

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

COMMITTEE ON PUBLIC SECONDARY SCHOOLS

REPORT OF THE VISITING COMMITTEE

Trumbull High School

Trumbull, Connecticut

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STATEMENT ON LIMITATIONS

THE DISTRIBUTION, USE, AND SCOPE OF THE VISITING COMMITTEE REPORT

The Committee on Public Secondary Schools of the New England Association of Schools and Colleges considers this visiting committee report of Trumbull High School to be a privileged document submitted by the Committee on Public Secondary Schools of the New England Association of Schools and Colleges to the principal of the school and by the principal to the state department of education. Distribution of the report within the school community is the responsibility of the school principal. The final visiting committee report must be released in its entirety within sixty days (60) of its completion to the superintendent, school board, public library or town office, and the appropriate news media.

The prime concern of the visiting committee has been to assess the quality of the educational program at Trumbull High School in terms of the Committee's Standards for Accreditation. Neither the total report nor any of its subsections is to be considered an evaluation of any individual staff member but rather a professional appraisal of the school as it appeared to the visiting committee.

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INTRODUCTION

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees which supervises the work of four Commissions: the Commission on Institutions of Higher Education (CIHE), the Commission on Independent Schools (CIS), the Commission on Public Schools which is comprised of the Committee on Public Secondary Schools (CPSS), the Committee on Technical and Career Institutions (CTCI), the Committee on Public Elementary and Middle Schools (CPEMS), and the Commission on American and International Schools Abroad (CAISA).

As the responsible agency for matters of the evaluation and accreditation of public secondary school member institutions, CPSS requires visiting committees to assess the degree to which the evaluated schools meet the qualitative Standards for Accreditation of the Committee. Those Standards are:

- Teaching and Learning Standards
 - Core Values, Beliefs, and Learning Expectations
 - Curriculum
 - Instruction
 - Assessment of and for Student Learning

- Support of Teaching and Learning Standards
 - School Culture and Leadership
 - School Resources for Learning
 - Community Resources for Learning.

The accreditation program for public schools involves a threefold process: the self-study conducted by the local professional staff, the on-site evaluation conducted by the Committee's visiting committee, and the follow-up program carried out by the school to implement the findings of its own self-study and the valid recommendations of the visiting committee and those identified by the Committee in the Follow-Up process. Continued accreditation requires that the school be reevaluated at least once every ten years and that it shows continued progress addressing identified needs.

Preparation for the Accreditation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At Trumbull High School, a committee of eight members, including the principal, supervised all aspects of the self-study. The steering committee assigned all teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities and facilities available for young people. In addition to faculty members, the self-study committees included seven parents, seven students, and the chairman of the board of education.

The self-study of Trumbull High School extended over a period of 10 school months from September 2012 to June 2013. The visiting committee was pleased to note that parents, students, and members of the board of education joined the professional staff in the self-study deliberations.

Public schools evaluated by the Committee on Public Secondary Schools must complete appropriate materials to assess their adherence to the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs about learning, learning expectations, and unique student population. In addition to using the Self-Study Guides developed by a representative group of New England educators and approved by the Committee, Trumbull High School also used questionnaires developed by The Research Center at Endicott College to reflect the concepts contained in the Standards for Accreditation. These materials provided discussion items for a comprehensive assessment of the school by the professional staff during the self-study.

It is important that the reader understand that every subcommittee appointed by the steering committee was required to present its report to the entire professional staff for approval. No single report developed in the self-study became part of the official self-study documents until the entire professional staff had approved it.

The Process Used by the Visiting Committee

A visiting committee of 17 evaluators was assigned by the Committee on Public Secondary Schools to evaluate Trumbull High School. The Committee members spent four days in Trumbull, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school meets the Committee's Standards for Accreditation. Since the evaluators represented public schools, central office administrators, and vocational institutions, diverse points of view were brought to bear on the evaluation of Trumbull High School.

The visiting committee built its professional judgment on evidence collected from the following sources:

- review of the school's self-study materials
- 59.5 hours shadowing 17 students for a half day
- a total of 34 hours of classroom observation (in addition to time shadowing students)
- numerous informal observations in and around the school
- tours of the facility
- individual meetings with 36 teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers
- the examination of student work including a selection of work collected by the school

Each conclusion in the report was agreed to by visiting committee consensus. Sources of evidence for each conclusion drawn by the visiting committee appear in parenthesis in the Standards sections of the report. The seven Standards for Accreditation reports include commendations and recommendations that in the visiting committee's judgment will be helpful

to the school as it works to improve teaching and learning and to better meet Committee Standards.

