



Committed to Excellence

2021 - 2022 District Goals

PHYSICAL, SOCIAL AND EMOTIONAL WELL BEING

W **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.

W1 Ensure welcoming, safe schools through fidelity to our District Safety Plan

It is critically important that our students, staff and parents feel welcome and safe at school. The pandemic itself and school closures caused by the pandemic likely contributed to decreases in overall feelings of safety and being welcomed at schools across the country.

The school climate survey (see W5) conducted in October by each school provided valuable insight on multiple factors including feelings of safety and welcomeness. 88.2% of our elementary students reported that they feel safe at school either always or often. 81.6% of our middle school and high school students agree or somewhat agree with the statement “I feel safe at school.” Out of 1439 family responses, 97.7% of the respondents believe that their children feel safe at school while over 90% of our staff responded that they feel safe at school. In terms of welcomeness, over 95% of staff responders report feeling welcome at work and 93.5% of our parent respondents stated an overall feeling of welcomeness. We anticipated a lower number for this last item given that COVID protocols have reduced the opportunities for families to attend school related activities. However, we did make every effort to provide in-person opportunities for families from in-person Open Houses and parent nights, to in-person concerts, and we worked with our elementary school PTA’s to allow as much access to schools, especially when COVID numbers were lower this Fall. With that said, the district has a strong desire to increase the feeling of safety responses at all levels. Increasing feelings of safety have become more challenging given the social media prank threats, encouragement by TikTok to cause damage at school buildings, and overall heightened anxiety caused by a two year battle with COVID.

Beyond the survey data, members of the district safety team have worked hard to implement our new risk assessment process (See W3) across the district, take the

necessary steps to begin using our School Gate Guardian (see W2) visitor identification process, complete all safety drills required by law, and take the necessary steps to ensure that our table top exercise is successfully completed. In addition, we have identified safety opportunities that we can layer on to our existing structure if we receive funding through the fifth round of security grants offered by the State of CT.

W2 Implement School Gate Guardian at all schools

The School Gate Guardian machines were purchased in 2019 with a security bond issued by the town. However, when the machines arrived, they were never installed and used. These machines are red kiosks that are now placed in each of the school vestibules. Once operational, these kiosks will allow school visitors to insert their State issued identification and receive a visitor sticker. When a State issued identification is entered into the kiosk, software applications scan and alert school staff if further action is required before a visitor may enter the school. Possible concerns include individuals listed on sex offender registries or issues related to guardianship and custodial rights. Although we planned to have the kiosks operational far sooner, we ran into some technical issues in two areas. First, although WiFi enabled, it was decided that hard-wired Internet access to the kiosks would be preferable for dependable operation. Second, school staff cannot currently communicate with individuals inside our vestibules. Therefore, cameras and a two-way communication system were added. These additions will greatly benefit the school beyond the ability to more effectively use the new kiosk system. Unfortunately, there were delays in needed parts given the supply chain issues which ultimately delayed our use of the kiosks. We began using the system at Trumbull High School on January 4, 2022 so that we can work out any remaining glitches with the system and our process. Once those are resolved, we will be able to use the system at each of the remaining public schools in Trumbull.

W3 Implement the updated risk/threat assessment process

The update to the risk and threat assessment process and forms is fully complete via work with the Superintendent and a focus group that included psychologists, social workers, and school security. The Director of PPS met with stakeholder groups (psychologists, social workers, school counselors, and building administrators) that may be potentially involved with a risk or threat assessment. All meetings were held by the end of the 2020-21 school year. The updated forms and processes were communicated to district-wide administrators at the August summer retreat. Printable .pdf forms were generated in September 2021. Upon putting the forms to use, a couple of minor changes were made to ensure best practices. These forms and processes are currently in practice and are receiving positive feedback from the users. The forms are more user friendly, help guide the process, and there is a clearer understanding of processes in general.

W4 Provide Positivity Training through Trainer of Trainer Models

The district continues to take steps to improve the social-emotional development of all Trumbull Public School stakeholders by moving forward with Shawn Achor's positive

psychology training, Orange Frog, to improve academic and career success. The book study with district-wide administrators was finished by June 2021.

