

Seymour Public Schools School Improvement Plan



2024-25

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: Chatfield-LoPresti School
Principal: David S. Olechna
Assistant Principal: Stephanie Ciccone
Date: December 2024

School-Wide Data Team Members

Name	Role
Stephanie Ciccone	Assistant Principal
Allison Cunningham	Fifth Grade Teacher
Alyssa Donecker	School Psychologist
Sue Duke	Fourth Grade Teacher
Allison Imperio	First Grade Teacher
Lisa Mariano	Multilingual Teacher
Darlene O'Callaghan	Language Arts Consultant
David Olechna	Principal
Melanie Orfiss	SRBI Teacher

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.

2024-2025 continues a recovery and advance of our schools due to the coronavirus pandemic. To address these challenging educational times, the State of CT waived all state assessments for the 2019-2020 school year. The State of CT continues to provide flexibility for teaching and learning with continued focus on the social and emotional well-being of students along with academic rigor. Our best efforts to set goals that are reasonable and challenging in support of all students to learn and grow are reflected in the strategies identified in these School Improvement Plans.

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

- **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 Spring to Spring MAP growth in grade levels and content areas as appropriate.
- **Family/Community Engagement:** This year, our Stakeholder Feedback goal building-wide will focus on implementing strategies for ongoing communication and engagement with families.

School Vision Statement

Care. Learn. Succeed.

School Mission Statement

The faculty and staff of Chatfield-LoPresti School are dedicated to creating an atmosphere where students can achieve their full potential as members of a strong community and to instilling a love of learning as we prepare our students for a productive future.

Context Vocabulary

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.

Goals

Goal #1: *Related to Social-Emotional Learning*

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

I. Student Outcome Indicator

Statement of Student Outcome Indicator	Connection to District Goals
On the 2024-25 Spring CLS Student Survey, 90% of kindergarten through fifth grade students will agree with the statement: 1. “I feel I belong at CLS.” On the 2024-25 Spring CLS Communication Survey, 90% of CLS parents will agree with the following statements: 2. “I feel I belong at CLS.” 3. “My child’s teacher has provided me with strategies and information regarding my child’s academic progress. 4. “My child’s teacher communicates with me frequently.”	Seymour’s district goal is to support implementation of SEL programs at each building to ensure the health and well-being of all students and staff and that communication and family engagement is ongoing. Chatfield-LoPresti’s school SEL goal connects with the K-5 social emotional curriculum. <i>Caring School Community</i> is a comprehensive, research-based social and emotional learning (SEL) program that builds school-wide community, develops students’ social skills and SEL competencies, and enables a transformative stance on discipline.
Student Outcome Indicators Rationale	Results and Outcomes
We strive for all CLS students and family members to feel they are connected and recognized as a member of the CLS community.	

Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
CLS administration will mail letters to returning CLS families whose children were chronically absent and/or truant last year	November - December	CLS Administration	Improved 2024-25 attendance by students who received attendance letters
Monthly attendance updates to grade level teams on students presently classified as chronically absent and on the cusp of being chronically absent	Monthly November through May	CLS Administration Support Staff Teaching Staff	Improved 2024-25 attendance by students who were chronically absent and truant in 2023-24 Improved CLS percentage of chronic absenteeism
Assigning teacher attendance mentors to connect with each child in danger of being chronically absent	January through May	CLS Staff	Improved 2024-25 attendance by students who were chronically absent and truant in 2023-24
Monthly Attendance Committee Meetings convened to actively track CLS attendance patterns; Data is shared with CLS Building Data Team to analyze and then make recommendations	October through May	CLS Administration Support Staff CLS Data Team CLS Staff	Improved CLS percentage of chronic absenteeism Overall improved 2024-25 CLS attendance
Attendance Goals set with CLS students who are greater than 15% chronic absenteeism as of December 2024	January	CLS Administration and Support Staff	Overall improved 2024-25 CLS attendance
"Did You Know...?" section of Cheetah Tracks will inform parents what number of days absent through that point in the year makes a student chronically absent; Teachers will send that to their classrooms via Remind	December through June	CLS Administration	Increased parental awareness; overall improved 2024-25 CLS attendance
Each month students who have 90% attendance will be recognized	October through May	All CLS Staff and Administration	Increased parental awareness; overall improved 2024-25 CLS attendance