This report of the findings of the visiting committee will be forwarded to the Committee on Public Secondary Schools, which will make a decision on the accreditation of Trumbull High School.

Trumbull High School and Community Report

Trumbull, Connecticut is a suburban town located in Fairfield County with a population of approximately 36,225. Trumbull is sixty-five miles from New York City and is readily accessible from I-95 and/or Route 15, the Merritt Parkway. Trumbull High School is the only public high school in the town, with an enrollment of 2,197 students as of October 1, 2012 in grades 9 – 12. Since the last visit enrollment has remained stable fluctuating between 2,100 and 2,250. There are six public elementary and two middle schools in Trumbull. There are private primary and secondary schools in Trumbull: St. Theresa (K-8), St. Catherine of Siena (K-8), Christian Heritage (K-12), and St. Joseph High School (9-12).

The socioeconomic breakdown shows that 6.4 percent of the students in Trumbull High School are eligible for free and reduced lunch. The per capita income of Trumbull residents is \$49,946. Public education receives 87.7 percent of local resources, while 62 percent of the total town budget goes toward public education. The racial, cultural, and ethnic makeup of the school reflects a total minority population of 17.7 percent. The breakdown is as follows: Asian American - 4.8 percent, black – 5.9 percent, Hispanic – 7 percent, white – 82.3 percent.

There are 148 faculty members at Trumbull High School creating a ratio of approximately 16:1 (faculty to students). The average class size is 21. Students attend school for 181 days with the normal school day running from 7:27 a.m. until 2:27 p.m. Teachers are required to work 186 days and must report at least 15 minutes before period one and stay at least 15 minutes after the dismissal bell.

The graduation rate is 97.3 percent, and the dropout rate is less than one percent. A majority of Trumbull residents are in professional or business occupations; therefore, there is a considerable emphasis on post-high school education. Our per pupil expenditure is \$12,952 in 2010-11 and in relation to our District Reference Group (DRG) is ranked 11 out of 21.

The most recent information on the attendance of students is as follows:

School Year:	Attendance Rate
2012-13	95.43%
2011-12	95.0%
2010-11	94.6%

The absence rate of teachers, including professional development days, cadre days, medical leave, etc., listed on the Strategic School Profile is 10.6 days per school year.

The percentage of those entering four-year colleges and universities is 73 percent, entering two-year colleges or universities is 21 percent, and vocational and other educational opportunities is two percent. Those entering the work force are four percent and entering the military is less than one percent.

Local educational opportunities available to students and the community include partnerships with Housatonic Community College and the Early College Experience program through the University of Connecticut. There are currently 19 Advanced Placement courses recognized by the College Board. Trumbull students have the opportunity to participate in specialized regional magnet programs for all or part of their school day. These include the Regional Center for the Arts, the Center for Global Studies, the Aquaculture School, the Fairchild Wheeler Inter-district Magnet High School, and the Agriscience Biotechnology Center. School programs in existence to raise awareness for post-graduate educational opportunities include the annual GEAR UP workshop and the Bridges Program, a two-day workshop sponsored by Housatonic Community College. In addition, there are a variety of alternative

educational programs for students who need further support. This includes the Trumbull Alternate High School, the REACH program, and Project REAL.

As stated on their website, the Town of Trumbull Business Education Initiative (BEI) is a partnership of business, education, community, and town government, providing students in grades K-12 with an awareness of careers and an understanding of the business environment. Annually, they provide grants distributed throughout the district. Enrichment opportunities for students in specific career paths are available for credit through career internships. In addition, formal programs such as the Architectural Construction Engineering (ACE) program and the Science Academy offer students in depth study of those particular concentrations for credit.

Students are recognized for their accomplishments throughout the school year within the district by the Academic Challenge for Excellence (ACE) Foundation, underclassmen and senior awards, Scholarship Night, sports banquets, World Languages Honor Society, National Honor Society, Thespian Honor Society, Math Honor Society, Agriscience Biotechnology awards, and at board of education meetings. On a state and national level, students have received recognition based on their participation in academic and cultural activities. Trumbull students have earned top placements for "We the People", the Academic Decathlon, State DECA marketing competition, the Trumbull High School Marching Band, the *Trillium* yearbook, the *Eagles Eye* newspaper, musical theatre program, Mock Trial, Junior Achievement, Titan Business Challenge, and National French, Spanish, Latin, and Italian examinations. Trumbull has been recognized at the state and county level for excellence in interscholastic sports.