This year, a purposeful selection of building representatives attended the Train the Trainer “Happiness Advantage/Orange Frog” professional development for two days on September 22nd and 23rd, 2021. These trainers are bringing information and strategies to their respective buildings. The training was extraordinarily well received. Work continues with Orange Frog at faculty meetings, professional development days, and via SEL Leaders work in the buildings.

Concepts such as mindfulness, strengths-based modeling, gratitude, etc. are being facilitated and supported throughout the district. For example, central office is providing additional after school opportunities for ALL staff (teachers, custodians, cafeteria workers, paraeducators, administrators, etc.) through the Community Mindfulness Project to provide guidance and support with

- Gratitude - Training our mind to be aware of all of the blessings in our lives
- Empathetic Joy - Unlocking the limitless potential of feeling joy for others' joy
- Appreciation - Becoming aware of the vast network of kindness that we are a part of
- Unconditional Kindness - The science-based practice of wishing well for others as a means of feeling connected and resourced
- Integrating Mind and Body - By connecting with the felt sensations in the body we can have a more accurate understanding of how we are doing and a sense of awe
- Embodied Resilience - each of us has a core of resilience, reconnecting with the physical sense of strength and sturdiness can help us feel more empowered
- Compassion - when we wish for others' peace and ease in the face of adversity, we release a combination of neuro-chemicals that leave us feeling more resourced
- Using Sounds to feel at ease with change - Tuning in to sounds can help us get familiar and comfortable with our ability to abide through moment to moment change
- Connecting with Emotions - Opening to our emotions, even the uncomfortable ones, can help us understand how fleeting they are, that we're not stuck and that we have the capacity to hold them all.
- Mindful Eating - Slowing down and bringing a sense of curiosity to a daily activity can unlock joy and discovery, and release dopamine, which unlocks learning potential

By including all of TPS, it helps facilitate a network and sense of connectedness, well-being, etc., which are fully aligned to the anchors of positive psychology. All previous works on SEL (e.g. Zones of Regulation, Responsive Classroom, RULER, etc.) are being continued along with modeling for a focus on strengths and resiliency.

Key leaders are meeting once a month to ensure equity, alignment and a sharing of resources across the district. SEL continues to be interwoven with other committees and initiatives such as Social Climate, Equity, Vision of the Graduate, RULER, Responsive Classroom, Works of Gratitude, PBIS, etc. These practices are generating positive “ripple effects” throughout the district within the smaller school communities.

W5 Implement district-wide school climate survey (with age-appropriate adaptations)

After reviewing numerous models, the district Safe School Climate Committee elected to utilize the Connecticut Association of Schools (CAS) recommended safe school climate questionnaires for staff, parents, and students (3rd - 12th grade). The surveys were administered in the month of October. Based on the pre-survey results, there is a highly positive climate reported across all stakeholders assessed and all levels assessed as shown at the BOE meeting. The presentation can be viewed [here](#). The survey addressed the items of rules & norms, physical safety, socio-emotional security, school connectedness, and respect for diversity. However, the CAS recommended ethnicity questions at the elementary level created some confusion for our younger students. Thus, an adaptation of utilizing their login information cross referenced with Infinite Campus information will be used going forward to ensure we meet the criteria of surveying for perspectives on respect for diversity. The next steps of the Safe School Climate Committee will be to continue to foster a positive environment by linking the seven principles of Shawn Achor's positive psychology. The post climate survey will be administered in early May.

W6 Supply mandated safety trainings via online platform where possible with 100% completion

This year, the Human Resources Department coordinated with the Office of Teaching and Learning to integrate time for mandated compliance training into the August and November Professional Development Schedules. Employees could use this time to complete the training or complete it in their own homes as long as it was submitted within 30 days. The district's on-line delivery program is called Safe Schools.

This August, all staff participated in 4 courses:

1. Bloodborne Pathogen Exposure Prevention
2. Child Abuse and Neglect: Mandatory Reporting
3. FERPA: Confidentiality of Records
4. Medication Administration: Epinephrine Auto-Injectors

New staff had to additionally complete a two-hour Sexual Harassment Course.

