



Committed to Excellence

2021 - 2022 District Goals

End of Year Update – June 10, 2022

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 (MS)

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.

In addition to steps taken in the first semester to establish a positive school climate, all TPS schools continued to integrate programs, activities, and supports that would bolster welcoming and safe schools.

At the elementary level, schools continued to use positive behavioral supports (PBIS) as well as other daily classroom strategies to help students develop social emotional skills and make good choices in their behavior. Additionally, as needed, buildings used specific lessons from the Zones of Regulation within morning messages, in order to help students emotionally regulate. Finally, schools continued to monitor children that may need a tiered intervention, such as a lunch bunch or time with the school social worker, in order to learn lessons that would help them to be successful in school.

At the secondary level, our middle and high schools integrated lessons into Advisory Time in order to support student belonging and safety. Schoolwide events such as Mental Health Wellness Week at the middle schools or Inclusivity Week at THS were just a few of the other supports aimed at building student skills and sense of belonging.

At this time, the survey data from the May administration is not ready for review. However, we will amend this End of Year document and include the results of the May climate survey.

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.

As of March 1, 2022, all schools have operational kiosks. These kiosks provide an additional layer of security for all schools.

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.

No additional update needed as the goal was completed by mid-year update.

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 as can be seen in this after action report [here](#). Work continues with Orange Frog at faculty meetings, professional development days, and via SEL Leaders work in the buildings. You can find [here](#) a link to the work that is being done in each of the buildings across the district.

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.

During the second half of the year, schools continued to find ways to integrate elements of Positive Psychology into the work of adults and students. Whether starting each faculty meeting with a “Fun 15” exercise to encourage positivity and focus or working with students around “The Zorro Circle” (focusing on something small within their control) to build their own growth mindset as students set goals, each school found ways to bring these concepts into their work.

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.

The climate surveys were closed on June 10 and therefore more time is needed to analyze the data. When the analysis is complete, we will update this document.

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.

On April 26, 2022, a dynamic training session was implemented led by Meghan Murphy, the Town's Emergency Management Specialist. The training included critical members of the Trumbull Public Schools staff including the Superintendent of Schools, critical members of the Trumbull Police Department including the Chief of Police, critical members of the Trumbull Fire Department including the Fire Chief, critical members of EMS including the Chief of EMS and critical members of Trumbull Town Management including the First Selectman. The training provided a tremendous opportunity for everyone involved to coordinate a simulated response to a simulated emergency.

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.

Five of the six elementary schools are below or near the year-end goal of less than 5% chronically absent. Middlebrook, both middle schools, and Trumbull High School have between a 9% and 13% chronically absence rate and have not met the year end goal. Throughout the state, chronically absent rates are up at almost every district as compared to pre-Covid numbers. We will continue to focus on attendance in the 2022-2023 District Improvement Plan targeting improving engagement and attendance at the secondary level. We will also continue to look at our attendance data disaggregated by race and high needs. The work of the Leading & Learning PLC will continue to identify strategies to improve attendance rates within all subgroups. It appears that our biggest variations are not by race but by high needs subgroups (EL, Special Education, and Free/Reduced Lunch). Below are the district results for the 2021-2022 school year.

Attendance Summary 2021-2022

School	2021-2022 Average Daily Attendance Rate	2021-2022 Chronically Absent >=18	2021-2022 Truant >=10 Unexcused Absences
BH	95.42%	6.41%	0.78%
DF	96.78%	1.34%	0.00%
FT	95.36%	6.74%	2.43%
JR	95.53%	5.26%	2.52%
MB	95.45%	10.85%	5.52%
TA	96.09%	3.41%	0.97%
HC	95.07%	9.81%	5.51%
MAD	94.88%	9.21%	6.05%
THS	93.32%	12.69%	7.10%
K-12 Totals	94.59%	8.73%	4.58%

Chronically Absent by Race

Federal Race Designation	2021-2022 Chronically Absent
Hispanic	14%
<i>American Indian*</i>	N/A
Asian	10%
African American	13%

<i>Native Hawaiian/Pacific Islander*</i>	N/A
White	9%
Multi-Race	12%
*11 or less students in group size group size to small to report	

Chronically Absent by Subgroup

High Needs Subgroups	2021-2022 Chronically Absent
Special Ed - Yes	19%
Special Ed - No	7%
ELL - Yes	14%
ELL - No	8%
FRL - Yes	15%
FRL - No	8%
High Needs - Yes	14%
High Needs - No	6%

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 the mid-year, our reportable behavior (In-School Suspensions, Out-of-School Suspensions) incidents were tracking higher (approximately 10%) than our pre-Covid incident numbers.

