

ARP Narrative 2022-23

The Board was updated on March 11, 2021 on the academic status of students as evidenced by the STAR benchmark assessment data in mathematics and ELA in grades 3-8, the percentage of D/F's at Stonington High School (SHS), and the most recent PSAT results. At that time the administrators crafted a plan for the appropriate use of the ESSER II and ARP ESSER funds, based upon the available data, to assist in the acceleration of student learning in the academic arena while simultaneously providing ample social-emotional support. The Connecticut State Department of Education is expected to release summative assessment data by the end of August and the Board will be apprised of the results along with SAT, AP, and other achievement metrics at the September Board meeting. In the meantime, the chart below provides you with a refined budget plan for the ARP ESSER funds. After advertising and filling the positions, the exact salary figures now replace the estimated salary figures. Thus, the plan has been modified to reflect actual salaries and necessary cuts/holds on specific positions. Below is the current plan with a summary of the changes and associated clarifications below organized by school.

Priority 1 SMART Goal

Stonington Public Schools' challenge is to accelerate the academic growth and performance for all students in the post-COVID-19 pandemic setting. Current academic data demonstrates students have significant academic needs, primarily in mathematics. The baseline data on active student engagement, compiled by EASTCONN, reveals the district's previous average of 33% active engagement needs to move to a minimum of 50% in all grades and classes. This goal acknowledges there is a time and place for direct instruction and delivery of directions. As outlined below the District has developed a three-year academic recovery plan to address student performance and growth setbacks due to the pandemic. Due to the pandemic and lack of standardized testing for benchmarking, targets are pushed back to for spring of 2023 as baseline data will be reset in the spring of 2022. The plan will be reviewed twice annually with the Board of Education beginning in December 2021. Staffing, curriculum, instruction, and assessment and adjustments will be made based on benchmark data, student engagement data and additional content area assessments. The District will address academic supports, learning loss, learning acceleration and recovery in the following ways:

- Improve reading performance in grades 3-8 as measured by the Smarter Balanced Assessment scores. 80% of students taking the Smarter Balanced Reading Assessment will reach goal or exceed goal in June 2023 as compared with 77% in June 2019.
- Improve mathematics performance in grades 3-8 as measured by the Smarter Balanced Assessment scores. 80% of students taking the Smarter Balanced Mathematics Assessment will reach goal or exceed goal in June 2023 as compared with 71% in June 2019.

- Improve ELA performance in grade 11 as measured by the Next Generation Accountability Results. SHS ELA Performance Index will meet or exceed the State average of 90% as compared to 86.9% in June 2019.
- Improve mathematics performance in grade 11 as measured by the Next Generation Accountability Results. SHS Math Performance Index will meet or exceed the State average of 84% as compared to 81.8% in June 2019.
- Improve science performance in grades 5,8 and 11 as measured by the Next Generation of Science Standards Assessment scores. 80% of students taking the Next Generation of Science Standards Assessment will reach goal or exceed goal in June 2023 as compared with 72% in June 2019.
- Improve college and career readiness for all students as measured by an improvement in the graduation rate. The 4 year on-time graduation rate at Stonington High School will increase from 90.4% in 2019 to 93.0% in June 2022 and 95.0% in June 2023.

Priority 3 SMART Goal

Stonington Public Schools' challenge is to address the social-emotional needs for all students in the post-COVID-19 pandemic setting. Active engagement is an indirect measure of social-emotional readiness to access the curriculum and a focal point of our strategy. Improving the active engagement of our students will in turn improve academic results and all plans are to be implemented in the 2022-2023 school year.

Below are the achievement goals as a result of providing the necessary resources and staffing on a differentiated basis based upon the unique needs of the social-emotional needs of students within each school:

- Improve reading performance in grades 3-8 as measured by the Smarter Balanced Assessment scores. 80% of students taking the Smarter Balanced Reading Assessment will reach goal or exceed goal in June 2023 as compared with 77% in June 2019.
- Improve mathematics performance in grades 3-8 as measured by the Smarter Balanced Assessment scores. 80% of students taking the Smarter Balanced Mathematics Assessment will reach goal or exceed goal in June 2023 as compared with 71% in June 2019.
- Improve ELA performance in grade 11 as measured by the Next Generation Accountability Results. SHS ELA performance Index will meet or exceed the State average of 90% as compared to 86.9% in June 2019.
- Improve mathematics performance in grade 11 as measured by the Next Generation Accountability Results. SHS Math Performance Index will meet or exceed the State average of 84% as compared to 81.8% in June 2019.

- Improve science performance in grades 5,8 and 11 as measured by the Next Generation of Science Standards Assessment scores. 80% of students taking the Next Generation of Science Standards Assessment will reach goal or exceed goal in June 2023 as compared with 72% in June 2019.
- Improve college and career readiness for all students as measured by an improvement in the graduation rate. The 4 year on-time graduation rate at Stonington High School will increase from 90.4% in 2019 to 93.0% in June 2022 and 95.0% in June 2023.