Teaching and Learning Standard

1

Core Values, Beliefs, and Learning Expectations

Effective schools identify core values and beliefs about learning that function as explicit foundational commitments to students and the community. Decision-making remains focused on and aligned with these critical commitments. Core values and beliefs manifest themselves in research-based, school-wide 21st century learning expectations. Every component of the school is driven by the core values and beliefs and supports all students' achievement of the school's learning expectations.

1. The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning.
2. The school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, and are defined by school-wide analytic rubrics that identify targeted high levels of achievement.
3. The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations.
4. The school regularly reviews and revises its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities.

Conclusions

The Trumbull High School (THS) community engaged in a dynamic, collaborative, and somewhat inclusive process informed by current research-based practices to identify and commit to its core values and beliefs about learning. Input was sought from stakeholders, including teachers, support staff, one student, and one parent. The Trumbull Board of Education has a clear understanding of the school's core values and beliefs, and the chairman was actively involved in the development process. The school began this process in November 2008 reviewing the former mission statement as well as mission statements from other school districts in their Connecticut District Reference Group (DRG). The core values committee reviewed various materials to help identify their core values and beliefs. Such research included reviewing scholarly articles, receiving input from students, parents, and community members through the Endicott survey, and analyzing data from standardized testing, including SATs, ACTs, college admission statistics, state physical education fitness scores, the Connecticut Academic Performance Test (CAPT), and standardized reading assessments such as the Gates-McGinnity and the Degrees of Reading Power (DRP) test. The revision process has been ongoing since 2008, following the processes outlined in the former NEASC standards. The entire THS faculty voted to accept the core values and beliefs statement on August 26, 2011. After approval by the faculty, the board of education approved it in November 2011. The school's identified core values and beliefs are displayed in every classroom and strategically placed throughout the building as well as on the THS website. Using a dynamic, collaborative and completely inclusive process informed by current research enables the school to identify and commit to its core values and beliefs about learning. (Endicott survey, self-study, steering committee, teachers, students, parents, facility tour, classroom visits)

Trumbull High School has challenging and measurable 21st century learning expectations for all students that address academic, civic, and social competencies and are defined by school-wide analytic rubrics that identify targeted high levels of achievement. The expectations are clearly delineated into academic, social, and civic categories: "THS students will read and write effectively, problem solve through critical thinking, practice independent thinking and learning, demonstrate responsibility for self and others, and participate actively in community service activities." THS has developed five school-wide rubrics that align sufficiently with the school's learning expectations and clearly identify targeted high levels of achievement. The community service rubric is not aligned with the other rubrics, setting a number of hours as the sole criteria for determining the level of performance of students. Teachers are required to use the school-wide rubric(s) at least three times per year. In addition, each department is responsible for assessing student progress using two or three of the five school-wide rubrics. Assured performance-based assessments (APBAs) are administered in all core classes and are scored using the appropriate school-wide rubric(s). Although 81

percent of the students and 87 percent of the parents are familiar with the THS Core Values and Beliefs Statement, only 60.7 percent of students believes that THS's 21st century learning expectations are challenging and measurable for all students. Teachers as well as students are uncertain about what constitutes 21st century learning, but they know that the expectations are that reading, writing, and problem-solving are important measures of student success. A clearer understanding of what constitutes 21st century learning will enhance the use of the THS rubrics and increase achievement for all students. (self-study, Endicott survey, teachers, students, parents)

The school's core values, beliefs, and 21st century learning expectations are reflected in the culture of the school, drive curriculum, instruction, and assessment in most classrooms, and guide the school's policies, procedures, decisions, and resource allocations. Although some of the qualities identified as core values, such as "read effectively" or "write effectively", fall more logically into the category of academic expectations, posters displaying the identified core values are posted in every classroom and in other areas strategically placed throughout the building. Many teachers refer to these posters regularly to reinforce daily routines and expectations. THS uses five school-wide rubrics that are well aligned with the learning expectations, measuring reading and writing effectively, problem-solving through critical thinking, social and civic expectations, and independent learning and thinking. In addition to the formal statement of the THS Core Values, the school displays an additional set of values using the school mascot as an acronym (EAGLES) on report cards, the school's website, and other publications. The acronym EAGLES represents Education, Achievement, Growth, Life Long Learners, Ethical Conduct, and Social Awareness. When students were asked about the school's core values, many of them referred to those represented by the EAGLES acronym. Thus, there is confusion between the posted core values and the values represented by the EAGLES acronym.

