



Committed to Excellence

## 2022 - 2023 District Goals

### Mid-year Update

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

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

Ensure safe schools through fidelity to our District Safety Plan

The safety of our students, staff, and community members who attend school events will always be a priority. As such, we completed our yearly District Safety Plan and submitted it to the State of Connecticut on time. Our District Safety Committee comprised of our School Resource Officer, Director of Security, Director of Operations, Fire Marshall, Superintendent of Schools, Director of Maintenance, and multiple school leaders have met each month to review safety goals. A major part of this work was the addition of 109 cameras which provide over 520 views throughout our district. These cameras are not only accessible to security staff, they are accessible to the Trumbull Police Department in real time. The District Safety Committee is currently reviewing the final spending from the 2018 safety grant but also identifying additional steps that can layer further protection to all schools. Additionally, practicing drills at each of our schools is a very important part of our safety work. Each of the schools have completed their required drills through December and we added back our reunification drills at our elementary and middle schools. We have identified an April date for our Town-wide Table top drill and this summer the police department will work in conjunction with our security team to complete a full review of our facilities to identify additional opportunities for hardening.

The district will examine and revise its Positive Behavioral Interventions and Supports as part of the new Multi-Tiered System of Supports by:

- Scheduling and holding meetings of school-based mental health providers to summarize current best practices in place at schools and develop a consistent approach across each level (i.e. elementary, middle, high.) This committee will also

review our student SEL objectives to ensure alignment with current and future practices.

- Creating a living document detailing Tier 1, 2 and 3 best practices and accompanying resources.
- Creating examples of realistic progress monitoring for Tier 2 and 3.
- Creating and implementing a professional development plan for mental health professionals on the use of current and new best practices.
- Creating and implementing school-based implementation plan, including professional development.

The District has begun to revise its PBIS model by developing a comprehensive and operational approach across the grade levels. Regarding professional development, Mental Health Professionals utilize Communities of Practice and Professional Learning Communities, as well as other regularly scheduled meetings to foster collaboration and review best practices in social-emotional learning. Similarly, the Supervisor of Mental Health has been a critical stakeholder as the district continues to refine its MTSS model, which incorporates aspects of PBIS. Subsequently, mental health workers have drafted a living document that encompasses evidence-based interventions across a continuum. A draft of effective and practical progress monitoring was also drafted.

Each school will communicate with families and students (as appropriate) the additional resources available for mental health (internal and external) at the beginning of each marking period.

School newsletters and the district website include information about mental health resources. The school newsletters are sent out quarterly with these resources to families.

Review, update as needed, and communicate the Bullying Policy to parents and staff through school newsletters.

The Bullying - Safe School Climate Plan Policy was recently revised and adopted by the Board of Education. The policy mirrors CAFE's model policy, which incorporates mandated definitions of bullying, while also articulating procedures regarding the Safe School Climate Plan. The policy was sent out via email blast to all families this Fall. To view policy 5131.911/Bullying- Prevention & Intervention, click [here](#). To view policy 5131.912/Bullying-Safe School Climate Plan, click [here](#).

Update and Implement district-wide school climate survey (with age-appropriate adaptations). Include demographic questions, as appropriate, to allow for disaggregation on demographic variables.

This year, the climate survey is being reviewed by the district-wide safe school climate team. The current survey questions are being adjusted, and will be finalized in early January. The survey will include questions that will allow for the disaggregation of data based on demographics. The survey is on target for a late-March administration, which will leave the district with adequate time to analyze the data and integrate findings into school improvement plans and the 2023-2024 district improvement plan.

Supply mandated trainings, including equity training, via online platform where possible with 100% completion.

Currently 97% of staff (1065 staff members) have completed the training modules for Child Abuse: Mandatory Reporting (All Staff), Bloodborne Pathogen Exposure and Prevention (All Staff), Diversity, Equity and Inclusion Practices (All Certified Staff and Paraprofessionals), Medication Administration Epinephrine (School Employees). The remaining 3% (34 employees) have not completed this year's training modules as they are currently on leave and not actively working. These employees will complete the training upon their return.

