

**Goal 1- Ensuring the Physical, Social and Emotional Well-Being of All Students and Staff**

**Strategic Statement:** To ensure physical, social, and emotional well-being at every school, Trumbull Public Schools will use resources and implement practices that maintain and/or further develop safe, inclusive, nurturing, and positive learning environments.



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Actions to Support Physical, Social, and Emotional Well-Being of All Students & Staff				
District-Based Action Steps	Timeframe	Who Will be Responsible?	What Resources Are Needed?	District Results-Based Accountability Indicator
Ensure safe schools through fidelity to our District Safety Plan	Quarterly	Marty Semmel, Building Principals, School Resource Officers, District Safety Coordinators	Quarterly meetings with District Safety Team; Meetings 3 times per year with Town Leadership (i.e First Selectman, Chief of Police, etc.)	All required drills are completed; Needs assessment performed at each building; Town-wide training scenario performed (tabletop); Priority items captured in budget and/or capital plan.
<p>The district will examine and revise its Positive Behavioral Interventions and Supports as part of the new Multi-Tiered System of Supports by:</p> <ul style="list-style-type: none"> <li>Scheduling and holding meetings of school-based mental health providers to summarize current</li> </ul>	Sept-May	Dean Catalano; Building-Based Mental Health Professionals; Teachers; Principal	<ul style="list-style-type: none"> <li>Current SEL materials in-use at TPS schools</li> <li>Re-Allocate resources for SEL materials as determined by work group.</li> <li>Dispositions from Vision of the Graduate</li> </ul>	The district SEL Committee will have created a draft of Positive Behavioral Interventions and Supports for Tiers 1, 2 and 3 as part of our new Multi-Tiered System of Supports by Jan 1. Examples of realistic progress

<p>best practices in place at schools and develop a consistent approach across each level (i.e. elem, middle, high.) This committee will also review our student SEL objectives to ensure alignment with current and future practices.</p> <ul style="list-style-type: none"> <li>● Creating a living document detailing Tier 1, 2 and 3 best practices and accompanying resources.</li> <li>● Creating examples of realistic progress monitoring for Tier 2 and 3.</li> <li>● Creating and implementing a professional development plan for mental health professionals on the use of current and new best practices.</li> <li>● Creating and implementing school-based implementation plan, including professional</li> </ul>				<p>monitoring for Tier 2 and 3 will be created by Jan 1. This document will leverage the dispositions identified in the Vision of the Graduate along with realistic progress monitoring tools for Tiers 2 and 3. Documents will be shared with the BOE.</p>
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development.				
Each school will communicate with families and students (as appropriate) the additional resources available for mental health (internal and external) at the beginning of each marking period.	Beginning of each marking period	SEL Coordinator, Building Principals Social Workers, School Psychologists	Mental Health Resources List from Town, School, State, TPAUD	Each school newsletter and district website prominently includes information about mental health resources available to students in a parent communication around the start of each marking period.
Review, update as needed, and communicate Bullying Policy to parents and staff through school newsletters.	August	Dean Catalano, Building Principals	Updated bullying policy, training on protocols	A standardized protocol for addressing and reporting bullying in schools to create a uniform response at all schools.
Update and Implement district-wide school climate survey (with age-appropriate adaptations). Include demographic questions, as appropriate, to allow for disaggregation on demographic variables.	May 1 2023	Dean Catalano, District SEL Committee, Building Principals Safe School Climate Committee	SEL Committee meetings; time to administer survey and analyze results	District-wide climate survey is completed by K-12 students, staff, and parents by May 1 and survey data is reviewed by district and school committees. End of year data is used for goal development in the Fall. Data shared with the BOE.
Supply mandated trainings, including equity training, via online platform where	August & November professional	Regina Williams, Christina Hefele	Training Schedule with deadlines for each module	All staff complete mandated training on identified topics by

possible with 100% completion	development days			Oct 1, 2022
<p>Improve middle and high school percentages of chronically absent students by:</p> <ul style="list-style-type: none"> <li>• Incorporation of specific strategies to increase attendance at the secondary level</li> <li>• Monthly analysis of chronically absent number by school and by month (include distribution of chronically absent students by race, gender, high needs students versus all students)</li> </ul>	September - June	Building Principals, Data Analyst, DW Social Worker	<p>Google Document showing each school and each month for data collection.</p> <p>Identify Key individuals from middle school and high school to participate in monthly sessions with the CSDE and the Attendance Works program.</p>	<p>Develop a list of strategies to be utilized to improve attendance by October 15, 2022</p> <p>Improve middle and high school chronically absenteeism rate to 5% by last day of school year.</p> <p>Share with BOE.</p>
Review discipline data with the District Equity Leadership Team (DELT) and school teams. Analyze the data and determine a plan of action if any disproportionality exists.	Dec 30; March 31; June 30	Christina Hefele, Building Principals DELT	Data Support from Christina Hefele; Training of building secretaries to run report	Suspension rates are maintained at low levels or reduced and “high needs” students are not disproportionately suspended