Various changes to policies and procedures have occurred as a result of the development and revision of the core values. Policies such as bullying and intervention, academic honesty, and attendance were updated in the 2011-2012 school year. Additionally, THS has recently incorporated a "Bring Your Own Device" (BYOD) policy as a result of an emphasis on technology in the revised core values and beliefs. Although technology has improved at THS, not all students have equal opportunity to use technology due to the insufficient number of devices offered by the school. Various allocations have been made in response to supporting the school's core values and beliefs. Allocations include the following: use of grant money to increase technology in the form of iPads and iPods in the school; installation of SMARTBoards in nearly all classrooms; installation of wi-fi throughout the school; and the use of Infinite Campus. THS in partnership with many members of the community has worked to fulfill and reinforce the core values and beliefs. Various programs and activities include The Trumbull Partnership Against Underage Drinking, Signs of Suicide (SOS), and community service programs. Because the school's core values, beliefs, and 21st century

learning expectations are a significant part of the culture of the school, policies, procedures, and resource allocations have been made and students are able to practice the school's 21st century learning expectations. (self-study, steering committee, teachers, students, parents, facility tour, classroom visits, school-wide rubrics)

The school has spent time reviewing and revising its core values, beliefs, and 21st century learning expectations based on research, data sources, as well as on district and school community priorities, but there is no formal process to regularly review and revise the THS Core Values, Beliefs, and Learning Expectations in the future. Members of the steering committee were unable to cite specific readings and/or research about 21st century learning skills. However, the school was proactive in examining its mission and expectations for learning beginning in 2008 and continued its work when the focus in the 2011 standards reflected the emphasis on 21st century learning. Trumbull High School's academic expectations reflect an extensive process that resulted in identifiable, measurable, and observable learning expectations. THS examines data about students' achievement of school-wide learning expectations reflected on the students' report cards. In addition, student performance on standardized tests such as SAT, ACT, CAPT, and standardized reading assessments is examined. Student work is evaluated using the school-wide rubrics across most academic disciplines. With a more formal and regular process to review and revise the core values, beliefs, and 21st century learning expectations, THS will grow in its understanding of what a 21st century learner needs and, in turn, will continue to enhance the culture of the school and successfully drive curriculum and instruction. (self-study, steering committee, administrators, teachers)

Commendations

1. The active involvement of the board of education in the development of and subsequent knowledge and understanding of the THS Core Values, Beliefs, and Learning Expectations
2. The EAGLES acronym that embodies the values the school wishes to promote in its students
3. The use of the school's core values, beliefs, and 21st century learning expectations to guide the school's policies, procedures, decisions, and resource allocations
4. The commitment to community service as a significant part of the school's learning expectations
5. The school's proactive review of its mission and expectations beginning in 2008 and continuing through 2011

Recommendations

1. Clearly define for students, parents, teachers, and the community the term "21st century learning," and ensure that the expectations for learning are aligned to the school's understanding of what constitutes a 21st century learner

2. Clarify for students, parents, teachers, and the community the difference between the values expressed by the EAGLES acronym and the formally designated core values and beliefs statement
3. Design a rubric for the community service expectation that demonstrates the range of performance expressed in the other school-wide rubrics
4. Develop and implement a plan to regularly review and revise the core values, beliefs, and expectations with input from all stakeholders and utilizing current research-based practices in 21st century skills
5. Increase the involvement of students, parents, and community members in the ongoing review and revision of the school's core values, beliefs, and 21st century learning expectations

2

Curriculum

The written and taught curriculum is designed to result in all students achieving the school's 21st century expectations for student learning. The written curriculum is the framework within which a school aligns and personalizes the school's 21st century learning expectations. The curriculum includes a purposefully designed set of course offerings, co-curricular programs, and other learning opportunities. The curriculum reflects the school's core values, beliefs, and learning expectations. The curriculum is collaboratively developed, implemented, reviewed, and revised based on analysis of student performance and current research.