- Improve middle and high school percentages of chronically absent students by:
- Incorporation of specific strategies to increase attendance at the secondary level
  - Monthly analysis of chronically absent number by school and by month (include distribution of chronically absent students by race, gender, high needs students versus all students)

Each month the schools and districts are tracking average daily attendance, chronically absent, and truant students. School-based teams are working with students and families to address issues regarding attendance. A building administrator from both middle schools and the high school as well as the truancy counselor is participating in bi-weekly PLC meetings with the State to learn some new strategies to improve attendance at our schools. The middle school and high school Principals each developed a plan with action steps to improve their attendance. The attendance numbers are tracking at a similar rate to the numbers at this time last year. Further work will be needed at the building levels if we hope to improve our end-of-year numbers over last year. It should be noted that the beginning of this winter season has seen the recurrence of flu, RSV, and COVID-19 which are having a negative impact on our attendance numbers.

Review discipline data with the District Equity Leadership Team (DELT) and school teams. Analyze the data and determine a plan of action if any disproportionality exists.

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 on track to previous years. Upon analysis of the discipline data due to the low overall numbers, there only appears to be small variations by race and subgroups. The biggest discrepancy currently is by gender, where male students are being suspended or expelled at a much higher rate than females. We will continue to monitor this throughout the school year.

## Goal 2: Optimize Teaching & Learning

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

Evaluate our impact on student learning as measured by a variety of meaningful assessments and tasks used to inform instruction as well as Tiered intervention needs

The 2022-2023 K-5 Assessment Calendar including a timeline and synopsis for each assessment was completed this September and shared with the BOE in a weekly update. Throughout the district, assessments were coordinated with professional learning in order to analyze outcomes and plan instruction during Tuesday Community of Practice (CoP) and Professional Learning Communities (PLC). All six elementary schools and our middle schools used i-Ready data as well as SBAC scores to analyze outcomes and plan next steps. Building principals also guided teachers to include the data as measures for their goals during the year where appropriate. In addition, Trumbull High School principals and department chairs reviewed PSAT and SAT data as well as department curriculum in order to discuss and plan common formative assessments that can be used to provide effective feedback and targeted instruction.

Further strengthen the collective efficacy of educators through instructional coaching in grades K-8

Our K-5 Program Leaders for Math, ELA, Technology and Science as well as our Grade 6-8 ELA and Math Instructional Academic Leaders have been instrumental working towards increased collective efficacy. They have worked with the Office of Teaching and Learning to coordinate with building administration and department team leaders and organize discussion around student outcomes as they relate to curriculum pacing, lesson planning and instructional delivery in multiple settings. From one-on-one meetings and modeling with teachers, to presentations on PD Days or CoP/PLC times, they integrate support and provide opportunities that help to strengthen communication around our units of instruction and TPS approved curriculum guides. A few examples of topics addressed through instructional coaching have been: calibrating the use of running records, pacing place value concepts for decimal operations, optimizing small group instructions, and prioritizing the NGSS within Elementary Science units.

Strengthen elementary literacy programming and ensure it meets the needs of all learners and current state guidelines

