/Staff Parents/Guardians/Staff Parents/Guardians/Students/Staff/Community
May	***Golden Pencil*** ***Chalk the Walk*** ***Morning Joe with ED & KO (Summer Pitfalls)*** ***SMS Spring Concert*** ***Parent Council Meeting*** ***SMS Wellness Day*** ***Get Out and Play Day*** ***NJHS Induction Ceremony*** ***Honors Night***	Parents/Guardians/Staff Parents/Guardians Parents/Guardians/Admin Parents/Guardians/Students/Staff/Community Parents/Guardians/Staff/Community Parents/Guardians/Students/Staff/Community Students/Staff Parents/Guardians/Staff/Students Parents/Guardians/Staff/Students
June	***SPS BOE Awards Ceremony*** ***Incoming 6th Grade Orientation*** ***SMS Promotion***	Parents/Guardians/Students/Staff/Community Students/Staff Parents/Guardians/Students/Staff/Community