1. The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.
2. The curriculum is written in a common format that includes:
 - units of study with essential questions, concepts, content, and skills
 - the school's 21st century learning expectations
 - instructional strategies
 - assessment practices that include the use of school-wide analytic and course-specific rubrics.
3. The curriculum emphasizes depth of understanding and application of knowledge through:
 - inquiry and problem-solving
 - higher order thinking
 - cross-disciplinary learning
 - authentic learning opportunities both in and out of school
 - informed and ethical use of technology.
4. There is clear alignment between the written and taught curriculum.
5. Effective curricular coordination and vertical articulation exist between and among all academic areas within the school as well as with sending schools in the district.
6. Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library / media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.
7. The district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

Conclusions

Although the documents are written in varying formats and without specific references to the Trumbull High School's 21st Century Learning Expectations, most of the curriculum guides at Trumbull High School are complete and provide guidance for teachers in the design and implementation of instruction. Sixty-eight percent of staff agrees that the school's formal curriculum design ensures that all students practice and achieve all of the school's learning expectations. However, in some courses, learning expectations vary depending on the level of course. For example, English 9 and 10

curriculum documents indicate that honors level classes vary from college prep classes in “pace, material, and level of academic expectation.” Each academic area has assumed responsibility for providing opportunities to meet three of the five academic, civic, and/or social expectations using the school-wide rubrics, so that multiple curricular areas offer learning experiences related to each of the learning expectations. All teachers are able to articulate which learning expectations they are responsible for and report student progress in each of the three assigned expectations at the end of the course for semester courses or at midterm and end of course for full-year courses. Responsibility for the learning expectations is communicated in a matrix document but is not reflected in the formal written curriculum documents. When all curriculum documents are purposefully designed and aligned with the school’s core values, beliefs, and 21st century learning expectations, teachers will have clear guidance for designing instruction that will enable all students to practice and achieve the school’s 21st century learning expectations. (teachers, department leaders, curriculum documents, self-study, Endicott survey)

Trumbull High School has written curriculum guides for all subject areas and courses, but there is some variation of the formatting of the written documents. In 2012 the curriculum development policy was revised for the district. The district’s director of curriculum developed a common format that includes units of study, essential questions, concepts, content, skills, and instructional strategies. Additionally, the template includes technology competency standards, assured learner activities, and pacing guides. The most recent revision of the curriculum template includes explicit connections to the school’s 21st century learning expectations, but it does not specifically require articulation of assessment practices that include the use of school-wide analytic rubrics. Due to budget constraints, many curriculum documents are overdue for review and revision at this time, but the administration has made this a priority for the school in order to align with Connecticut’s Common Core State Standards and current research about best practices for instruction to ensure student learning. When the curriculum documents clearly articulate how all students will demonstrate attainment of the school’s 21st century learning expectations, staff will be able to consistently measure student progress toward those expectations and adjust instruction to meet student needs. (Endicott survey, curriculum documents, self-study, teachers, district leadership)

The curriculum at Trumbull High School emphasizes depth of understanding and application of knowledge through inquiry and problem-solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in and out of school, and informed and ethical use of technology. However, the depth of understanding and application of knowledge expected in curricula is often dependent on course level. A review of student work and assured performance-based assessments (APBAs) demonstrates that the curriculum offers many students the opportunity for

inquiry, problem-solving, and higher order thinking skills to demonstrate depth of knowledge. For example, in a freshman honors geometry class, students were presented with a “proof group challenge,” an activity designed to have students collaboratively order and write geometric proofs before moving on to writing their first independent proof. The assignment actively engaged students with an opportunity to discover and find solutions for the presented proofs. The social studies department delivers a program called Project Citizen, in which students work together to research a social issue of their choice, come to consensus on a possible solution, and then present their findings using a format of their own choosing. While there are many opportunities for inquiry, problem-solving, and higher order thinking skills, not all observed classes, student work, or curriculum documents demonstrated this type of opportunity. More than 60 percent of the observed college prep (CP) classes emphasized rote learning in which students often are expected to fill in the blanks of worksheets as the teacher guides them through a PowerPoint presentation. As stated in curriculum documents “pacing, materials, and academic expectations” vary depending upon level.