The number of state reportable incidents is 211 for the 2021-2022 school year, which is comparable to our last pre-Covid school year of 2018-2019 when 229 incidents were reported. Our disciplinary data continues to be quite good consistently tracking much better than the state average.

*Please note the total number of discipline reports may not match the total number of ISS, OSS and expulsions as some offenses receive different, less severe sanctions such as Saturday detention, parent conference etc...

2021-2022 Discipline Data				
School	Number of Discipline Reports	# ISS	# OSS	# Expulsions
BH	0	0	0	0
DF	0	0	0	0
FT	3	0	3	0
JR	0	0	0	0
MB	1	0	1	0
TA	0	0	0	0
HC	55	46	9	0
MAD	19	15	4	0
THS	118	46	43	1
REACH	14	8	4	2
Alternate	1	1	0	0
Total K-12	211	116	64	1

2018-2019 Discipline Data				
School	Number of Discipline Reports	# ISS	# OSS	# Expulsions
BH	5	1	4	0
DF	0	0	0	0
FT	0	0	0	0
JR	0	0	0	0
MB	0	0	0	0
TA	0	0	0	0
HC	29	25	4	0
MAD	25	22	3	1
THS	122	66	36	0
REACH	22	4	18	0
Alternate	26	18	5	0
Total K-12	229	136	70	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 K-8 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.

Providing Targeted Professional Development

In the fall, teachers were provided with professional development that gave an overview of the new i-Ready instrument– administering the assessment and the tools associated with it. As the year progressed, more specific guidance was provided through professional learning sessions. During the second half of the year, educators furthered their skills in viewing and using the i-Ready data as well as the i-Ready tools. After participating in our district Leading and Learning sessions, participants were able to dive into their building-based outcomes, bring them back to their teams, and decide which areas might need bolstering or reinforcement either as a grade or within tiered intervention. Finally, teachers were given coaching on how to read parent reports as needed. This work will need to continue next year.

Further Integrating i-Ready Data into Our Practice

At the beginning of the school year, many schools planned to use the i-Ready outcomes as Indicators of Academic Growth and Development (IAGD) in relation to their own school goals. It was therefore very important to model the use of i-Ready data at our Leadership and Learning PLCs. During each session, i-Ready data were presented in conjunction with other data as a one point of reflection. The data were displayed as a district, by school, and disaggregated by subgroups so that school based leaders (both teachers and principals) could make decisions to address needs.

Creating Access for Parents to the Data

As educators and teams became familiar with the data, reports and outcomes were sometimes shared during parents meetings, conferences, as well as Planning and Placement Team (PPT) meetings when appropriate. Parents requested access to

scores as they became curious about this new nationally normed measure, especially on the elementary level. As many of the requests were received simultaneously to the end of a trimester, our Data Specialist along with our Director of Digital Learning were able to program Infinite Campus in order to upload each student's e-backpack with parent friendly reports for both i-Ready ELA and Mathematics scores.

[Please click here to see a sample family report.](#)

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 also 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.

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.

During the second half of the year at the elementary level, program leaders continued to streamline assessments during quarter 3 and to examine ways in which we could make the assessments meaningful. We also received information at this year's Connecticut State Department of Education (CSDE) annual Performance Matters Conference, that several districts in Fairfield County have had success in lowering student anxiety around state-mandated testing and increased academic learning of the Common Core State Standards through the strategic use of Interim Assessment Blocks (IABs). Teachers from Fairfield and Monroe Public Schools shared strategies they integrated last year and noted that due to careful use of IABs, teachers were able to target the instruction in their units and students felt less stressed by SBAC testing, made less errors due to technology, and felt more confident. With that in mind, our program leaders, literacy consultants, and math specialists at the elementary school level chose IABs and sample questions that aligned with the units that students were learning as an additional tool to find out what students knew and what they were able to do.

At the secondary level, teams met to finalize placement criteria, our assessment calendar for placement assignments/tests, and plan a time in which assessments could be scored together as was possible. This collaboration helped to build more reliability in scoring where possible and promote reflection about changes in future years. To supplement this work, secondary levels were also given vertical reflection and planning time during our March 21st professional development day.

T3 Review and update our Multi-Tiered Systems of Support (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.