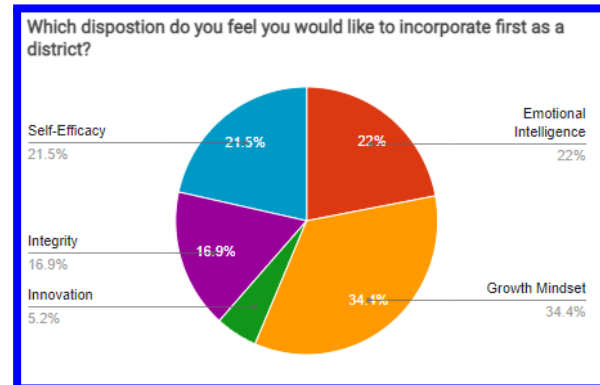
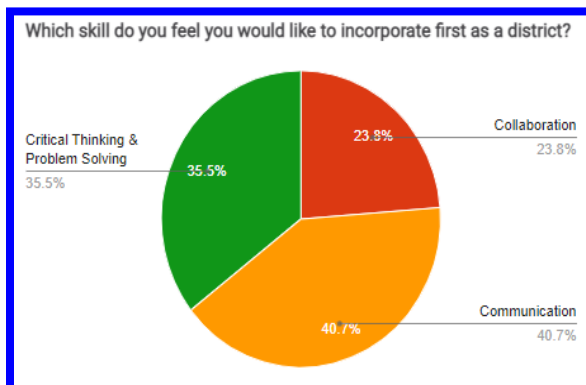
This September, our K-12 Special Education Reading Consultant, the K-3 Program Leader, and Assistant Superintendent conducted a preliminary analysis of the TPS K-3 Elementary Literacy Program which was presented to the Board of Education on October 11, 2022. During the presentation, it was shared that our current K-3 Elementary Literacy Program is comprehensive, integrated, and explicit instruction that is cumulative and systematic. Charts were presented that demonstrate the ways in which it includes all of the required components of the Science of Reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Additionally, data as well as professional development supports that are in place were discussed. Click [here](#) to view this presentation.

During the second half of the year, the K-5 Literacy Consultants will be working to do a deeper analysis of our curriculum as we complete the state waiver requiring all districts to purchase a program approved by the state that incorporates *The Science of Reading*. Through this process we will seek to confirm and strengthen our already strong programming to best meet the literacy instruction needs for our littlest of learners.

Begin integration of the Profile of the Graduate through:

- Professional development regarding the skills and dispositions (definitions and rubrics)
- Vision of the Graduate Committee meetings to discuss incorporation of skills into rubrics

In order to insure the incorporation of the skills and dispositions from our TPS Vision of the Graduate (VOG), representatives from the districtwide VOG Committee, along with building principals, presented the work accomplished and led initial discussions regarding the development, definitions, rubrics, and reflection formed in August. Staff were given time to learn and start thinking about where they might best fit within our curriculum. They were then given the opportunity to complete a poll selecting which skill and which disposition they felt they would like to incorporate first as a district. The largest percentage, 40.7%, chose Communication for the first skill and for Dispositions, the largest percentage, 34.1%, chose Growth Mindset.



In November, the VOG Committee presented again, this time sharing the results of the August poll and giving time for each grade/department to consider how they would pilot either Communication or Growth Mindset before January 31st and the other before May 5th. It was explained that after each window, staff will be provided with a feedback form which the VOG Committee will use to revise our rubrics and reflections forms and consider next steps regarding their integration into our programming.

Identify K-8 Multi Tiered Systems of Support (MTSS) based on students' levels of performance and learning rates over time for academics and behavior

Under the direction of Dr. Iwanicki and PPS Director, Dean Catalano, our districtwide committee held seven professional learning planning sessions this fall in which we:

- Reviewed the definitions of MTSS & the Differences between MTSS and RTI.
- Collected practices from each of the schools to evaluate practices across TPS settings.
- Created a new TPS MTSS- RTI Flow Chart to be piloted in the 23-24 school year to be shared with our district Leading and Learning PLC for review
- Began drafting new districtwide, interactive google forms for principal consideration.
- Drafted parent communication letters that can be used to standardize the process across schools.

During the second half of the year, the committee plans to finalize draft documents and begin work on integrating links from the forms to district resources that will facilitate easier use and synchronicity in their implementation across buildings and settings.