This November, staff participated in 2 courses:

1. A Sexual Harassment Refresher
2. Suicide Awareness & Prevention

In addition to these training, our Pupil Services Department also offered a variety of training to those who are required to use physical and psychological management with Physical and Psychological Management Training (PMT).

Those staff who accessed the training completed 100% of the questions for each module.

W7 Plan and participate in district-wide training exercise (table top)

Given the changes of key leaders in the school district, it was decided that a 2 hour training session on the Incident Command System (ICS) provided by the town’s Emergency Management Director/Fire Marshal would be conducted as a first step. This training will ensure that all key members of the ICS will understand their role in any major incident. This training session will be held on January 25. Following this training session, we will conduct our district-wide training exercise. Planning is already underway for this table top exercise.

W8 Analyze percent of chronically absent students by school by month (include distribution of chronically absent students by race, gender, high needs students versus all students)

Each month attendance data is analyzed at the school level. On a monthly basis we are tracking Average Daily Attendance Percentages, Chronic Absenteeism, and Truancy data and discussing with the leadership teams on strategies to improve the numbers as well as strategies to re-engage students. In addition, district data is disaggregated to look at attendance patterns by race, gender, and high needs. Most school’s attendance data is tracking towards our year-end goal of less than 5% chronically absent as expected. Some slight variations can be noted when the district data is disaggregated by race and high needs. The work of the Leading & Learning PLC throughout the year will continue to be to identify strategies to improve attendance rates within all subgroups. Below are the district results from September-December.

Average Daily Attendance by School:

School	September ADA	October ADA	November ADA	December ADA
BH	96.65	96.58	96.25	95.79
DF	97.72	97.62	97.17	96.93
FT	96.76	96.88	96.51	95.87
JR	97.53	97.23	96.56	96.19
MB	96.86	96.38	96.09	95.69
TA	97.49	97.24	96.98	96.52
HC	95.99	96.95	96.03	95.56
MAD	96.49	96.12	96.12	95.25
THS	95.81	94.91	94.42	93.67
Total K-12	96.81	95.99	95.61	95.03

Chronically Absent by School:

School	September Chronically Absent ≥ 2	October Chronically Absent > 4	November Chronically Absent > 6	December Chronically Absent > 8
BH	15.53%	13.01%	8.16%	6.80%
DF	9.02%	5.95%	3.07%	2.30%
FT	14.42%	7.68%	5.06%	8.05%
JR	10.30%	5.49%	5.03%	4.35%
MB	14.60%	10.45%	8.88%	9.27%
TA	12.90%	12.90%	7.06%	4.14%
HC	15.46%	12.10%	8.20%	8.74%
MAD	12.99%	9.71%	5.67%	8.58%
THS	12.97%	11.73%	8.94%	10.31%
Total K-12	14.69%	10.86%	8.30%	8.91%

Truancy by School:

School	September Truancy Unexcused ≥ 4	October Truancy Unexcused ≥ 4	November Truancy Unexcused ≥ 4	December Truancy Unexcused ≥ 4
BH	0.00%	0.58%	0.97%	0.39%
DF	0.00%	0.00%	0.00%	0.00%
FT	0.56%	0.75%	1.69%	1.31%
JR	1.14%	1.83%	2.52%	1.37%
MB	0.20%	1.18%	2.37%	0.00%
TA	0.00%	0.24%	0.24%	0.24%
HC	3.09%	4.30%	6.32%	2.55%
MAD	1.01%	1.26%	2.40%	1.89%
THS	2.15%	3.67%	4.63%	5.27%
TECEC	1.27%	3.38%	5.49%	2.80%
Total K-12	1.29%	2.21%	3.17%	2.50%

W9 Review discipline data quarterly by school (# of suspensions; distribution of suspensions by race, gender, high needs versus all students)

On a quarterly basis discipline data is analyzed and compared to previous years at the district level and school level. At this time, our reportable behavior (ISS, OSS) incidents are tracking higher (approximately 10%) than our pre-Covid incident numbers.