**Goal 2: Optimize Teaching & Learning**

**Strategic Statement:** Trumbull Public Schools will continue to provide high quality teaching that emphasizes the use of high-leverage instructional strategies in which educators deliver our TPS curriculum with fidelity.



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Actions to Optimize Teaching & Learning				
District-Based Action Steps	Timeframe	Who Will be Responsible?	What Resources Are Needed?	Results-Based Outcomes
Evaluate our impact on student learning as measured by a variety of meaningful assessments and tasks used to inform instruction as well as Tiered intervention needs	July to September 2022	Sue Iwanicki, Christina Hefele, District Program Leaders and Building Principals	Opportunity to meet and discuss each assessment  Data from district used in PLC cycles and at the school level	2022-2023 assessment calendar including a timeline and synopsis for each assessment; completed document shared with BOE.
Further strengthen the collective efficacy of educators through instructional coaching in grades K-8	Sept to Jan 31 to complete coaching model;	Sue Iwanicki, Christina Hefele, Dean Catalano and the Leadership PLC members	Provide professional development in which principals and teacher leaders (within our Leading and Learning PLC) to collaboratively develop an instructional coaching model to improve student learning	An instructional coaching model is developed and aligned with district tools to monitor tiered intervention, professional learning, and the increased collective efficacy of staff. The model is implemented by coaches at all school levels.

Strengthen elementary literacy programming and ensure it meets the needs of all learners and current state guidelines	State releasing more information by June 30th about deadlines	Sue Iwanicki, Terry Buckingham, Bernadette Dunn, and Literacy Consultants and Building Principals	Identify and implement screeners for Reading and plan professional learning to ensure Structured Literacy components are embedded within our program delivery for those grade levels that are mandated	District definition of program components  Evaluation and analysis of data from selected screeners
Begin integration of the Profile of the Graduate through: <ul style="list-style-type: none"> <li>Professional development regarding the the skills and dispositions (definitions and rubrics)</li> <li>Vision of the graduate committee meetings to discuss incorporation of skills into rubrics</li> </ul>	Sept to June	Sue Iwanicki, Christina Hefele, Building Principals, Faculty and Staff	Time for professional learning, curriculum creation and revision 2022-2023	Implementation plan for the new Vision of the Graduate skills and dispositions within curriculum and assessment
Identify K-8 Multi Tiered Systems of Support (MTSS) based on students' levels of performance and learning rates over time for academics and behavior	August to June District tools will be further developed after CTSEDS and tiered intervention module is released	Dean Catalano, Sue Iwanicki, Building Principals	Updated state guidance Templates already being used at schools E-system to coordinate	A district-wide system that aligns with state guidelines and also helps communicate with families about student achievement, progress, and needs
Analyze distribution of student: <ul style="list-style-type: none"> <li>reading scores (iReady and SBAC)</li> </ul>	July through August	Building Principals with Support from Teaching & Learning	Recommendation criteria, Access to demographic data, placement	The distribution is identified and the analysis is completed identifying any

<ul style="list-style-type: none"> <li>for third graders placement recommendations in 6th grade Math</li> <li>placement recommendations in Grade 10 English</li> <li>enrollment in college credit classes in 12th grade.</li> </ul>			recommendations; statistical analysis support to help determine differences if differences are statistically significant at ( $p < .05$ ); software to complete statistical analysis	statistically significant findings. Any such findings will have further inspection by school leadership teams. Work shared with the BOE.
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**Goal 3: Operational Excellence & Continuous Improvement**

**Strategic Statement:** Trumbull Public Schools will implement coherent systems that generate leading and lagging data points to inform continuous improvement.