Analyze distribution of student:

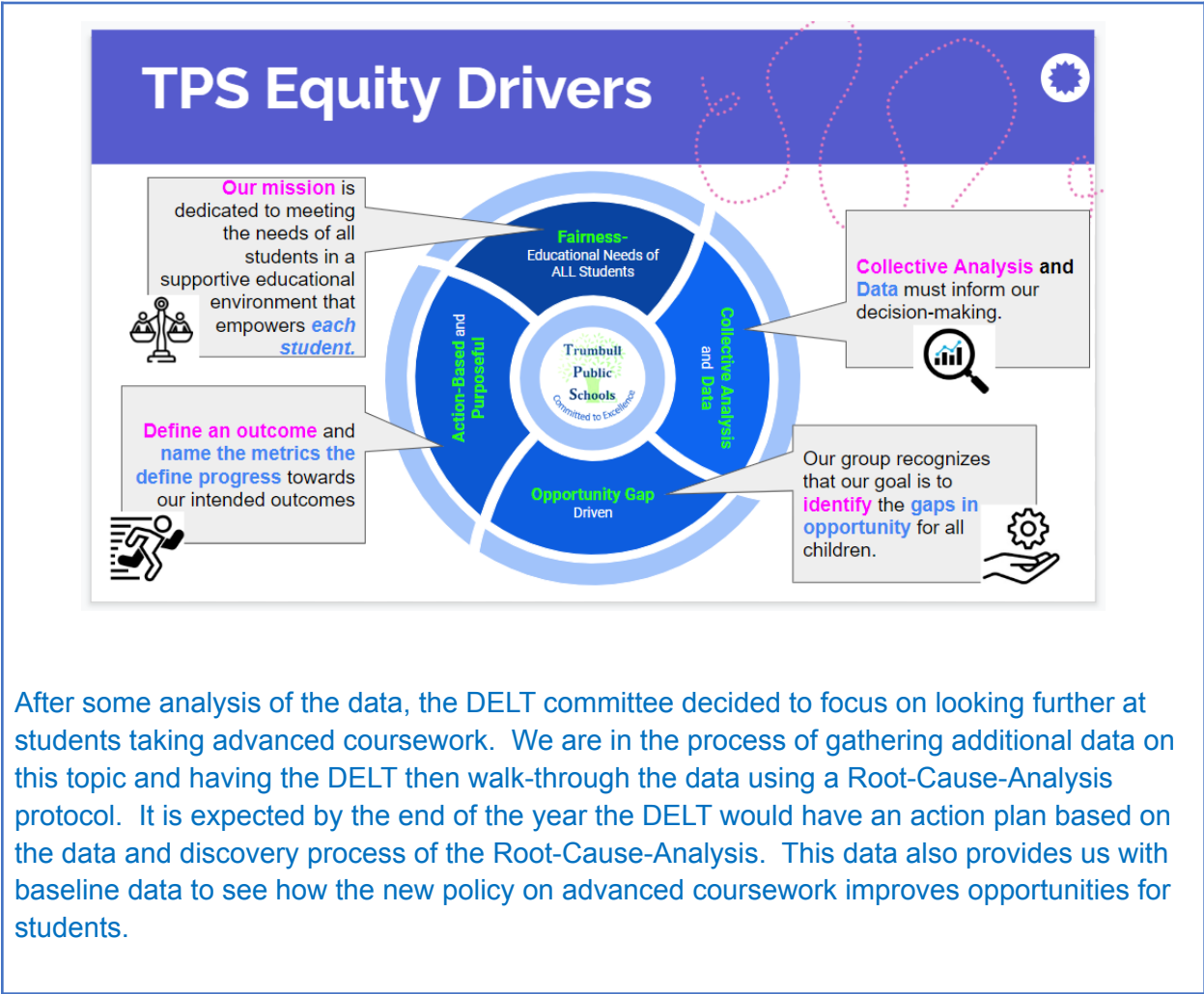
- reading scores (i-Ready and SBAC) for third graders
- placement recommendations in 6th grade Math
- placement recommendations in Grade 10 English
- enrollment in college credit classes in 12th grade

This September, our administrative core team met to develop the structure for our equity improvement. As a part of that work, in October 2022, a report was prepared for the DELT and shared with the Board of Education around 9 key metrics that were identified to analyze further and determine if any disproportionality exists and to what degree. The metrics analyzed included:

1. **Chronically Absent Students** - Percentage of students who missed more than 10% of the school days (18+) in the 2021-2022 regardless of the reason.
2. **Behavior** - Number and percentage of students who received an in-school suspension, out-of-school suspension, and/or expulsion in the 2021-2022 school year.
3. **Grade 10 Honors Placement** - Number and percentage of students enrolled in Grade 10 Honors Course for the 2022-2023 school year.
4. **Grade 12 College Course Enrollment** - Number and percentage of students enrolled in a college-level course in the 2022-2023 school year includes AP, ECE, Dual Enrollment courses
5. **Grade 12 Students who Enrolled in a College Course During HS** - Number and percentage of Grade 12 students who enrolled in a college-level course at any point during their high school tenure; includes AP, ECE, Dual Enrollment.
6. **Grade 6 Math Placement** - Number and percentage of students who were placed in an Advanced Math course in Grade 6 for the 2022-2023 school year.
7. **Grade 8 Math Placement** - Number and percentage of students who were placed in High School Math course in Grade 8 (Algebra I or Geometry)
8. **SBA/i-Ready Academic Performance** - Number and percentage of students in grades 3, 4, 5 who met or exceeded benchmark on i-Ready and Smarter Balanced Assessments in Reading and Math for the 2021-2022 school year.
9. **TAG Identified** - Number and percentage of students identified as Talented & Gifted in grades 4 & 5 by race for the 2021-2022 school year.

The District Equity Leadership Team (DELT) met again this year to review accomplishments from last year as well as to review our purpose as a team– to fulfill the Trumbull Public School’s mission, to engage in *collective analysis* of data, to identify any opportunity gaps, and then design action-based and purposeful metrics towards improvement as needed (see table below).





## Goal 3: Operational Excellence & Continuous Improvement

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

Identify user-friendly electronic evaluation platform for staff and supervisors and determine if using an electronic platform is the appropriate next step
The plan is to bring a team of teachers and administrators together in March to develop a rubric that can be used to evaluate some platforms. It is expected that the team will evaluate at least 3 different vendors and make a potential recommendation by June 2023 with the expectation that we would pilot a solution with a small group in 2023-2024 before doing a live implementation in 2024-2025.
Position control is fully implemented and budget development for 23-24 includes staffing at each location

Position Control was started by the former Human Resources Director who left the district in August. However, the Central Office team was able to develop staffing documents for each building location and a district-wide document that captured the remaining Full-Time Equivalents (FTEs). Additionally, we spent from September through December 16, 2022 preparing for our Munis upgrade from Tyler Technologies. That upgrade successfully occurred on December 19, 2022. This upgrade now allows our team to implement the position control module. Furthermore, at the December 12, 2022 BOE meeting, the BOE named an individual to head up our Human Capital and Talent Development Office who will begin his work on January 3, 2023. Benefitting from technical support from the Office of Teaching and Learning, our new Director will begin the process of implementing position control. Position control should be fully operational by the end of the 2022-2023 school year.

Continue to enhance data available via Infinite Campus to parents via the portal

Currently, we are providing assured assessment data in literacy, math, and science for all K-5 students each trimester. In addition, i-Ready parent reports are now uploaded for all grades three times per year for students in K-10.

Provide dependable, personalized, intentional, and technologically integrated communication that strengthens trust and builds relationships with our school stakeholders

#### *S'More Newsletters*

TPS continues to provide high quality communication with all stakeholders through a variety of mechanisms. Through a platform called S'More, our monthly district updates and K-8 weekly principal newsletters now automatically allow our families to use an ADA toolbar and translation features. In addition to the links for families about programming or events, these tools allow a broader range of accessibility which we are proud to offer.

#### *Infinite Campus Utilization*

In addition to our newsletters, TPS also sends a variety of communications through our Infinite Campus Backpack as well as corresponding messaging system. This allows families to receive materials in real time concerning academic as well as procedural changes as needed.