2021-2022 Discipline Data as of 12/15/2021				
School	Number of Discipline Reports	# ISS	# OSS	# Expulsions
BH	0	0	0	0
DF	0	0	0	0
FT	2	0	2	0
JR	0	0	0	0
MB	0	0	0	0
TA	0	0	0	0
HC	17	15	2	0
MAD	12	10	2	0
THS	41	3	23	1
REACH	6	4	2	0
Alternate	0	0	0	0
Total K-12	78	32	31	1

OPTIMIZE TEACHING AND LEARNING

T **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.

T1 Implement a K-8 Universal Assessment Tool for Literacy and Math

Establishing the Need

Throughout the years, TPS has used several different assessments to determine proficiency levels in ELA and Mathematics. For example, the STAR assessment was used in grades 1 and 2, but not in other grades. i-Ready was used in the middle school levels, and most recently in grade 5 for placement in the middle school. The DRP, which only provides data in reading, was used in various grades, but mostly at the middle and high school.

TPS was in need of a measure that could be used not only as a “snapshot of progress,” but one that could look at growth over time. This data could not only be used to support intervention, but to monitor progress in school improvement plans and consider impact on student achievement more regularly than annual state measures.

Committee Developed

The Assistant Superintendent and Director of Digital Learning collaborated beginning in June to assemble a team that would select, review, and evaluate a new universal assessment tool for grades K-8. The committee was composed of:

- 4 elementary specialists (2 Literacy/2 Math)
- 4 Middle school team leaders (2 literacy/2 Math)
- Technology Integrator
- Special Education Reading Specialist
- Assistant Superintendent/Director of Digital Learning

Together, the members were supplied with links to survey the program, vendor demonstrations, as well as rubric to evaluate each of the features. All members were given the opportunity to provide feedback on the products, ask questions, and seek answers from representatives as needed. The team selected NWEA, STAR, and i-Ready for review. The following criteria considered:

Universal Assessment Selection Criteria	
User-Friendliness for primary grades	Provides growth measurements
Alignment of strands to standards	Time to administer test
Provides correlation to standard scores	Literacy: screens for indicators of dyslexia

Breadth of Components	Oral Reading Fluency/Phonics component
Ease of use for teachers to administer	Provides SBA prediction scores
User-Friendly reports for teachers	Meets District Technology Requirements
Ease of extracting data	Supplemental Support Resources
Usefulness of admin tools	Computer adaptive
Nationally-Normed Assessment	Provides embedded supports (EL/PPS)
Can be used for progress monitoring	Ability to pause/resume test
Can be used for placement	Supports Extended Time
Parent communication and Reports	Cost

i-Ready Selected

i-Ready was selected by the team as having the most positive benefits overall. i-Ready is not only computer adaptive as many like programs, but it also contains a number of questions for each strand, is user friendly, and provides a teacher toolkit with resources for students that are struggling. It has a strong prediction correlation with the Smart Balanced Assessment and parent communication components that help give parents access to student growth information. Teachers on our team were excited that it can be used to create instructional groupings and hone in on which skills students may need more support and those strands where they have experienced the most growth. i-Ready data can be used as another method to monitor our goals not only as schools and a district, but also for grant reporting purposes as well.

i-Ready is also in the process of finalizing a new oral reading fluency component to screen for potential dyslexia in students. As this is a new state requirement for districts, the team was pleased that it will be incorporated.

i-Ready Training and Planning

To support the use of i-Ready, all educators were provided an initial training this August. School based and districtwide teams reviewed data collaboratively from our fall benchmark and a calendar of administration times (Fall, Winter, and Spring) was built into the school year. Additional administrative training was provided for literacy consultants, math specialists, program leaders and principals.

T2 Conduct Assessment Calendar Review and Revision

As a new universal assessment, iReady, was added to our district assessments, we wanted to be sure to consider which assessments were no longer needed. In reviewing the calendar, it was found that at some grade levels, additional tests are given when perhaps an assessment already incorporated into the class could be used. With these factors in mind, teams met to decide next steps.

