



Fairfield Public Schools ARP ESSER Grant Planning

July 28, 2021

American Relief Plan/Elementary and Secondary School Emergency Relief Plan

- Federal funding program
- ESSER 1 - Survive
- ESSER 2 - Thrive
- ARP ESSER - Transform

Funding requirements

- Allocate minimum of 20% of ARP ESSER to address incomplete learning
- Total grant allocation \$2,881,317
- 20% allocation \$576,263
- Balance \$2,305,054

FPS funding guidelines

- Student centered outcomes
- Avoid funding cliffs
- 20% to address learning needs
- Funding ends September, 2024

State-Level Priorities

Learning
Acceleration,
Academic Renewal,
and Student
Enrichment

Family and
Community
Connections

Social, Emotional,
and Mental Health
of the Students and
of the School Staff

Strategic Use of
Technology, Staff
Development, and
the Digital Divide

Building Safe and Healthy Schools

Stakeholder input

- What do we need to do so that by the beginning of the 24-25 school year we are a better school system?
- What is something we always knew we needed to do but never had time?
- How does the funding *transform* FPS?

Transform

Stakeholder input

- District Leadership Team
 - Academic alignment, expanded professional development, and additional student supports to address increased social emotional needs and learning acceleration.
- Instructional staff (ThoughtExchange)
 - Specifics around areas identified by DLT
- Community (YouTube webinar/ThoughtExchange)
 - 240 ideas and 5,312 ratings, 87% families/guardians.
 - Social Emotional Learning supports for students (3.6 out of 5.0), with Academics (3.4), and Equity (3.0).

Key Thoughts

Social, Emotional, and Mental Health of Students and School Staff:

- “Provide our students mental health resources. Rates of anxiety, depression, and suicide among youth is at an all time high. There is currently a stigma around seeking help, especially with males.”
- “Invest into district wide Diversity, Equity and Inclusion efforts. Every child deserves to feel safe, loved, welcomed and valued at school.”
- “Stronger social emotional program school-wide. Teachers need to be trained on how to address social emotional needs throughout the day, not just in a health lesson.”

Learning Acceleration, Academic Renewal, and Student Enrichment:

- “Support differentiation. All kids learn differently and deserve support, whether they're ‘behind’ or ‘ahead’. With growing class sizes, differentiation is even more important.”
- “Students need help re-engaging in school. I'm concerned about learning loss, lack of engagement, lack of interest in learning, and their emotional well being.”