School-wide community building to reinforce connections between students and staff Cultural traditions and events from across different cultures are recognized and celebrated CLS Student Ambassadors, Breakfast Buddies, and Recess Equipment Patrol are positions students may apply to do if they are in good academic and behavioral standing	September through June	All CLS Staff and Administration	Students will be cheerfully greeted by CLS staff in the hallways and doorways each morning Student birthdays will be read over morning announcements Monthly cultural events are highlighted – Black History Month, Women’s History Month, Asian-American Month, Hispanic Month – with corresponding student-friendly videos shared each morning and discussed at Morning Meeting CLS Staff Spotlights will be shared on Morning Announcements (Staff’s favorite songs played, favorite movies and places to visit shared) Grade-wide and School-wide Town Hall Meetings will be held School-wide spirit days (i.e. - Luau Lunches on early dismissal days, Halloween Parade, first Friday of the month are CLS Swag Days) will occur
Integrate social emotional practices into daily routines and instruction via Responsive Classroom, Caring School Community Program, and RULER Program	September through June	All CLS Staff and Administration	Administration leaves positive notes to greet students on their desks 1. Increased number of school counseling lessons for all grades 2. Social-Emotional Read Alouds across all grades and content areas 4. The support staff will support classroom teachers by providing resources on SEL topics, along with the use of our developmental counseling curriculum 5. All CLS staff will support fostering and maintaining appropriate digital citizenship

Provide staff with professional development on Restorative Practice to proactively implement strategies to build a strong social emotional environment	January through June	All CLS Staff and Administration	Decreased student discipline referrals
CLS staff will collaborate with CLS PTA to build a stronger home-school connection with families and the community	September through June	All CLS Staff and Administration	Teachers and administration will communicate weekly to parents and guardians via newsletters, emails, Remind, and social media in order to keep all of the CLS community informed and involved as a partner in students' overall successes Communications will be sent in both English and parents' first language when needed
Parents surveyed on their needs for evening parent workshops; Staff will then look to present and/or coordinate workshops to address parents' needs	November through May	All CLS Staff and Administration	Greater sense of parent belonging within CLS community
Collaboration with CLS PTA for Social Media Safety program for Grades 4 and 5	October	CLS Staff and Administration	Decrease of student discipline referrals Increase in student to student interactions across upper grades

I. Action Plan Goal #2a: *Related to Academic Growth* - Reading

Statement of Student Outcome Indicator As measured by the Spring 2025 MAP Assessment, the percentage of students in Grades K – 5 meeting and/or exceeding their projected growth targets in reading will increase from 66% in Spring 2024 to 70% in Spring 2025.	Connection to District Goals Seymour's district goals continue to strive for improved student achievement in the area of reading. The efforts towards attaining the CLS goal for the 2024-25 school year also correlate to improving our students' performance on the Smarter Balanced ELA assessment.
Student Outcome Indicators Rationale Last Year's 2023-24 Results: 331/499 = 66.3% 2024-25 Target: 362/520 = 70%	Results and Outcomes

Hitting our target would mean 31 more students will hit their targets and everyone who hit their projected growth targets will maintain making a year's growth. (331 + 31 = 362 students) In the 2023-24 school year, 366 out of 499 Grade K - 5 students (73.3%) came within 2 points of their reading targets. These percentages include students new to CLS who did not have a spring 2023 MAP score for a baseline; for that population their fall to spring targets were then used.	
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II. Action Plan and Results Indicators