Inventorying 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 winter retreat day 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 i-Ready was held 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 as well as to be sure stretch goals are in place for those exceeding standards.
- Collaboration Meetings & Program Specific Professional Learning- All specialists were provided time to collaborate with program leaders around best practices. Additionally, select literacy consultants and select special education teachers, attended a workshop by Jen Saravallo to share back with the group and/or training with Orton Gillingham regarding literacy strategies used for students with specific reading needs. Math specialists were provided coaching and math workshop 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 provided information complimented our regular meetings in which we discuss strategies across the tiered levels of special education. On an ongoing basis throughout the school year, consultations on best strategies to support mainstream teachers with students across the spectrum are a part of our work.

Intervention Delivery, Professional Collaboration, and Instructional Coaching

Throughout the year, intervention was closely monitored on the elementary level. Literacy consultants, math specialists, and academic team leaders found that meeting the diverse needs of students during the pandemic had shifted due to gaps in learning. We knew that some students were very behind, while others continued to excel despite the unique challenges we all faced. Teams met at least monthly, to look for ways to provide coaching and support for teachers that would assist them in lesson planning and delivery based on need. For example, at the elementary level, several literacy consultants provided coaching regarding the use of decodable books and text passages for struggling readers. As an important part of structured literacy, decodable books and text contain words made of letter-sounds, and spelling and morphological patterns (e.g. prefixes & suffixes) that students have been explicitly taught. In order to make the text more readable, a small number of high-frequency words are often included. Understanding how and when to incorporate books like these to support further development was helpful for specific teachers and teams.

Creation of Forms

The major focus for the second half of the year was MTSS Retreat Day in which we hoped to collaborate and develop new processes, procedures, and forms for tiered intervention. This work was stalled with the news that the state department plans new procedures which could affect our forms, tiered intervention and special education identification.

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.

District Equity Leadership Team (DELT)

- *District Equity Position Statement*
Members of the DELT from each grade level band met with Dr. Iwanicki drafted an Equity Position Statement which was brought back to the larger committee for input and review. After several reviews as a DELT, the document was finalized and shared with the Board of Education members.
- *Ongoing DELT Goals*
The DELT continued to meet throughout the year and developed goals and outcomes around four (4) components: Leadership, Teaching & Learning, Family & Community Engagement, and Student Agency.

Trumbull High School Equity Leadership Team (SELT)

- *Engaging in Dialogue* - The THS SELT learned a safe protocol to engage in conversations about equity, to become familiar with the construct of race, and engage in reflective discourse regarding the impact of equity on teaching, learning, and the school environment.
- *Considering Next Steps* - They also began to reflect on the student focus group outcomes from May 2021 to consider ways in which the data should be addressed by the THS team.

Further Ensuring Systemic Equitable Practices

Title IX Compliance- Sexual Harassment Prevention

- 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.
- Due to the enormous complexity of Title IX regulations, additional Title IX training will be provided to district administrators during the August leadership meeting.

- HR also partnered with Dr. Iwanicki to review our Board policies regarding Title IX. In the process, we were able to work with counsel to develop a new “combined policy” that will be uniform for faculty, staff, and students in regulations and forms. It is our hope that this consistency will make procedures and practices more accessible in preventing and addressing any issues of sexual harassment.

Staff Training

- In preparation for the spring hiring season (and beyond), HR provided to all administrators and hiring managers training on *implicit bias in hiring*. This online training was delivered by Shipman & Goodwin.

March 21st PD Day

- All certified teachers participated in a 90-minute workshop called *A Beginning Conversation about Equity at TPS*- The four goals of this initial session, which was developed by members of the DELT with Dr. Iwanicki were: to raise awareness of how educators’ current thinking impacts their work with students; to think about that impact; to consider how to navigate difficult conversations which arise; and to share next steps as a school on developing a School Based Equity Leadership Teams (SELT) sometime in the future. After it was developed, each administrator attended a training session and selected members of their own staff in order to deliver the module. The staff feedback (139 responses) from our May 21st professional learning specifically mentioned learning about equity or bias as a positive part of their day. “The conversations were eye opening and helped us to gain information about equity in the classroom,” stated one teacher. “The pd based on equity was very interactive and engaging - thought provoking to hear the variety of outlooks and perspectives,” said another. “Equity PD was extremely helpful & we all really learned a lot!”