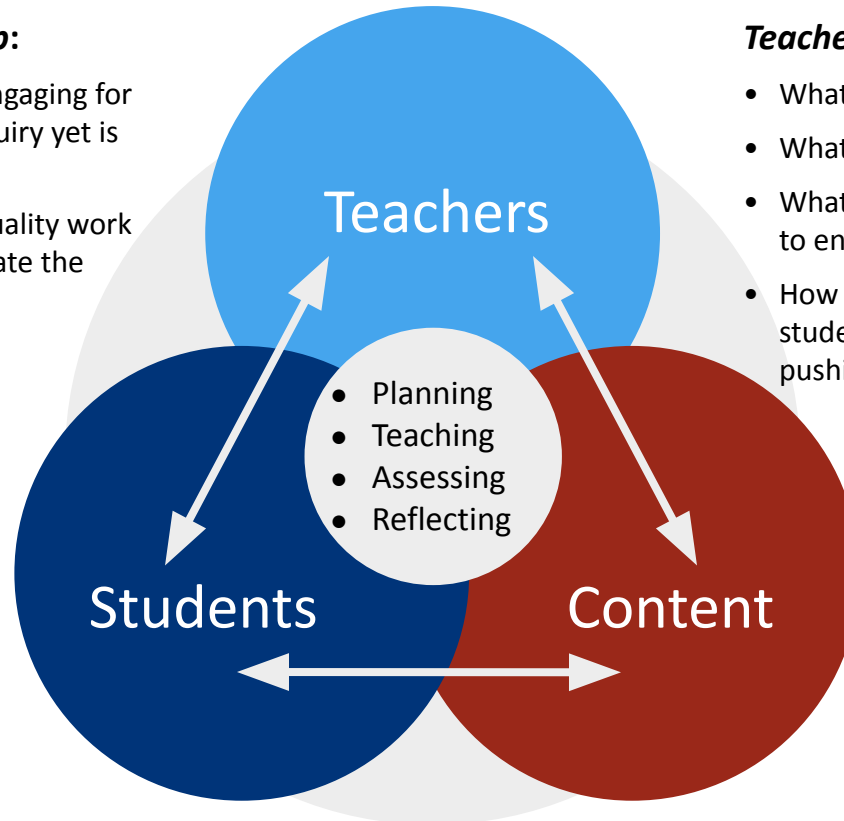
Mission of the Fairfield Public Schools

The mission of the Fairfield Public Schools, in partnership with families and community, is to ensure that **every student** acquires the knowledge and skills needed to be a lifelong learner, responsible citizen, and successful participant in an ever-changing global society through a comprehensive educational program.

The Instructional Core

Teacher-Student Relationship:

- What makes this assignment engaging for students? Does it allow for inquiry yet is structured?
- How do students know what quality work looks like? Can students articulate the expectations?
- Who is doing the work?
- Are students setting their own learning targets?



Teacher-Content Relationship:

- What standards are addressed?
- What is the level of rigor?
- What background knowledge is necessary to engage in teaching and learning?
- How well does the task connect with students' existing knowledge (while pushing them deeper)?

Student-Content Relationship:

- How is this assignment relevant to students? Can the content be scaffolded? Differentiated to promote understanding?
- How is the student responsible for exhibiting understanding?
- What strategies will help 'this student with this skill?'
- How do students define and measure their progress against their goals?

Students

If we provide students, families, and staff with ongoing structured social and emotional learning opportunities and continuous development of executive functioning skills then students will access learning and develop as healthy individuals.

If we provide students with additional academic time and focused instruction to address identified learning needs then student learning gaps will be erased.

Students

Social/Emotional and Executive Functioning
Supports

\$324,700

After School Learning Supports, grades 6-12

\$575,859

Teachers

If we increase staff assets in understanding their role in setting, and holding, high expectations for the success of all students to meet academic and skill standards then all students will demonstrate success on district and state measures.

If we build upon staff assets to understand and address students' social/emotional and executive functioning needs, and . . .

if we develop staff skills to align formative and summative assessments to the district's Vision of the Graduate and Academic Expectations, and . . .

if we develop staff's best practices in analyzing data to identify and teach into students' learning needs, and . . .

if we use a feedback and evaluation system to support continual professional growth,

then learning for all students will improve.

Teachers

If we provide elementary teachers with professional training in early student literacy needs, then we will focus instructional practices around evidence based early literacy instruction, assessment, and intervention.

If we identify learning needs for paraprofessionals, and focus professional development to those needs, then paraprofessionals will provide students with quality instructional support.

If we provide financial support for teachers to engage in action research projects focused on improvement of student learning outcomes then instructional capacity will increase.

Teachers

Diversity, Equity, and Inclusion Administrator	\$480,000
Equity Professional Learning	\$101,800
State Residency Program	\$120,000

Teachers

Assessment Design	\$69,525
Data Literacy	\$69,400
TEVAL Plan Development	\$211,200

Staff

Structured Literacy Leadership	\$121,000
Elementary Principal Coaching	\$20,000
Paraprofessional Training	\$36,000
Teacher Action Research	\$10,000

Content

If we provide instructional staff with comprehensive curricular units, resources, assessments, and learning plans, they will be able to implement a consistent scope and sequence across grade levels and buildings and create and engage in professional learning around consistent expectations for student learning.

If we develop culminating experiences for students in grades 5, 8, and 12, and those experiences reflect the Academic Expectations and the Vision of the Graduate, we will align expectations vertically and horizontally and we will celebrate student learning progress.