On the elementary level, Program Leaders and specialists met to review the Trimester 1 and 2 assessments and streamlined for any tests that were not providing information that leads to higher team understanding of student performance and/or is no longer necessary. For example, the STAR and DRP tests are no longer necessary with the use of i-Ready. Unit assessments for Mathematics were also selected for team review and entry into Infinite Campus. Each trimester a list of the current assessments and expectations are communicated with the teachers to be sure that pacing and instruction are maintained at an appropriate level of rigor for our teams. Click [here](#) for a sample of Trimester 1 assessments.

At the secondary levels, Academic Team Leaders, and Department Heads involved in placement have had initial meetings with the Assistant Superintendent and building principals to discuss which measures best reflect student performance for placement, particularly in classes that are leveled. For example, criteria for placement in 9th Grade Honors Level English, Honors Level Algebra, or Honors Level Integrated Physical Science need to be clearly outlined to consider which measures can be used in placement and which are no longer needed. These conversations are expected to be completed by the end of January.

T3 Review and update our MTSS system

The Assistant Superintendent and Director of PPS are collaborating to identify the systems and paperwork in place district-wide and those in need of revision. The District has chosen to utilize the MTSS system to be inclusive of tiered behavioral supports, in addition to the academic supports.

Distributing New Personnel & Defining Communication

This fall, all building principals reviewed their Early Intervention Team (EIT) processes with staff members to assign roles for this year's staff members regarding intervention assignments. Additionally, during the first six weeks of school, all home-to-school communication letters were revised to be consistent districtwide.

Literacy consultants and math specialists met to discuss the forms that would be used to capture the focus of their interventions and coaching. Particularly, at the elementary level, a form was created this November to monitor focus and frequency of services.

Inventoring Tools & Guidelines

Effective academic and behavioral interventions are underway; however, the tools used within buildings may differ as populations also vary. The District will be holding a February retreat to analyze data, create an e-warehouse of tools being used by level across the district, and further define our MTSS documentation. This documentation will be created through partnering with program leaders and building administrators in order to more consistently maintain monitoring of progress by tiered level. Behaviorally, a Google Doc was shared with the mental health team (school psychologists, school social workers, and school counselor) to identify current Tier 1, 2, and 3 supports. This information will be reviewed at a collaborative meeting in late winter to identify additional needs for tiered supports. By June, a new MTSS form will be available for students within Infinite Campus (IC), so that when students proceed to a new teacher or school, the information will be available.

Professional Learning for Support Specialists

Multiple Communities of Practice and Cadre days have occurred to provide in-service for our educators.

- iReady- Training regarding the new universal screener (iReady) on the new use of the data obtained from IREADY in August for all teachers, in October for all administrators and specialists. Additionally, data is reviewed within our Leadership & Learning PLC on a monthly basis. These data are utilized to determine which students may be in need of Tier 2 and Tier 3 support.
- Collaboration Meetings & Program Specific Professional Learning- All specialists were provided time to collaborate with program leaders around best practices. Additionally, select literacy consultants attended a workshop by Jen Saravallo to share back with the group and/or training with Orton Gillingham regarding literacy strategies. Math specialists were provided coaching training this November and December. Across schools, these types of collaborations and exposure to expertise have been helpful in strengthening our models of intervention.
- Behaviorally, the PPS started the year with a presentation by Dr. Rickler who highlighted ways to help students with school avoidance. **This presentation in combination with regular meetings to discuss strategies across the tiered levels have been taking place.** On an ongoing basis throughout the school year, consultations on best strategies to support mainstream teachers with students across the spectrum.

T4 Create goals to ensure equitable practices through district and school based teams

At the November 22 and December 20 District Equity Leadership Team (DELT) meetings our committee broke into four subcommittees to explore resources and identify possible short-term goals to accomplish in the following areas: leadership; teaching and learning, student agency; and family and community engagement. The DELT plans to have actionable short-term goals in place no later than our February meeting. Additionally, the DELT has developed a draft Equity Statement for the Trumbull Public Schools and plans to complete the draft at the January 20, 2022 meeting. The draft will then be shared with the full Board of Education for review and possible action. Finally, the SHADES clubs at the high school and both middle schools continued to meet and the Trumbull High School Equity Leadership Team (SELT) has formed and plans to meet beginning in the early part of 2022.