K – 3 continues its implementation of the Into Reading program and is modifying its scope and sequence for each grade in collaboration with Bungay staff	September through June	Classroom teachers, tutors, and interventionists	Improved individual student performance on Running Records, MAP, and the Smarter Balanced ELA assessment
Grades 4 and 5 – movement away from the Teachers College approach and greater concentration on the ELA Common Core Standards	September through June	Classroom teachers	Improved individual student performance on Running Records and/or District Benchmark Assessment, MAP, and the Smarter Balanced ELA assessment
Teachers utilize online teaching resources that are part of Into Reading (Amira, Waggle) along with IXL, Lexia, RAZ Kids, and Google Suite to supplement	September through June	Classroom teachers, tutors, and interventionists	Improved individual student performance on Running Records and/or District Benchmark Assessment, MAP, and the Smarter Balanced ELA assessment
Teachers will utilize the MAP Learning Continuum to pinpoint specific skill areas of need for their students to differentiate their instruction targeting goal areas where a high percentage of students scored low on the MAP assessment	September through June	Classroom teachers, tutors and interventionists	Improved individual student performance on Running Records and/or District Benchmark Assessment, MAP, and the Smarter Balanced ELA assessment

At each grade level K-5 teachers set performance targets for specific skill areas after reviewing the 2024 MAP Fall Reading data	After January MAP assessment, progress towards targets will be reviewed, with targets and strategies examined to see what may need to be revised	Classroom teachers, tutors and interventionists	Improved individual student performance on Running Records and/or District Benchmark Assessment, MAP, and the Smarter Balanced ELA assessment
Teachers will utilize online teaching resources via Lexia, IXL, and Google Suite to supplement instruction for all learners	September through June	Classroom teachers, special education teachers, math SRBI teachers	Improved individual student performance on Running Records and/or District Benchmark Assessment, MAP, and the Smarter Balanced ELA assessment
Read 180 – Intervention Pilot Program for ML, Tier 3, and students with IEPs in Grades 3, 4, and 5 multiple grade levels below current grade's benchmark	November through May	Special Education Teachers, Language Arts Consultant, SRBI Teacher, and Administration	Improved Targeted Growth Achieved by Grade 4 and 5 students on Smarter Balanced ELA Assessment Greater individual MAP Growth for students
72 CLS Multilingual students (up from 64 last year) receive support via ML Teacher, Lexia, IXL, the Newcomer Program, and resources from Into Reading	September through June	ML Teacher, LAC, SRBI, Tutors	Progress Monitoring Results; DRA2 scores and other benchmark assessments
K – 5 student data will be reviewed to determine the need for increased interventions	September through June	Progress Monitoring Team, classroom teachers, tutors and interventionists	Reading responses, writing prompts, and standardized assessment data will demonstrate improvement
Communication to parents of reading strategies being taught and how parents can support their children at home	Conveyed via weekly/monthly newsletters and/or parent workshops	Administration and classroom teachers Teaching Staff and Language Arts Consultant	Classroom and school-wide parent survey results
Teachers will conduct small group strategy groups	Weekly as needed, based on data collected from class work, anecdotal notes, and assessments	Classroom teachers and special education teachers	Improved individual student performance on Running Records and/or District Benchmark Assessment, MAP, and the Smarter Balanced ELA assessment

CLS Staff will examine student work at Grade Level Team Meetings to inform their instruction	September through June	Administration, classroom teachers and special education teachers	Improved individual student performance on Running Records and/or District Benchmark Assessment, MAP, and the Smarter Balanced ELA assessment
Professional learning on accelerated learning and implementing its concepts to CLS	September through June	Administration, classroom teachers and special education teachers	Improved individual student performance on Running Records and/or District Benchmark Assessment, MAP, and the Smarter Balanced ELA assessment
The CLS Staff will work to improve their students' Mega Skills across all grades	October through June	Administration, classroom teachers and special education teachers	Improved individual student performance on Running Records and/or District Benchmark Assessment, MAP, and the Smarter Balanced ELA assessment
Ensuring students with IEPs and below grade level learners work with grade level content as well as content on their independent level	September through June	Administration, classroom teachers and special education teachers	Improved individual student performance on Running Records and/or District Benchmark Assessment, MAP, and the Smarter Balanced ELA assessment