Content

Development of Middle School Curriculum Units

\$27,000

Culminating Experiences, Grades 5, 8, 12

\$58,050

Additional Initiatives

Laptops for Grade 12 Students	\$485,485
-------------------------------	-----------

Air Conditioning	\$111,595
------------------	-----------

Priority Goal 1: Learning Acceleration, Academic Renewal, and Student Enrichment

What/How What is the strategy? How do you envision its implementation?	When	Outcome Identify the indicators/evidence of progress. How will you know this strategy is impactful?
Provide extended day learning opportunities for students in grades 6-12	2021-2024	Student academic performance on district and state measures will improve and learning gaps will decrease by 70%.
Provide professional learning in designing assessments and tasks aligned to curriculum and skill standard and that lead to the fulfillment of the Vision of the Graduate	2021-2024	The practice of collaborative review of student progress towards curriculum and skill standards will be embedded in the practice of all teachers. Administrator and self-evaluations will provide evidence of teacher growth in this area.
Create common assessments/tasks that align learning expectations PK-12 and build culminating experiences for students in grades 5, 8, and 12. Such tasks and experiences will align to the Vision of the Graduate.	2021-2024	A bank of formative assessments will be created for each grade and department. The assessments will be aligned vertically and horizontally. Student progress towards achievement of the Vision of the Graduate will be monitored and supports provided as needed.
Modify the middle school schedule to increase uninterrupted instructional time and review both middle and high school schedules to determine placement of intervention/enrichment periods	2021-2023	A revised middle school schedule that provides for longer learning blocks. The implementation of support period in both middle and high school schedules.
Improve systemic focus on issues of diversity, equity, and inclusion through increased funding to increase staff diversity and through the training of all staff in relevant issues related to the improvement of learning and support district and schools' responsiveness to these issues through the hiring of a dedicated district level administrator.	2021-2024	Student, parent, and staff surveys will demonstrate that all students have identified a trusting adult and report a safe and accepting learning and social environment. Incidents of discrimination against any members of the Fairfield Public Schools community decline.
Align the teacher evaluation process to the instructional expectations of the Fairfield Public Schools.	2022-2024	A new teacher evaluation system is in place for the start of the 24-25 school year.
Improve the instruction and supervision of elementary literacy	2022-2024	Students' literacy performance on proficiency measures will improve.
Increase the ability of key staff personnel to work with, and utilize data, to address school and district needs.	2022-2024	Staff report that the collection and use of data is beneficial to their instructional planning. Administrators report that the collection and use of data improves their planning.
Improve curriculum in language arts, science, social studies at the middle and elementary levels to provide consistent and coherent scopes and sequences across the district.	2021-2024	If we provide instructional staff with comprehensive curricular units, resources, assessments, and learning plans, they will be able to implement a consistent scope and sequence across grade levels and buildings and create and engage in professional learning around consistent expectations for student learning.
Additional training for paraprofessionals in supporting students the academic, social, emotional and behavioral needs of students	2021-2024	Paraprofessionals will be provided additional training districtwide to address areas of student needs

Priority Goal 2: Family and Community Connections

What/How What is the strategy? How do you envision its implementation?	When	Outcome Identify the indicators/evidence of progress. How will you know this strategy is impactful?
6 week parent DBT course	During the school year over the course of a 6 week period of time	Parents will increase their knowledge and understanding, as evidenced through parent survey results, about the four primary principles of Dialectical Behavior Therapy (DBT), which include Emotional Regulation, Distress
Parent presentations with Dr. Allison Roy around two books by Daniel Siegel (The Whole Brain Child and Brainstorm)	8 parent presentations scheduled during the school year	Parent survey on effectiveness of new learning through presentations

Priority Goal 3: Social, Emotional, and Mental Health of the Students and of our School Staff