- The HR Department has coordinated high quality Title IX training which was provided for district administrators on January 12, 2022. This provided the training needed to prepare our administrators with the necessary tools to address complaints that fall under Title IX and other issues of equity.
- HR will provide training on standardized protocols for hiring. Training will be held in February, in preparation for the spring hiring season, for all hiring managers, and will focus on interviewing; candidate selection; and hiring.

T5 Develop a comprehensive PK-12 Vision of the Graduate

This fall, Dr. Iwanicki reached out to three professional learning developers regarding steps to create a comprehensive Vision of the Graduate. Invision Learning, Tepper & Flynn, and Ed Advance each submitted proposals which were reviewed by Dr. Semmel and discussed as a team. Given the reputation of Ed Advance for this type of work in combination with the affordable price structure, Ed Advance led by facilitator Jonathan Costa was selected.

In November, the THS administrative team incorporated discussion of Mastery Based Learning and Vision of the Graduate into their professional development day. Volunteers from the school were selected to participate in the districtwide committee which will lay the foundation for this work.

Click [here](#) to view the Project Timeline provided by Dr. Iwanicki which outlines TPS's future work in this area.

T6 Professional guidance regarding analysis of student performance and planning of instruction will be provided by school leaders, specialists, and coaches and implemented by instructional staff

All teachers K-8 participated in two sessions of i-Ready training: Getting Good Data with i-Ready and Using Data to Plan instruction. In addition, all literacy consultants, math specialists, and middle school team leaders, and building administrators participated in a 3-hour session with the i-Ready trainer on Data-Driven Leadership Best Practices. These individuals continue to provide ongoing coaching and support in their buildings to assist grade level teams in understanding the data and utilizing the tools to support instruction.

On a monthly basis the Leading & Learning PLC meets and data is provided and reviewed with the team to build their capacity in the analysis of data so they are able to effectively work with their school based teams.

T7 Create Professional Learning Community to monitor and analyze district wide results

This year, a district-wide Professional Learning Community (PLC) called *Leading and Learning* was established with the intention of considering our impact as leaders on student learning. The committee is composed of approximately 30 members - building principals, select department heads, middle school academic team leaders, a tech integrator, elementary program leaders, and central office core academic leadership (superintendents and directors).

To frame our work together, the book *10 Mindframes for Leaders* (2021, Hattie & Smith) was selected as the core text. Each mindframe is based on Hattie's renown Visible Learning meta-analysis of more than 90,000 studies and 300 million students. Led by our Assistant Superintendent and Director of Digital Learning, each monthly meeting, teams work to consider the nature of each mindset, the current data at our schools, and how we are using best practices to impact our teachers and students in relation to our

school improvement plans. The materials used are all stored and housed in a Google Classroom to model the effective use of technology as a tool to build understanding.

An example of one of our meetings was this past October. Our focus mindset was collaboration with a focus on collective efficacy, mastery learning, and appropriately challenging goals. The team met and examined some of the research and best practice as well as the current data on a district level. Additionally, they reviewed and gave input on the process for Instructional Rounds in schools which took place in November at Tashua Elementary School. Click [here](#) to view a sample of the practices and activities participants engaged in at October's meeting.

Later during the meeting, the team was provided time to consider our initial district iReady Data which had been disaggregated. The process was modeled so that individual teams could then consider data on a school-based level in relation to their school improvement goals and plan next steps.

Finally, all meetings end with a "Nuts and Bolts" section in which members, especially building administrators, can check in with administration about any pressing issues that are impacting teaching and learning.

BUDGETING TO SUPPORT CONTINUOUS IMPROVEMENT

B **Strategic Statement: Trumbull Public Schools will support continuous improvement through the provision of financial stability and fiscal responsibility.**

B1 **Expand NovaTime Usage to include custodians, paras, secretaries, food service, security guards, CILU support staff**

All custodians, security guards, secretaries, PPS clerks and CILU support staff have been using NovaTime for a few months; input from NovaTime is directly used in the payroll system. During January 2022 the part-time paraprofessionals and cafeteria aides will be brought onto the NovaTime system. In April 2022 full time paraprofessionals and food service personnel will be the final group to use the NovaTime system for time keeping purposes. Using the system for exempt vacation requests, sick days, personal days, etc. will be reviewed.