Actions that Ensure Excellence & Continuous Improvement in Prioritized Areas				
District-Based Action Steps	Timeframe	Who Will be Responsible?	What Resources Are Needed?	Results-Based Outcomes
Identify user-friendly electronic evaluation platform for staff and supervisors and determine if using an electronic platform is the appropriate next step	January 2023	Regina Williams, Sue Iwanicki and PDEC	Committee to review potential products	Evaluation tools that align with current software platforms in the district are reviewed; Team practices with 2-3 high-quality evaluation platforms; Team potentially recommends platform for 23-24 school year. Work shared with BOE.
Position control is fully	December 2022	Regina Williams	Position Control Module	The process for position

implemented and budget development for 23-24 includes staffing at each location				control is completely established and staffing for each location is included in 2023-2024 budget document.
Continue to enhance data available via Infinite Campus to parents via the portal	Sept - June	Christina Hefele and Tech Integrators	Tableau Training for TIS Team PD Time for Principals/Certified Staff	Survey data from parents indicate that the data being provided is useful. Parent training sessions are offered, recorded and posted as a resource.
Provide dependable, personalized, intentional, and technologically integrated communication that strengthens trust and builds relationships with our school stakeholders	Sept - June	Marty Semmel, Sue Iwanicki, Building Principals	<i>Smore</i> access for administrators	Town hall meetings continue at least once per semester; monthly updates from the Superintendent and weekly updates from the building principals continue
Implement consistent website platform for all schools and the Board of Education	District: Jan 1 2023 Schools: June 2023	Christina Hefele, Building Principals, webmasters	Website Committee to identify best universal platform	Each school will launch a new website using the universal template while still demonstrating their unique personalities. Presentation to BOE.
CT Special Education Data System (CT SEDS) is launched	July - Oct 2022	Dean Catalano; Chrisina Hefele	Training time; changes to practices and procedures	The new CT SEDS framework is embedded in TPS PPS and all needed changes to practices and procedures have occurred.  Reduction in errors in PSIS



				<p>and Infinite Campus with regard to PPS enters/exits.</p> <p>100% of Special Education teachers have been trained on new platform.</p> <p>October 1, 2022 SEDAC reporting is submitted on time with accuracy.</p>
Implement a new Online Fees module to enable the district to accept online payments via the Infinite Campus portal for all activities, field trips, PreK tuition, and school fees.	Sept - May	Christina Hefele Data Support Specialist Business Office School Secretaries	Payment of setup fee Training from Infinite Campus	Drastically reduce the amount of cash and checks at the school with a goal in the first year of having 80% of all payments for student activities submitted online.
Provide support to expand on the development of School-based Equity Leadership Teams (SELTs)	Jan 2023	Marty Semmel/Sue Iwanicki/ Building Principals and DELT	Training time; meeting time to establish SELTs at the middle school level	Middle schools will each establish a SELT by January 2023. Report to the BOE.
Develop and prioritize school schedules for a later school start time at the high school	Nov 1, 2022	Marty Semmel/Sue Iwanicki/ Building Principals	Outside scheduling consultant	By November 1, 2022 a mock schedule with implications will be prepared. Schedules for each school level would be shared as well to identify possible impact.
Continue District Wide Leadership and	Sept - June	Marty Semmel/Sue Iwanicki	Time to meet/collaborate with district team	System for analyzing Continuous Improvement Plan

Learning Professional Learning Community				and adapting as needed.
Self-Service Portal Implementation for all employees (W-2's, W-4's, Insurance information, 403B; 457, etc.)	Nov 1 2022	Paul Hendrickson	Munis Support	The Self-Service Portal for all staff is implemented by November 1, 2022; training for use of the portal is provided on a voluntary basis.
Implement Master Plan that reviews demographics, current space utilization, and learning models in order to recommend future instructional spaces, modernization of spaces, and distribution of student population	March 2023	Dave Cote/Marty Semmel, Master Plan Committee, PLC Support		A consultant team is chosen who completes the scope of work in conjunction with the Master Plan Committee; results of the work are shared with the BOE.
Develop prioritized 5 year capital plan	December 2022	Dave Cote	Current 5 year plan; access to town officials	Priorities identified and detailed for capital plan. Work shared with BOE.
Develop 5-year Technology Plan with a Focus Future Ready Skills aligned to the VOG	November 2022	Christina Hefele Future Ready Cohort Committee	Participation in the State of CT Future Ready Cohort Monthly PLCs.  Time to meet to develop plan and complete tasks	Present BOE with a 5-year Technology Plan to be approved.