What/How What is the strategy? How do you envision its implementation?	When	Outcome Identify the indicators/evidence of progress. How will you know this strategy is impactful?
Identify teacher SEL leaders in all FPS elementary schools to facilitate and support routing/consistent implementation of Second Step Curriculum and Morning Meeting	Throughout school year	Consistent implementation of Second Step curriculum and morning meeting across all elementary schools, improvement in school climate survey results and anecdotal reporting by staff through Thought Exchange comments
Materials to implement Gizmo's Pawsome Guide to Mental Health with related activities in grades 3-5	By November 1 of each school year	Students in grades 3-5 will become more aware of the importance of activities / strategies to promote mental health and their understanding of mental health - Students will increase their ability to identify coping strategies and how to identify trusted adults
Year 1 MindUP booster training and Year 2 additional comprehensive MindUP training in grades pre-k-grade 5	Throughout school year	Fidelity of implementation of 15 weekly MindUp classroom lessons and routine implementation of "brain breaks" 3 times daily in classrooms with trained staff
DBT Universal Classroom Training	Throughout school year	Survey teachers on new learning, perceived benefit on implementation of strategies with students
Implementation of 6 week parent DBT course	January/February 2022	Parent completion of six week DBT course and completion of parent survey upon completion of course
QPR train the trainer	FPS staff year 1 and 2 Building level staff annually thereafter	Annual training all staff in QPR- Completion of teacher survey to measure increased awareness of suicide factor and supportive strategies.
LGBTQ+ workshops/training/consultation	Training for FPS staff by March 1.	Staff survey on effectiveness of new learning through presentation
Level professional book study ECC/Elementary: The Whole Brain Child MS/HS: Brainstorm	Eight monthly remote ZOOM meeting by level (pre-K/elementary and MS/HS) on Tuesday afternoons.	Improvement in student pre and post assessments used to identify areas of strength and need
Executive Functioning staff presentation by district consultant (Dr. Peg Dawson)	By February 1	Necessary supplies and materials were ordered and provided as needed
Executive Functioning Coaching	Throughout school year	Staff survey on effectiveness of new learning through book study

Priority Goal 4: Strategic Use of Technology, Staff Development, and the Digital Divide

What/How What is the strategy? How do you envision its implementation?	When	Outcome Identify the indicators/evidence of progress. How will you know this strategy is impactful?
Distribution of ProBook laptops to all students in grade 12	Fall 2021	Number of tickets submitted to IT help desk due to incompatibility of software and hardware. Feedback from members of Tech Steering Committee who are staff in high schools.
Reimaging and distribution of ChromeBooks to grade 2 students	Fall 2021	Feedback from members of Tech Steering Committee who are staff in elementary schools.

Priority Goal 5: Building Safe and Healthy Schools

What/How What is the strategy? How do you envision its implementation?	When	Outcome Identify the indicators/evidence of progress. How will you know this strategy is impactful?
Supplement air conditioning costs for Fairfield Woods Middle School	2021-2024	Provide air conditioning to grade 6 wing at Fairfield Woods Middle School

ARP ESSER Funds Budget

Object	Total
100 - Personal Services > Salaries	\$1,624,283.00
200 - Personal Services > Employee Benefits	\$0.00
300 - Purchased Professional and Technical Services	\$620,395.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$99,954.00
600 - Supplies	\$51,200.00
700 - Property	\$485,485.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
	Total
	\$0.00
	Allocation
	\$2,881,317.00
	Remaining
	\$2,881,317.00

Budget Detail

Object code	Budget Detail Tag	Narrative Description	Cost
100 - Personal Services - Salaries	<ul style="list-style-type: none"> ● Addressing learning loss 	<ul style="list-style-type: none"> ● After school supports at 5 secondary schools for three years (21-24) <ul style="list-style-type: none"> ○ 42 teachers (\$50/hr) and 20 paraprofessionals (\$26.28/hr) for hour a day, twice a week for 30 weeks ○ 5 site supervisors at \$4000/site 	\$472,608.00 \$60,000.00
	<ul style="list-style-type: none"> ● Providing principals/ leaders with resources 	<ul style="list-style-type: none"> ● Assessment literacy work: <ul style="list-style-type: none"> ○ Summer 2022: 5 teachers per core (ELA, Math, Science, Social Studies, WLang) and 6 teachers each in grades 5 and 8 for 15 hours each at \$45/hour 	
	<ul style="list-style-type: none"> ● Mental health services 	<ul style="list-style-type: none"> ○ Summer 2023: 3 teachers per UA (Art, Music, PE, Health, TechEd, FCS, BusEd) and 6 teachers each in grades 4 and 7 for 15 hours each at \$45/hour 	\$24,300.00
		<ul style="list-style-type: none"> ○ Summer 2024: 6 teachers each in grades K, 1, 2, 3 and 6 for 15 hours each at \$45/hour 	\$20,250.00
		<ul style="list-style-type: none"> ● Capstone learning experiences in grades 5, 8 and 12 <ul style="list-style-type: none"> ○ Summer 2023 writing: 3 teachers per core (ELA, Math, Science, Social Studies, WLang), 2 teachers per UA (Art, Music, PE, Health, TechEd, FCS, BusEd) and 6 teachers each in grades 5 and 8 for 15 hours each at \$45/hour 	\$29,025.00
		<ul style="list-style-type: none"> ○ Summer 2024 revision with same staffing allocation as above 	\$29,025.00
		<ul style="list-style-type: none"> ● Data literacy training STAR for 22-23 and 23-24 <ul style="list-style-type: none"> ○ Curriculum liaisons: 10 staff at \$45/hr for 12 hours 	\$10,800.00
		<ul style="list-style-type: none"> ○ High school: 10 staff at \$45/hr for 12 hours 	\$10,800.00
		<ul style="list-style-type: none"> ○ Middle school: 24 staff at \$45/hr for 12 hours 	\$25,920.00
		<ul style="list-style-type: none"> ○ Elementary schools: 11 staff at \$45/hr for 12 hours 	\$11,880.00

