

Stonington Public Schools-District Improvement Plan 2023-2034

Goal 1: Academics

Stonington Public Schools will continue to improve academic performance, growth, and experiences in mathematics, ELA, and science.

Strategy	Outcome	Measurable Output	Status
<p>An emphasis will be placed on improving Tier 1 instruction and student engagement in K-12 mathematics</p>	<p>Mathematics specialists and the curriculum coordinators will provide professional development and coaching on student engagement to support the implementation of the mathematics curriculum.</p>	<p>Improve student performance in mathematics as measured by the SBAC assessment from 68% at goal or above to 72% at goal or above by June 2024. (Note: 0.7% away last year from meeting DIP goal in mathematics)</p> <p>CT SAT mathematics score will increase from 46% at or above score to 50% at or above goal by June 2024. (Note: CT SAT mathematics scores dropped 3% from previous year - 43.4%)</p>	
<p>Schools will continue to improve Multi-Tiered Systems of Support (MTSS) in mathematics for grades K-12.</p>	<p>MTSS meetings will follow strict protocols and schedules to ensure teachers have documented specific instructional strategies and data points to provide students with appropriate supplemental instruction and progress-monitoring.</p>	<p>No more than 20% of students are in need of and receive supplemental instruction (MTSS) in mathematics during a marking period in grades K-12.</p>	
<p>Stonington Middle School will continue to provide all students with instruction in pre-algebra.</p>	<p>Mathematics specialists and curriculum coordinators will provide specific supports to meet the needs of grade 8 mathematics teachers and students during instruction, professional development days and team meetings</p>	<p>Grade 8 student performance on SBAC mathematics assessment will increase from 55% of students at or above goal to 70% at or above goal. (Note: Last year a gain of 15% at or above goal was achieved- 40% to 55%)</p>	

<p>Stonington High School will continue its reconfiguration of mathematics to ensure all students have completed in Algebra 1 or Honors Algebra 1 by the end of grade 9.</p>	<p>Mathematics specialists and curriculum coordinators will provide specific supports to meet the needs of grade 9 mathematics teachers and students during instruction, professional development days and team meetings</p>	<p>The percentage of grade 9 students receiving a D or F in mathematics will decrease from 21% to 17% by June of 2024. (Note: Last year D's and F's increased from 18% to 21%)</p>	
<p>An emphasis will be placed on improving Tier 1 instruction and student engagement in K-12 ELA.</p>	<p>Reading specialists and the curriculum coordinators will provide professional development and coaching on student engagement to support the implementation of the reading/ELA curriculum.</p>	<p>Improve student performance in ELA as measured by the SBAC assessment from 71% at goal or above to 75% at goal or above by June 2024. (Note: SBAC ELA scores dropped 2% from previous year)</p> <p>CT SAT ERW will increase from 73% at or above goal to 77% at or above goal by June 2024.(CT SAT ERW dropped by 3%=70%)</p>	
<p>An emphasis will be placed on improving all Tiers of reading instruction at Stonington Middle School.</p>	<p>Stonington Middle School will engage in a consultation with reading experts to identify areas of improvement in reading instruction in all Tiers of instruction.</p>	<p>Stonington Middle School ELA SBAC scores will increase the percentage of students at or above goal as follows: Grade 6: 66% to 70% Grade 7: 69% to 73% Grade 8: 61% to 65% (Note: Index was 74.7 in ELA in the 2021-22 school year)</p>	
<p>Schools will continue to improve Multi-Tiered Systems of Support (MTSS) in ELA/reading for grades K-12.</p>	<p>MTSS meetings will follow strict protocols and schedules to ensure teachers have documented specific instructional strategies and data points to provide students with appropriate supplemental instruction and progress-monitoring.</p>	<p>No more than 20% of students are in need of and receive supplemental instruction (MTSS) in ELA/reading during a marking period in grades K-12.</p>	

<p>An emphasis will be placed on improving Tier 1 instruction and student engagement in K-12 science.</p>	<p>Curriculum coordinators will provide professional development and coaching on student engagement to support the implementation of the science curriculum.</p>	<p>Improve student performance in science as measured by the NGSS assessment from 72% at goal or above to 76% at goal or above by June 2024.</p>	
<p>Provide targeted communications with families and students about the importance of regular attendance at school to student success and well-being.</p>	<p>Send warning letters to families with students approaching the chronic absenteeism metric.</p> <p>Provide incentives and celebrations for students who are attending school regularly.</p> <p>Work with the BOE legislative liaison to develop accountability measures that are enforceable.</p>	<p>Decrease chronic absenteeism district wide from 15.6% to 10.6% by June 2024.</p> <p>18.3 % 2021-22 12.4 % 2020-21 11.5 % 2019-20 9.2% 2018-19</p>	

Goal 2: Future-Focused Teaching and Learning

Stonington Public Schools will prepare every student for their own educational journey by implementing forward-thinking practices and innovations that foster equity and inclusion allowing all students access to high quality educational programming.