B2 **Implement Position Control**

HR and the Business Office had a joint training with MUNIS on Monday, December 20, to begin the position control process. A follow-up session is being scheduled by HR to complete the process. In March, the District is tentatively scheduled to move to the next version of MUNIS. HR has begun the process of "building" the very detailed foundation for the implementation of position control.

There are multiple steps that must be completed; for example, it is necessary to “touch” the electronic record of every employee to ensure accuracy of information, such as title, FTE, account code, etc.

B3 Review all components of the Operational Review to ensure fidelity to process and complete all final components

As of December, of the 66 recommendations, 58 had been completed, 6 were in progress, and 2 had yet to be started. Three of the “in progress” items (#15, #61, and #62) have something to do with Position Control. HR and the Business Office are working with MUNIS (mentioned above) to implement the Position Control system.

B4 Track ARP / ESSER funds

The Business Office is working closely with the Assistant Superintendent to develop the budgets required for the ARP / ESSER funds. Once developed, the Business Officer will track the expenditures and meet the fourth Wednesday of every month to review at its monthly Grants Review meeting.

B5 Modify Budget Process

A tabbed Google worksheet was created for the 2022-23 budget process. Each tab is a separate school / department which allows everyone concerned to view the entire budget. Also, at the recommendation of the First Selectwoman and the Chairwoman of the Board of Finance, two budget documents are being created. The usual “By Object” presentation as well as a budget by school and department. This will enable all concerned to view a school and/or department’s total cost and compare year-to-year. The Business Office has added informational sheets defining educational acronyms, explaining object codes, and illustrating how excess cost reimbursement (ECR) works. This year we moved the BOE budget presentations from December to January while keeping the approval date by the first meeting in February. This modification to the budget process provided more time for the administration to analyze budget requests from program leaders and make final decisions consistent with the needs of our students.

B6 Update website page for the Business Department

This was completed on 11/05/2021. It was delayed due to an OCR review. All Business Office functions were consolidated on the Board of Education website as “Business Office” under “Departments.” After the lead page which lists all Business Office personnel and their contact information, it is then split out into tabs for Accounts Payable, Business Office Forms, Financial Information, Payroll and Insurance, and Purchasing. Previously, the Business Office information was spread among several pages on the website making it difficult for the user to find the information needed. The consolidation will allow “one stop shopping” for all user needs.

OPERATIONAL EXCELLENCE & CONTINUOUS IMPROVEMENT

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

E1 **Review all practices and procedures to develop a vision and strategic plan for HR (compliance, talent acquisition and retention, legal and contractual obligations)**

The vision for the HR department is two-fold - to ensure that the district is in compliance with all legal rules and regulations. We have started to review specific transactional processes to ensure compliance with legal regulations, i.e. public policy 16-67; and record retention and storage; and have already made changes. Also, the vision includes the development and implementation of strategies that will support and enhance the environment for stakeholders.

The HR Director will employ a strategy going forward for negotiations of successor collective bargaining agreements. This includes: input from all stakeholders regarding contract language; a more streamlined process for negotiations to ensure accuracy; and timeliness.

We have started the implementation of a recruiting and hiring solution to allow for an electronic employee records management system. This will streamline the hiring process.

Work has begun on the design and implementation of a well-rounded and holistic approach to recruitment which includes partnering with an alternative route to certification program; increasing the number of student interns at the middle schools, and conducting exit interviews. We will be attending available recruitment fairs in an effort to identify and hire the most qualified teachers; advertise in various areas that may attract a more diverse pool of candidates; promote why TPS is an employer of choice; and network with colleges & universities.