T5 Develop a comprehensive PK-12 Vision of the Graduate

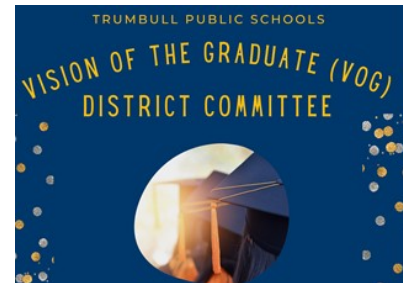
This fall, Dr. Iwanicki reached out to three professional learning developers regarding steps to create a comprehensive Vision of the Graduate. Invision Learning, Tepper & Flynn, and Ed Advance each submitted proposals which were reviewed by Dr. Semmel and discussed as a team. Given the reputation of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

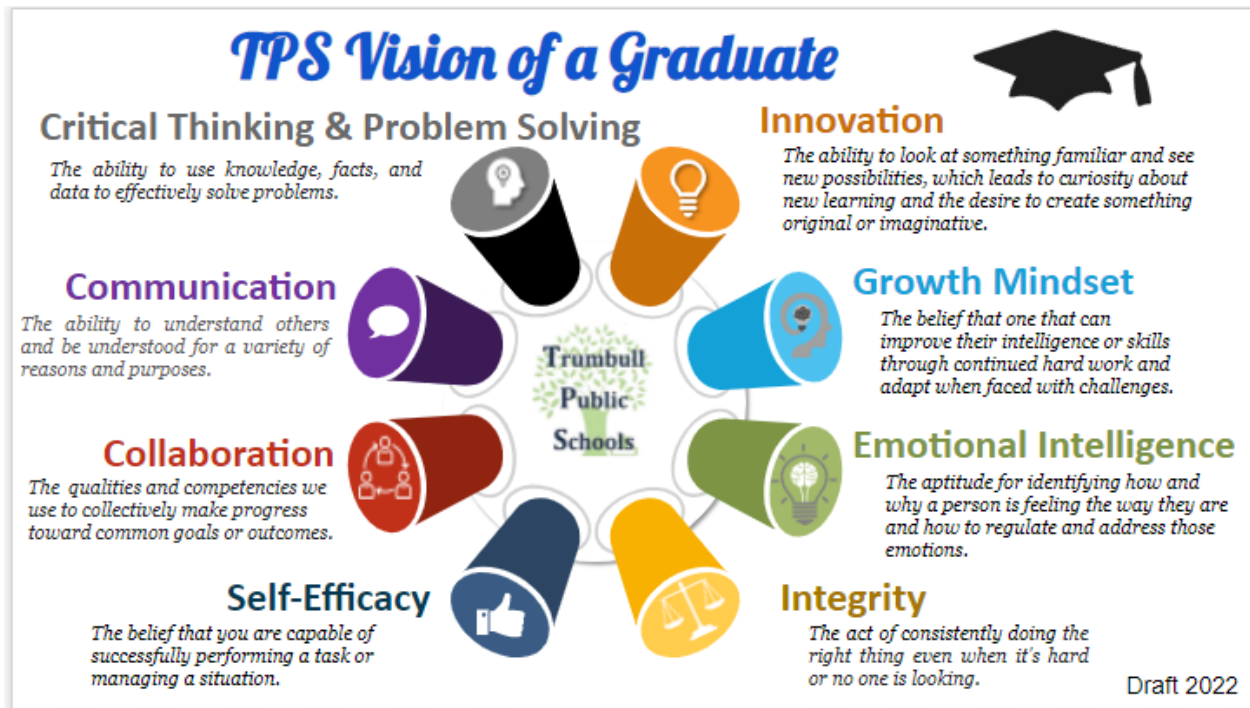
In November, the THS administrative team incorporated discussion of Mastery Based Learning and Vision of the Graduate into their professional development day. Volunteers from the school were selected to participate in the districtwide committee which will lay the foundation for this work.

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

As projected, Trumbull Public Schools was pleased to create a Vision of the Graduate Committee. This wide range of stakeholders met over several weeks to draft the TPS Vision of the Graduate. This work included identifying the skills, dispositions, their definitions and associated rubrics for assessment K-12. Click [here](#) to view the working draft documenting this process and the outcomes so far.