Goal #2b: *Related to Academic Growth* - Mathematics

I. Student Outcome Indicator

Statement of Student Outcome Indicator As measured by the Spring 2025 MAP Assessment, the percentage of students in Grades K – 5 meeting and/or exceeding their projected growth targets in mathematics will be 75% in 2025.	Connection to District Goals Seymour's district goals continue to strive for improved student achievement in the area of reading. The efforts towards attaining the CLS goal for the 2023-24 school year also correlate to improving our students' performance on the Smarter Balanced ELA assessment.
Student Outcome Indicators Rationale Last Year's 2023-24 Results: $383/500 = 76.6\%$ 2024-25 Target: $390/520 = 75\%$ 415 out of 500 Grade K - 5 students (83.0%) came within 2 points of their math targets. These percentages include students new to CLS who did not have a spring 2023 MAP score; for that population their fall to spring targets were then used. 2023-24 Target = $388/539 = 72\%$	Results and Outcomes

III. Action Plan and Results Indicators

Strategy	Timeline	Person(s) Responsible	Indicator(s) of Success:
Increased implementation of the Math Workshop Model	September through June	All CLS Staff and Administration	Both classroom math performance and standardized assessment data will demonstrate student improvement
Implementation with adjustments of pacing guides of the enVision Math Program. This includes 3 Act Math, Performance Tasks, and application of the 8 Mathematical Practices	September through June	All CLS Staff and Administration	Both classroom math performance and standardized assessment data will demonstrate student improvement
83 students are receiving math interventions via Do the Math, Bridges, and other supports to through our SRBI teacher and tutors	October through June	All CLS Staff and Administration	Both classroom math performance and standardized assessment data will demonstrate student improvement
Meetings with individual Grade 1 - 5 teachers to discuss current spring/fall data to plan for possible interventions for a teacher's entire roster PMT meetings will then occur throughout the course of the year to monitor students' progress on their intervention goals	September and October	Progress Monitoring Team, all CLS K - 5 teachers, and Administration	Both classroom math performance and standardized assessment data will demonstrate student improvement
Individual teacher collaborative meetings with administration on their students' progress	Fall Winter As Needed	All CLS K - 5 Classroom and Special Education Teachers and Administration	Improved individual student performance on enVision unit assessments, MAP, and the Smarter Balanced Math assessment
Teachers will utilize MAP data, IXL data, and the Achieve the Core Coherence Map to pinpoint specific skill areas to differentiate instruction targeting goal areas where a high percentage of students scored low on the MAP assessment	Following each MAP assessment window: September, January, April	Classroom teachers, special education teachers, math SRBI teachers	Improved individual student performance on enVision unit assessments, MAP, and the Smarter Balanced Math assessment

Teachers will utilize the Bridges and enVision Intervention kits to differentiate for their students	September through June	Classroom teachers, special education teachers, math SRBI teachers	Improved individual student performance on enVision unit assessments, MAP, and the Smarter Balanced Math assessment
At each grade level K-5 teachers set performance targets after reviewing the 2024 MAP Fall Math data	After Winter MAP, progress towards targets will be reviewed; targets and strategies will be reviewed and revised	Classroom teachers, special education teachers, math SRBI teachers	Improved individual student performance on enVision unit assessments, MAP, and the Smarter Balanced Math assessment
Teachers will purposefully plan for use of Math Centers, math talk, and writing in math to express student thinking and explaining their ideas	September through June	Classroom teachers, special education teachers, math SRBI teachers	Improved frequency and quality of conversations observed between students Improved individual student performance on enVision unit assessments, MAP, and the Smarter Balanced Math assessment
Examining student work at Grade Level Team Meetings to inform our instruction	September through June	Classroom teachers, special education teachers, math SRBI teachers	Improved individual student performance on enVision unit assessments, MAP, and the Smarter Balanced Math assessment
Teachers will utilize digital teaching resources via Savvas Realize, IXL, Xtra Math, Splash Math, Khan Mappers, and Google Suite	September through June	Classroom teachers, special education teachers, math SRBI teachers	Improved individual student performance on enVision unit assessments, MAP, and the Smarter Balanced Math assessment

V. Stakeholder Feedback Goal

Stakeholder Feedback Goal (related to family/community engagement)

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

Statement of Student Outcome Indicator:**Stakeholder Feedback Goal:**

1. The CLS chronic absenteeism rate will improve from 13.9% in 2023-24 to 10% in 2024-25.

2. On the 2024-25 Spring CLS Student Survey, 90% of kindergarten through fifth grade students will agree with the statement, "I feel I belong at CLS."