Object code	Budget Detail Tag	Narrative Description	Cost
100 - Personal Services - Salaries	• Addressing learning loss	<ul style="list-style-type: none"> • Curriculum writing for middle school during summer of 22-23 (60 hours for WLang, Math, English, Science and Social Studies at \$45/hr) 	\$27,000.00
	• Providing principals/ leaders with resources	<ul style="list-style-type: none"> • Diversity, Equity and Inclusion administrator (for three years) 	\$480,000.00
	• Mental health services	<ul style="list-style-type: none"> • TEVAL revision in 22-23 and 23-24 <ul style="list-style-type: none"> ○ Curriculum liaisons: 3 staff at \$45/hr for 20 hours ○ High school: 12 staff at \$45/hr for 20 hours ○ Middle school: 12 staff at \$45/hr for 20 hours ○ Elementary school: 22 staff at \$45/hr for 20 hours ○ Additional staff (FEA reps, non-classroom certified staff): 10 staff at \$45/hr for 20 hours 	\$5,400.00
		<ul style="list-style-type: none"> ○ Curriculum liaisons: 3 staff at \$45/hr for 20 hours 	\$21,600.00
		<ul style="list-style-type: none"> ○ High school: 12 staff at \$45/hr for 20 hours 	\$21,600.00
		<ul style="list-style-type: none"> ○ Middle school: 12 staff at \$45/hr for 20 hours 	\$21,600.00
		<ul style="list-style-type: none"> ○ Elementary school: 22 staff at \$45/hr for 20 hours 	\$39,600.00
		<ul style="list-style-type: none"> ○ Additional staff (FEA reps, non-classroom certified staff): 10 staff at \$45/hr for 20 hours 	\$18,000.00
		<ul style="list-style-type: none"> • SEL <ul style="list-style-type: none"> ○ Teacher SEL Leader at each elementary school (11 total) ○ EF Coach (0.5 FTE) ○ DBT training parent course (6 weeks) 	\$49,500.00
		<ul style="list-style-type: none"> ○ EF Coach (0.5 FTE) 	\$90,000.00
		<ul style="list-style-type: none"> ○ DBT training parent course (6 weeks) 	\$9,000.00
		<ul style="list-style-type: none"> • Family and Community Connections <ul style="list-style-type: none"> ○ District DBT staff (6 week Parent DBT Course) ○ Dr. Alison Roy (Parent Presentation Series) 	\$9,000.00
		<ul style="list-style-type: none"> ○ District DBT staff (6 week Parent DBT Course) 	\$6,000.00
		<ul style="list-style-type: none"> ○ Dr. Alison Roy (Parent Presentation Series) 	\$6,000.00