1. Marc Guarino & Todd Manuel- THS Admin
2. Cathy Hilser- THS Guidance
3. Katie Laird- THS Mathematics
4. Christina Rusate- THS Business, Family & Consumer Sciences, & Technology Education
5. Andrea Kremzar- THS History
6. Jami Brown- THS Academic Intervention
7. Jessica Spillane- THS English Dept
8. Jen Wolyniec- THS Special Education
9. Bryan Rickert- Middle School Admin
10. Emma Balter- Middle School ELA
11. Leigh Gabriel- Middle School ELA
12. Nicole Sherrick- Middle School Math
13. Dawn Formanek- Middle School Math
14. Michaela Durand- Middle School Technology Rep
15. Greg Petit- Middle School Teacher Rep
16. Jen Neumeyer- Elementary Admin
17. Liz Doherty- Elementary Science Rep
18. Jenell Cunningham- Elementary Technology Rep
19. Terry Buckingham- Elementary ELA Rep
20. Mary Santilli- Elementary Mathematics Rep
21. Mike McGrath- District Unified Arts Rep
22. Erin Rooney, Parent Representative
23. Emilio Annunziato, Parent Representative
24. Sue Iwanicki, Committee Chair
25. Marty Semmel, Superintendent





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.

As mentioned above, in reference to the Multi Tiered Systems of Support (MTSS,) teachers were provided support in analyzing i-Ready data (as the new universal measure,) in conjunction with other data within the EIT process within schools. Additionally, we continued to use the monthly Leading & Learning PLC Meetings as well as Instructional Coaching to guide educators in this work.

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 leading 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.

Later during the meeting, the team was provided time to consider our initial *district* 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. These data served to ignite reflection, conversation, and further steps in the work we do towards the accomplishment of school and district goals.

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.

The Leadership & Learning PLC continued to meet, consider best practices in education, share practices in their own schools, and consider the collective impact we are having on student learning. Our book study of *10 Mindframes for Leaders: The Visible Learning Approach to School* allowed us to explore:

- The most current, up-to-date findings from the Visible Learning research, including the factors from Visible Learning that support each mindframe

- Practical ideas for leaders to implement high-impact strategies in classrooms and schools
- Vignettes, questions, insights, and exercises to help educators clarify and refine their own mindframes

At least 50% of all meetings were dedicated to data analysis and school “mini-goal” setting, analysis, and reflection for the purposes of improving student learning. We did this work while also engaging in two more Instructional Rounds days to observe teaching and learning at Hillcrest Middle School in February and Jane Ryan Elementary School in May.

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 Spring 2022 the part-time paraprofessionals and cafeteria aides were registered in the NovaTime system. In September 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 addressed after all non-certified personnel are registered in NovaTime.

B2 **Implement Position Control**

HR and the Business Office had a joint training with MUNIS on Monday, December 20th, 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.

This work continues. Along with this process of preparing for the implementation of position control, HR is meeting individually with each building principal to ensure that HR and the Principals are aligned with employee rosters for faculty as well as non-certified staff.

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.

Item # 10 - Review of Payroll is a weekly task and as such, it will never be completed, but will be ongoing. The Human Resources Director continues to work on Position Control by meeting with each principal to verify the positions assigned to their buildings (Items #15, #61, and #62). Item #16 - MUNIS Employee Self-Service (ESS) will be implemented when NovaTime installation and the MUNIS upgrade is completed. Not started: Item #9 - Payroll and Item #14 - Human Resources involve rights for changing pay rates, and will be addressed as the District changes fiscal years.

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 Office will track the expenditures and meet the fourth Wednesday of every month to review at its monthly Grants Review meeting.

The grants review meetings continue to take place and have been helpful with inter-department communications and grant tracking. The required ARP/ESSER reporting website opened on Monday, May 23rd and will close on Sunday, June 19th. Inputs are required from the Business Office, Assistant Superintendent, and Human Resources Director.

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, in addition to the usual “By Object” budget document a “By School and Department” budget document was created. This new budget document enables 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 the Board of Education budget presentations were moved 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 Office of Civil Rights (OCR) review. All Business Office functions were consolidated on the Board of Education website as "Business Office" under the "Departments" tab. The lead page lists all Business Office personnel and their contact information. There are then 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.

The site will be reviewed and updated as necessary, but at least quarterly.

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. Building administrators and hiring managers are now using an electronic recommendation to hire format and reference forms, which are submitted via Frontline.

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.

HR has entered into a partnership with the Relay Graduate School of Education. This is a teaching residency program designed to prepare aspiring educators, while still allowing participants the opportunity to continue working full time or part time. We added funding to our budget for 2022-2023 so that we can have three interns at the middle schools, instead of two, as in previous years. We attended the UCONN Neag School of Education teacher career fair in April. From that, we have already hired one candidate who will be teaching special education at Madison Middle School.

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](#).