ARP Funded Positions - Priority 1, Priority 3, Priority 5

West Vine Street School			
Staffing	Service to Students	Measurable Outcome	Actual Cost
Reading Interventionist/Coach	Provide targeted supplemental instruction for students in need of support in reading. Deliver coaching to teachers in planning reading instruction and in the implementation of ECRI protocols.	To decrease student need for supplemental reading instruction (no more than 15% in Tier II and no more than 5% in Tier III) and improve reading instruction in grades K-5 for SY 2022-23.	\$87,120
Math Interventionist	Provide targeted supplemental instruction for students in need of support in mathematics.	To decrease student need for supplemental math instruction (no more than 15% in Tier II and no more than 5% in Tier III) for SY 2022-23.	\$48,815
Grade 1 teacher	Accelerate learning for younger learners with small class size in all sections.	Provide small general education classroom settings to decrease student need for	\$48,815

		supplemental instruction (no more than 15% in Tier II and no more than 5% in Tier III) for SY 2022-23.	
Grade 4 teacher	Provide content area specialist and departmentalization consistent with model at Deans Mill School in the upper elementary grades	Decrease student need for supplemental instruction (no more than 15% in Tier II and no more than 5% in Tier III) for SY 2022-23. Ensure equitable experiences between the elementary schools.	\$87,120
1.0 Family Liaison Specialist	Provide a single point of contact for engaging, collaborating and advocating for families/students in greatest need of support	Families (approximately 10) with the greatest need for intensive support will be communicating daily with the liaison, and have social-emotional and academic support in place for their children. All students will have improved behavioral and academic outcomes as a result for SY 2022-23.	\$64,958
0.5 STEM teacher	Provide students in K-5 with high interest lessons and projects in science, technology, engineering and mathematics to show the authentic application and interdependence of those disciplines.	To decrease student need for supplemental science/math instruction (no more than 15% in Tier II and no more than 5% in Tier III) for SY 2022-23.	\$45,524
Deans Mill School			
0.5 STEM teacher	Provide students in K-5 with high interest lessons and projects in science, technology, engineering and mathematics to show the authentic application and interdependence of those disciplines.	To decrease student need for supplemental science/math instruction (no more than 15% in Tier II and no more than 5% in Tier III) for SY 2022-23.	\$45,524

1.0 Interventionist/Coach	Provide targeted supplemental instruction for students in need of support in reading/math. Deliver coaching to teachers in planning reading instruction, in the implementation of ECRI protocols and in the implementation of the Eureka math program.	To decrease student need for supplemental reading/math instruction (no more than 15% in Tier II and no more than 5% in Tier III) for SY 2022-23.	\$64,958
Stonington Middle School			
Grade 6 ELA	Provide departmentalized learning (ELA) in grade 6 consistent with all other levels/teams districtwide grade 3-8.	Decrease the number of students in need of supplemental reading instruction (no more than 15% in Tier II and no more than 5% in Tier III) for SY 2022-23).	\$73,038
SEL Coordinator	Supports and monitors the implementation of responsive classroom strategies in grades 6-8 to ensure consistent expectations and practices are in place schoolwide.	Provide instruction and support to all teachers and paraeducators in the implementation of Responsive Classroom strategies Decrease students' need for mental health support from the current 35% to (no more than 15% receiving Tier II support and no more than 5% receiving Tier III support) for SY 2022-23.	\$81,169
Grade 6 Orientation	Support for all incoming 6th graders to transition to the middle school routines and programs seamlessly.	All incoming 6th grade students will know how to navigate the building, meet their teachers, and learn behavioral and academic expectations before the school year commences for SY 2022-23.	\$6,150
Paraeducator (STEM room, new library learning loft)	Provide executive functioning and instructional support for all students in a project-based learning environment.	Decrease the number of students in need of supplemental instruction (no more than 15% in Tier II and no more than 5% in Tier III) and	\$18,450

		decrease the number of Ds/Fs in across disciplines for SY 2022-23.	
Stonington High School			
1.0 Bear Academy	Provide students with targeted content area instruction as determined by the School Instructional Team.	D/F's will decrease from 5.5% to 3 % by June 2023.	\$87,120
0.8 Bear Academy	Provide students with targeted content area instruction as determined by the School Instructional Team.	D/F's will decrease from 5.5% to 3% by June 2023.	\$69,696
Paraeducator Bear Academy	Provide intensive executive functioning and instructional support as determined by the School Instructional Team.	D/F's will decrease from 5.5% to 3% by June 2023.	\$19,604
0.4 Learning Hub Teacher	Provide targeted short term (approximately 8 weeks or less) content area instruction for any student on an as needed basis.	D/F's will decrease from 5.5% to 3% by June 2023.	\$30,979
0.4 Learning Hub Teacher	Provide targeted short term (approximately 8 weeks or less) content area instruction for any student on an as needed basis.	D/F's will decrease from 5.5% to 3% by June 2023.	\$34,848
Paraeducator Learning Hub	Provide short term (approximately 8 weeks or less) executive functioning and	D/F's will decrease from 5.5% to 3% by June 2023.	\$19,865

	instructional support on as needed basis for any student		
Benefits			\$246,000
Stonington Middle School Ventilation-air conditioning improvement			\$1,406,994
		Grant total:	\$2,586,747