Strategy	Outcome	Measurable Output	Status
The district will focus on improving student engagement in grades K-12 in all content areas through the implementation of high leverage trauma-based practices.	Teams of administrators will conduct trend visits to each school, with a target of 30 visits per school, on alternate months to measure student engagement.	District data will reflect an improvement in student engagement as evidenced by opportunities to respond (OTRS) moving from 32% to 37% by May 2024. (Goal of 36.8% was not met last year.) District data will reflect an improvement in student engagement as evidenced by the praise to corrective statement ratio moving from 3.5 % to 4% by May 2024. (Goal of 3.5% was met last year.)	
The Leadership Team will participate in professional development sessions specific to Future-Focused research and practices.	Membership in the Future-Focused Team will expand to include at least four more educational leaders.	All instructional staff will have the opportunity to submit innovation proposals to pilot future-focused projects in teaching and learning during the 2023-24 school year.	
Future-Focused Leadership Team will expand and communicate opportunities for learning and innovating.	The Future-Focused Schools Team will develop a framework/form for teachers/paraeducators to submit innovation proposals for consideration and vetting as pilot projects.	Future-Focused framework and process will be distributed to teachers and paraeducators by October 12, 2023. Pilot projects will be shared with the Teaching and Learning Sub-Committee.	

<p>Expand student-centered encore offerings at SMS.</p>	<p>Co-design “The Land and the Sea” student-centered encore and pilot the encore in the spring of 2024.</p> <p>Design and pilot a “Stonington Public Safety and Service” encore to highlight EMT, police, fire, and public service careers and opportunities.</p>	<p>Co-design “The Land and the Sea” encore with Mystic Seaport staff and pilot in the spring of 2024 using student feedback to improve the next iteration of the course.</p>	<p>Underway</p> <p>SPD point of contact identified for curriculum development assistance.</p>
<p>Expand HBI offerings and additional credentialing opportunities at SHS.</p>	<p>Increase student enrollment in the HBI-PACT program from 14 to 32 for the 2023-24 school year.</p>	<p>A minimum of 20 students will receive HBI credentials by June 2024. Seniors in the population will receive an honor cord in recognition of the accomplishment.</p>	<p>32 students currently enrolled in HBI-PACT (9 credentialed last year)</p>
<p>Provide Future-Focused professional development opportunities to educators and paraeducators.</p>	<p>A minimum of six educators from SMS and Mystic Seaport will participate in reciprocal professional development opportunities.</p>	<p>All participants in the reciprocal professional learning model will demonstrate new learning and professional growth as evidenced by pre/post surveys specific to content and delivery models of the sessions.</p>	<p>Underway</p>

	<p>All K-12 educators, paraeducators and the LT will have opportunities to participate in professional learning specific to AI research.</p> <p>An innovation framework will be developed for educators to submit pilot project ideas for approval and support.</p>	<p>Participants will implement one instructional or planning strategy using AI.</p> <p>One innovation project will be piloted at each school with findings and feedback for the next iteration of the work delivered to the principal by June of 2024.</p>	
<p>Establish dual enrollment opportunities for SHS students.</p>	<p>Submit the Dual Enrollment Grant to CSDE and use funding to collaborate with IHE to plan for dual enrollment opportunities and expand ECE offerings.</p>	<p>Grant awarded in the amount of \$20,000.</p> <p>Discussions and planning underway with Three Rivers and UCONN Avery Point for dual enrollment offerings at SHS.</p>	
<p>Identify opportunities in the culinary arts for innovation and sustainable practices.</p>	<p>Leverage partnership with Stone Acres to bring local food sources to our lunch rooms.</p>	<p>All school lunch programs will benefit from an increase in use of local farm produce by May 2024.</p>	

Goal 3: Family and Community Engagement

Stonington Public Schools will engage with families, town agencies, non-profit organizations and businesses across the town to facilitate partnerships in the teaching and learning process, develop and promote forward-thinking programming, and support a sense of “oneness” across the community.

Strategy	Outcome	Measurable Output	Status
Welcoming Schools	Continue to attend Welcoming Schools rotating meetings with the Assistant Superintendent.	All Welcoming Schools Teams will have opportunities to interact with District Office Administrators.	
Staff Communication	District Office Administrators will rotate appearances at school staff meetings throughout the year.	All instructional staff members will have increased opportunities to interact with DO staff and communicate concerns, questions, ideas.	
Stonington Public Schools will engage with the Town Departments and Boards.	Superintendent/designee will attend and participate in monthly Town Department meetings hosted by the First Selectman. Superintendent will meet monthly with the Town liaison to the Board to share concerns and identify areas for collaboration. Stonington Public Schools will have clear and consistent communication with the Board of Finance, Town Hall, and the Stonington Police Department. Superintendent/Designee will attend monthly Board of Finance meetings.	Stonington Public Schools will ensure a consistent presence at the Town level meetings and activities throughout the year as evidenced by calendars, agendas, and meeting minutes from August 2023 to June 2024.	

<p>Public Speaking engagements and Professional Contributions</p>	<p>Superintendent/Designee will participate in local, state, national and international professional development and speaking engagements to promote the goals and achievements of the BOE and District.</p>	<p>Presentation to the Board of Trustees, Mystic Seaport Museum, September 23, 2023.</p> <p>Friends of Fulbright Finland Council member, beginning October 2023-October 2025.</p> <p>Application/acceptance of Future-Focused presentation at CABE/CAPSS Convention (November 2023)</p> <p>Application/acceptance Building Relationships within the Community to Support the Board's Budget at AASA (February 2024)</p> <p>Mentor for UConn Executive Leadership Program-093 candidate, Heather Nickerson (August 2023-June 2024)</p>	
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