On the 2024-25 Spring CLS Communication Survey, 90% of CLS parents will agree with the following statements:

3. "I feel I belong at CLS."

4. "My child's teacher has provided me with strategies and information regarding my child's academic progress."

5. "My child's teacher communicates with me frequently."

Stakeholder Feedback Action Steps

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

Baseline Data and Targets

Assessment	Grade Level	Subject	Measure	Results 2018	Results 2019	Results 2021	Results 2022	Results 2023	Results 2024
DRA2	K-3	Reading	Students on/above spring benchmark	71%	72%	62%	214/321 67%	226/355 64%	190/350 54%
DRA2	K	Reading	Students on/above spring benchmark	77%	76%	66%	50/77 65%	64/101 63%	53/85 62%
DRA2	1	Reading	Students on/above spring benchmark	70%	67%	69%	48/67 72%	50/83 60%	46/105 44%
DRA2	2	Reading	Students on/above spring benchmark	70%	78%	57%	63/97 65%	43/76 57%	53/91 58%
DRA2	3	Reading	Students on/above spring benchmark	68%	65%	57%	53/80 66%	69/85 73%	38/69 55%

MAP		K	Reading	Students meeting RIT projected target		79%	79%	67%	69%	66%	55.1%
MAP		K	Math	Students meeting RIT projected target		77%	70%	44%	71%	58%	70.5%
MAP		1	Reading	Students meeting RIT projected target		68%	66%	40%	44%	54%	54.5%
MAP		1	Math	Students meeting RIT projected target		62%	50%	40%	73%	72%	63.0%
MAP		2	Reading	Students meeting RIT projected target		76%	64%	61%	71%	42%	58.8%
MAP		2	Math	Students meeting RIT projected target		53%	48%	49%	66%	29%	57.6%
MAP		3	Reading	Students meeting RIT projected target		65%	72%	56%	69%	63%	81.8%
MAP		3	Math	Students meeting RIT projected target		68%	81%	47%	81%	75%	92.4%
MAP		4	Reading	Students meeting RIT projected target		81%	61%	52%	56%	53%	83.1%
MAP		4	Math	Students meeting RIT projected target		68%	59%	68%	66%	70%	87.6%
MAP		5	Reading	Students meeting RIT projected target		66%	64%	52%	65%	64%	68.3%

MAP		5		Math		Students meeting RIT projected target		72%	64%	32%	80%	75%	93.9%
SB		3		Reading		% of Students at Level 3 and above		49%	63%	37%	52.5%	60.4%	51%
SB		3		Math		% of Students at Level 3 and above		44%	52%	39%	53.8%	61.5%	57%
SB		4		Reading		% of Students at Level 3 and above		60%	49%	54%	44.1%	46.9%	55%
SB		4		Math		% of Students at Level 3 and above		57%	43%	41%	36.6%	46.9%	56.0%
SB		5		Reading		% of Students at Level 3 and above		65%	57%	50%	59.5%	55.3%	64%
SB		5		Math		% of Students at Level 3 and above		59%	54%	32%	54.4%	54.3%	63%
Physical Fitness		4		Fitness		% meeting/ exceeding in all 4 assessments		70%	80%	81.2%	59.1%	56%	67.8%
Chronic Absenteeism		K-5				All K-5 Students		7.6%	5.7%	9.2%	22.3%	15.5%	13.9%
NGSS		5		Science		% of Students at Level 3 and above				50%	64.55%	50.0%	52.4%