E2 **Provide opportunities for two-way communication through weekly (Building Principals/monthly Superintendent) updates, town hall meetings, surveys, and focus groups**

We have continued weekly communications from building principals to all parents during the 2021-2022 school year. These weekly communications allow parents to have access to up-to-date information that is occurring locally at each school. Additionally, the Superintendent has shared his monthly update with all staff and caregivers throughout the school year. Each of these communications from the building principals and the Superintendent allow for two-way communication. Town Hall meetings for all staff continue to provide an opportunity for the Superintendent to update all interested

staff and to respond to grade-level questions. These meetings have occurred in September and November. Climate surveys (See W5 above) were implemented for students, staff, and parents at each level in October that provided additional feedback on each school and the district. As we move into the calendar year 2022, we will receive additional feedback from multiple constituents when we conduct the post climate survey and gather information through a ThoughtExchange for our Vision of the Graduate (See T5 above) work. The 2021-2022 school year has proven to be a very challenging school year given the additional effort required to mitigate the impact of COVID on students and staff. The district has worked tirelessly to create a communication process that notifies individual families of possible COVID exposure and the need to quarantine, or more recently, participate in the Screen and Stay option. We have also implemented a parental suggestion to track the number of weekly cases that occur at each school on our [website](#).

E3 Data system will allow parent access to identified summative assessment data

In the fall, the district assessment calendar was modified and streamlined. Some key assessments were identified in elementary literacy, math, and science and teachers have been inputting the data for Trimester 1 into Infinite Campus. We are currently working on integrating those key assessments into the Infinite Campus Parent Portal and expect to launch the Assessment module in early 2022.

E4 Create District Wide Professional Learning Community

Leading & Learning- A District PLC for Instructional Leadership was created this fall. As mentioned above, this group consists of building administrators, but also several district teacher leaders. Our goal is to develop collective efficacy in school leadership that allows us to gather the *right information* for analysis towards school and district improvement. It is our aim to develop strategies that motivate, inspire, and above all– help us to achieve high results with our students.

Below are the dates established for our Leading & Learning meetings:

Leading & Learning- District PLC for Instructional Leadership		
<u>All Administrators and Representative District Leaders</u> (each meeting from 8:00-11:30- Long Hill Conference Room)		
Mon., Sept. 20 Tues., Oct. 19	Mon., Dec. 20 Tues., Jan. 18	Mon., March 14 Mon., April 11
Instructional Rounds at Schools <u>With Leading & Learning District PLC 8:00-4:00pm</u>		
Mon., Nov. 15	Mon., Feb. 14	Mon., May 16

E5 Develop prioritized 5 year capital plan

To develop this BOE 5-year Capital Improvement Plan this year, numerous site visits were completed to better understand pressing needs. When opportunities allowed, staff and administration from the individual buildings were consulted for input as to building priorities. This year, due to the pandemic, specific guidance was received concerning recommended practices for reopening schools. Along with clinical and social recommendations, increased ventilation was a prevalent suggestion. The Centers for Disease Control and the State of Connecticut, Department of Public Health recommended flushing of the air within entire buildings prior to and after students attended. For the few buildings with central air systems, this was a less daunting task. But for the older elementary and middle schools, this proved to be a difficult, if not impossible task due to individually controlled unit ventilators and undersized exhaust fans. It could only be done through opening of windows throughout the building. This would be a large demand on staffing and would only be viable when outdoor temperatures were reasonable to allow outside air directly into the classrooms without tempering. This led to recommending that a study be undertaken by a qualified mechanical engineering consultant. This year's plan requests that \$400,000 be authorized for an assessment, evaluation and schematic design of systems that would increase classroom ventilation with the ability to control the temperature of fresh air being added to replace exhausted room air.

Another issue brought to light during the development of the plan was overcrowding at Booth Hill Elementary. A larger than expected cohort of kindergartners has been accommodated through converting music and art rooms to classrooms. Installing portable classrooms may be a temporary fix, however, a more comprehensive approach should be considered. A District Wide Master Plan is being requested to aid in developing a facility strategy for the future. Space assessment, enrollment projections, ideal class sizes, building renovations or additions are all possibilities that master planning could recognize as solutions through a systemized approach. This year's plan requests that \$250,000 be authorized for this study.