In the second half of the year, the Superintendent and Director of Human Resources, Regina Williams, continued to provide all stakeholders with regular updates regarding the protocols and procedures related to public health and safety associated with the on-going pandemic. From provision of home-test kits to changes to changes in contact tracing, to dropped mask mandates– TPS maintained clear communication and adherence to the law.

The Superintendent also continued to provide two-way communication through town hall meetings to all interested faculty and staff. In March, three meetings were held, one for each grade level and in April, meetings were held for any staff interested in providing input regarding the desired qualities in our next Pupil Personnel Services Director. These meetings demonstrated accessibility and willingness to not only provide open communication, but to show respect for stakeholder input in decision making.

Finally, the district also continued its efforts to show ongoing communication with families as an integral partner in the work we do. From Dr. Semmel's attendance at weekly PTSA meetings to our principals' weekly newsletters highlighting the work and events of our school communities– communication was clear, caring, and consistent. During the second half of the year, TPS also purchased a district software subscription for all principals called S'More. This user-friendly e-newsletter formatting software has many features including a unique algorithm to format content optimally for interactive cell phone and i-Pad reading, a translation that makes newsletters accessible in the language of our diverse families, and Google analytic software that can tell administrators how often their newsletter is read and even how long families spend reading it! Take a look at just a few examples of our school's using this new tool:

- [Daniel's Farm Weekly Update](#)
- [Hillcrest Middle School Weekly Update](#)
- [Middlebook's Lion Link](#)

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 these assessments into Infinite Campus each trimester. In February, we launched the assessment tab and ebackpack modules in Infinite Campus Parent portal as expected so that all elementary parents now have timely

access to our key district assessment data. A presentation was provided at the Board of Education meeting and each trimester more data is added to the system for parents to view.

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> <u>(each meeting from 8:00-11:30- Long Hill Conference Room)</u>		
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

This goal was accomplished and continued throughout the second semester. See T7 for more information.

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.

During the second half of the year, a Master Plan Advisory Committee, led by the Superintendent was developed consisting of the Director of Operations, Board of Education Chair, Assistant Superintendent, Director of Human Resources, Business Managers, Director of Digital Learning, and building administrators from the high school, middle school, and elementary school level. Additionally, our Pupil Services Director and the town of Trumbull Public Works Director, George Estrada were invited.

The committee followed an iterative process in which they brainstormed all the needs and wants of the Trumbull Public Schools facilities and grounds in relation to teaching and learning were considered and discussed. Next, Master Plans from several districts were reviewed and committee members were given time to discuss and consider the aspects that might best align with our needs. A template for a Request for Qualifications (RFQ) to solicit for consultants was developed by our Director of Operations and provided to the committee that highlighted some of the key considerations to guide us through this process. The committee drafted sections of the RFQ that was advertised on May 20, 2022 in order to find an architectural/master planning consultant that could perform these services for Trumbull Public Schools.

Appendix A - Historical Attendance Data

Chronically Absent Historical Data 2017-2022

School	2021-2022	2020-2021*	2019-2020*	2018-2019	2017-2018
BH	6.41%	2.62%	6.21%	4.01%	4.62%
DF	1.34%	0.19%	3.32%	2.39%	2.27%
FT	6.74%	2.91%	5.73%	4.60%	2.92%
JR	5.26%	1.71%	5.44%	2.49%	3.12%
MB	10.85%	3.19%	9.33%	5.60%	4.80%
TA	3.41%	1.21%	5.42%	0.46%	1.44%
HC	9.81%	9.49%	7.89%	2.75%	4.95%
MAD	9.21%	6.48%	8.65%	5.47%	4.33%
THS	12.69%	7.09%	2.94%	5.20%	4.74%
Total K-12	8.73%	5.46%	5.92%	4.65%	4.34%

***different attendance rules in place by state due to COVID.**

Appendix B - Historical Behavior Data

Behavior Historical Data 2017-2022					
School	# Reportable Offenses 2021-2022	# Reportable Offenses 2020-2021*	# Reportable Offenses 2019-2020*	# Reportable Offenses 2018-2019	# Reportable Offenses 2017-2018
BH	0	0	4	5	7
DF	0	0	0	0	2
FT	3	0	0	0	0
JR	0	0	0	0	1
MB	1	0	0	0	3
TA	0	0	0	0	7
HC	55	12	16	29	18
MAD	19	7	7	25	28
THS	118	37	65	122	109
REACH	14	2	0	22	2
Alternate	1	1	13	26	12
Total K-12	211	59	105	229	194

*data impacted by COVID; less students in building