Object code	Budget Detail Tag	Narrative Description	Cost
200 - Personal Services - Employee Benefits			
300 - Purchased and Professional Technical Services	<ul style="list-style-type: none"> • Addressing learning loss • Providing principals/leaders with resources • Mental health services 	<ul style="list-style-type: none"> • Teacher action research projects (10 \$1000 projects funded during 21-22 SY) • Data literacy training • State residency program fee over two years (22-23 & 23-24) • Elementary principal coaching over two years (22-23 & 23-24) • Revision Learning TEVAL work • CREC equity training • Literacy HOW training • SEL <ul style="list-style-type: none"> ○ Cognitive Behavioral Consultants (Universal DBT) ○ Steen Consulting (QPR Training) ○ Cassie Yackley, LLC (Dr. Alison Roy) ○ Dr. Peg Dawson (Staff Executive Functioning presentation) ○ MindUp Training (MindUP) ○ LGBTQ+ training/consultation • Engineering services to design and oversee bid documents along with CA services 	<ul style="list-style-type: none"> \$10,000.00 \$20,000.00 \$20,000.00 \$20,000.00 \$114,000.00 \$101,800.00 \$121,000.00 \$35,000.00 \$32,000.00 \$5,000.00 \$5,000.00 \$25,000.00 \$10,000.00 \$111,595.00
400 - Purchase Property Services			

Object code	Budget Detail Tag	Narrative Description	Cost
500 - Other Purchased Services	Addressing learning loss	<ul style="list-style-type: none"> Bus transportation for after school program at the five secondary schools for three years (21-22 through 23-24) - each bus costs \$6663.60/school for total of \$99,954 for all three years 	\$33,318.00
600 - Supplies	<ul style="list-style-type: none"> Providing principals/leaders with resources Mental health services 	<ul style="list-style-type: none"> SEL: miscellaneous supplies (\$30,000) Books for book study (\$7200) and Gizmo kits (\$6,000) State residency program supplies over two years (22-23 & 23-24) 	\$43,200.00 \$8,000.00
700 - Property	Education technology	Purchase a ProBook 450 G8 laptop for 715 students in grade 12 at \$679/unit	\$485,485.00
800 - Debt Service and Misc			
900 - Indirect Costs			

Social Emotional/Mental Health Line Items	Year 1	Year 2	Year 3	Total Cost
Gen Ed SEL Leader K-5 (2nd Step/RC) - stipend; 1 per building	\$16,500	\$16,500	\$16,500	\$49,500
Gizmo materials, inc. kits (facilitated by building admin., SEL leader, psych/SW)	\$2,000	\$2,000	\$2,000	\$6,000
MindUP (Y1-booster for pilot group; Y2-additional comprehensive training K-5)	\$5,000	\$20,000	\$0	\$25,000
DBT Univ Classroom Training (All health, WFC, 50 MS/HS teachers)	\$35,000	\$0	\$0	\$35,000
<i>Substitute pay (3 days)</i>	\$15,000	\$0	\$0	\$15,000
DBT - 6 week course for parents (in house staff)	\$3,000	\$3,000	\$3,000	\$9,000
QPR Train the Trainer (Y1-all social workers; Y2-all health teachers + volunteers?)	\$16,000	\$16,000	\$0	\$32,000
LGBTQ+ Workshop/Training/Consultation (True Colors) (All psych/SW/counselors)	\$5,000	\$5,000	\$0	\$10,000
Dr. Alison Roy (Parent/community engagement, presentations)	\$2,000	\$2,000	\$2,000	\$6,000
Dr. Alison Roy (1.0 hour per month "book study" w/ A) PreK/ES, B) MS/HS+	\$5,000	\$0	\$0	\$5,000
Books - PreK-ES (Whole Brain Child); MS/HS (Brainstorm), both by Dan Siegel	\$7,200	\$0	\$0	\$7,200
Executive Functioning - Peg Dawson presentation (Y1-HS; Y2-MS)	\$2,500	\$2,500	\$0	\$5,000
Executive Functioning - 0.5 FTE (Y1-HS, Y2-MS) - struct. study hall/teacher coaching	\$45,000	\$45,000	\$0	\$90,000
Miscellaneous materials/supplies	\$10,000	\$10,000	\$10,000	\$30,000
Total by Year	\$169,200	\$122,000	\$33,500	\$324,700