#### *Face-to-Face Meetings*

Led by Dr. Semmel, our central office cabinet has continued to hold town halls for each grade level band in order to hear compliments, concerns, and needs directly from our faculty and staff. Reminder links are sent out before each meeting and staff can submit talking points for discussion. It is hoped that these sessions are just one more tool in maintaining clear lines of communication across our schools.

#### *Community Input*

In order to truly understand the needs of all stakeholders, we have also scheduled in-person meetings for open input regarding major next steps in our Capital Improvement Plan. Under the direction of Dave Cote and in partnership with Tecton Architects, TPS has held our first listening session to gather input from our broader community about the priorities Trumbull has for the future of our education in our community. Three additional meetings are scheduled, as well as a community survey.

Implement consistent website platform for all schools and the Board of Education



The website project kicked-off in October. Currently, the team is working on building out the district website. It is expected that a draft of the district will be ready in early 2023. We expect to go live with the district website, Madison Middle School, TECEC and Trumbull High school in March, 2023. The remainder of the schools will then launch their sites by the end of the school year.

CT Special Education Data System (CT SEDS) is launched

CT SEDS migration is currently ongoing. PPS staff is supported by a cadre of expert trainers and our central office assistants. The migrations have been satisfactory, and despite issues with functionality, we maintain 99% compliance (when also considering a margin of error during the transition from Frontline). Also, PPS staff have been offered training opportunities on district-designated PD days, and during building-based staff meetings. Some next steps for the school year include:

- IEP Quality Assurance through random audits
- Improving Initial Evaluation Timeline Compliance
- Attending future CT SEDS trainings held by the SDE and SERC

Implement a new Online Fees module to enable the district to accept online payments via the Infinite Campus portal for all activities, field trips, PreK tuition, and school fees.

In August, we launched the online fees modules in Infinite Campus. Currently, we have collected fees for athletics, field trips, music recorders, dances, PreK tuition, eSports, music fees. As of December 15, 2022, we have collected over \$483,000 via the online feeds module. This has greatly improved our efficiency as well as built in financial controls for payments received. Below is summary of the fees processed via online payments thru 12/20/2022.

<b>Program</b>	<b>Total Payments</b>
Band Fee	21,406.25
Device Insurance Fee Gr 5-8	31,251.00
E-Sports - THS, MA, HC	8,913.50
FT Field Trips	1,513.00
FT Recorders	828.00
High School Loaner Program	11,150.00
JR Field Trips 100-20255	405.00
MB Trips 100-20254	2,790.00
Strings Fee	38,187.50
TECEC Tuition	226,842.75
THS Athletics 2051121-40400	73,795.00
THS Harvest Ball 2022	54,900.00
THS Materials Fees 100-20608	108.95
THS Parking	8,070.00
THS Products 2051121-40490	3,780.00
<b>Grand Total</b>	<b>483,940.95</b>

Provide support to expand on the development of School-based Equity Leadership Teams (SELTs)

SELTs consist of staff members representing a variety of roles and perspectives. This Fall, TPS began its first middle school level School-based Equity Leadership Teams (SELTs) which consists of 12 members, 4 educators from each school as well as their respective building administrators. This year their members are participating in initial training on the conceptual ideas and structures needed to help facilitate Equity Improvement in TPS.

The THS SELT began by reviewing their work from last year, and examining the District Equity Position Statement. The team began to consider the ways in which the statement relates to their respective departments and how the SELT could help actualize its components with THS.

Each of the district SELTs are under the direction of the building principal and the DELT. Their purpose is to improve outcomes for all students while reducing inequities and ensuring successful school experiences, TPS SELTs:

- Facilitate implementation of the equity goals embedded in the District Improvement Plan;
- Examine school data, curriculum, instruction, and school culture and climate through the lens of equity;
- Seek student voices and perspectives to inform decision making as needed; and
- Engage in professional learning aimed at improving the school systems and structures for all.

Develop and prioritize school schedules for a later school start time at the high school

In consultation with Jonathan Costa from EdAdvance, the THS Team developed and ran multiple schedules aimed at optimizing teaching and learning for our high school students. These ideas were shared for review by the Board of Education in a retreat this November and again in a public meeting later that month. The 8 Drop 2 Schedule was selected by the BOE and the preference of THS administration.

One of the highlights was that a change in scheduling has multiple needed benefits which strengthen student programming, including:

- Allows for Breadth and Depth of Coursework: Improved options in terms of quantity and quality of programming offerings
- Improved Ability To Provide Intervention: and reduce learning gaps
- Competitive with Other High Schools: On par with DRG A & B High School Bell Schedules
- Compatible with Specialized Programs in Our Community: Aqua and RCA programs
- Allows for more Elective Choices: Agri Science students have additional elective outside of Agri Science
- Increases Well-Being/Mental Health: Overall reduction in course load for students decreases demand for students

In addition to these positive variables, the presentation also discussed the impact on staffing, transportation, and potential costs for a high school later start. Overall, according to an

analysis by our TPS Administration in combination with our outside consultant, a 30-minute later school start could involve a significant financial investment for Trumbull Public Schools.

#### Continue District Wide Leadership and Learning Professional Learning Community

The districtwide Leadership & Learning continued to meet monthly this year. In September, the focus of our meeting was a review of leadership styles, our district improvement plan, and selection of specific strategies for school improvement. These strategies, which were also reviewed this summer by administrators in our summer retreat, were aimed at improving instruction through aspects identified in a review of end of the year data from 2021-22 by district, school, and DRG. In October, leaders within the PLC confirmed their strategic focus with baseline data from sources such as i-Ready and student attendance data.

Frenchtown selected the strategy of Teacher Clarity. In this strategy, leaders support teachers to identify learning goals and communicate those goals and success criteria to students. For our November meeting, we were invited to Frenchtown for Instructional Rounds in which the group listened to the steps they had taken to build teacher clarity so far this year and to observe in order to provide observational feedback regarding 1) To what extent are students demonstrating evidence of understanding the ELA teaching point/lesson objective? and 2) To what extent is the teaching point/lesson objective stated, referred to, and made accessible to the students?

Self-Service Portal Implementation for all employees (W-2's, W-4's, Insurance information, 403B; 457, etc.)

The Employee Self-Service (ESS) portal was opened on October 28th. Employees can access pay stubs, W-2s, W-4s, etc. Additional functions will be added throughout the year. The implementation of the ESS is expected to empower staff to find needed financial information on their own.

Implement Master Plan that reviews demographics, current space utilization, and learning models in order to recommend future instructional spaces, modernization of spaces, and distribution of student population

Tecton Architects have been contracted to prepare a District Wide Master Plan. To date, they have completed facility condition assessments, have started the demographic study and held the first of four community outreach events. In addition, a page on the district webpage has been created to house information related to this plan. Finally, a survey has been developed and shared with all parents and staff in the December edition of the Superintendent's Monthly Update.

#### Develop prioritized 5-Year Capital Plan

The CY2023 5-Year Capital Plan, adopted by the Board on September 27, 2022, was approved by the Trumbull Town Council on November 10, 2022. It includes funding for paving projects at Jane Ryan and Tashua Elementary Schools, lighting improvements at THS Auditorium and the town's share for HVAC Improvements at Middlebrook Elementary. An additional \$50,000 was authorized by the Town Council for design of the roof at Booth Hill Elementary and \$250,000 to add field lighting to the girl's softball field at Trumbull High.

Develop 5-Year Technology Plan with a Focus Future Ready Skills aligned to the VOG

In June 2022, the district created a Future Ready committee which includes teachers, technology integrators, IT, and administrators to begin writing a new 3-year technology plan. The team joined a CT Future Ready Cohort and received monthly professional development on the Future Ready Framework which allowed them to work alongside other CT districts to write a plan for Trumbull. Currently the team just completed the first draft of the technology plan. It is expected that the technology plan will go to the BoE for approval in February/March of 2023.