Opportunities for cross-disciplinary learning are clearly articulated in some course curricula. The recently developed Freshman Foundations course best illustrates cross-disciplinary learning at THS. Freshman Foundations is a “cross-disciplinary literacy course” that provides “a common, unifying experience for all 9th graders.” With an emphasis on research, reading non-fiction and fiction, literature circles, study skills, and 21st century literacy skills, the cross-disciplinary opportunities within the course have been designed to improve and increase consistency in multiple disciplines including English, social studies, and science. Additionally, Freshman Foundations offers all students opportunities for cross-disciplinary learning in 21st century technology skills through use of Google docs and the creation of an e-portfolio.

Authentic learning opportunities both in and out of school exist for all students at THS. Examples include We the People, Project Citizen, Mock Trial, and Model UN. Assured performance-based assessments (APBAs) developed for many courses also support the opportunities for authentic learning in the classrooms of THS. For example, the math department has developed a pre-calculus project to measure the impact of temperature on travel locations. The English department offers the college essay in the form of an APBA. The science department challenges students with the elements project, an APBA in which students write persuasive letters to companies advertising chosen elements. Authentic learning opportunities are also offered out of school through numerous field trips, including visits to the Maritime Center and various state beaches (marine science field studies) as well as to the Aquarion water treatment facility, Indian Ledge, and Pequonnock Valley (environmental science).

Informed and ethical use of technology is expected for all students at THS. All students are required to follow the Trumbull High School Academic Integrity Policy, a policy that addresses plagiarism and cheating. Students are expected to use turnitin.com when submitting written work. The use of qualified and unbiased web sources for research purposes is presented in the Freshman Foundations curriculum. With the growing use and dependence on technology at THS, informed and ethical use of technology has been clearly articulated for all students. When the curriculum at Trumbull High School consistently emphasizes depth of understanding and application of knowledge through inquiry and problem-solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in and out of school, and informed and ethical use of technology *across all levels*, all students will be able to practice and achieve the school's 21st century learning expectations. (curriculum documents, student work, classroom visits, student shadowing, self-study)

There is some alignment between the written and taught curriculum at Trumbull High School. All teachers of like courses assess students with common midterm exams, final exams, and in all core courses, a minimum of one common assured performance-based assessment per year. In addition, most courses have a pacing guide that is reviewed regularly and utilized among teachers of like courses. In general daily lesson planning, instructional strategy selection, and formative assessments are at the discretion of each teacher, and there is no formal method such as learning rounds, walkthroughs, etc., for ensuring that the written curriculum is aligned with the taught curriculum. Continued alignment of the written and taught curriculum will improve students' consistent practice and achievement of the school's 21st century learning expectations. (curriculum documents, self-study, teachers, students)

Some curricular coordination and vertical articulation exists between and among all academic areas within Trumbull High School as well as with sending schools in the district. The director of curriculum provides district-wide vertical alignment meeting opportunities for every major content area. The five-year curriculum review/development cycle was created to ensure that all curricula are reflective of current research and practices, but until recently a lack of funding has prevented full implementation of this review cycle. Beginning this year, teachers are provided with eight annual collaboration meeting times for which school is delayed by 90 minutes. In addition, monthly department meetings after school and daily preparation periods provide time for collaboration about curriculum and instruction. However, there are no formal opportunities for collaboration between the different departments. As part of the curriculum development policy, two additional documents are provided to assist with curriculum alignment: a curriculum monitoring report and the students' curriculum evaluation. The world languages department currently uses the curriculum monitoring report, but other departments have not yet begun to use this form. When the policies and procedures to ensure curricular coordination and vertical articulation

between and among all academic areas are firmly in place and adequately funded, Trumbull High School will have a more coherent and aligned curriculum that will inform instruction and assessment and will enable THS students across all disciplines and all levels to practice and achieve the school's 21st century learning expectations. (curriculum review and revision spreadsheet, curriculum development policy, self-study, teachers, district leaders)

At Trumbull High School, staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are generally sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities. Budget documents from 2010-2011 to 2012-2013 as well as teacher and student reports indicate consistent funding for instructional materials, technology, equipment, supplies, and library-media resources. According to the self-study, class sizes are generally between 20 to 23 students, with the most recent Connecticut Strategic School Profile from 2010-11 reporting average class sizes of 21.1, which is slightly above the DRG average of 20.2 and the state average of 19.3. THS offers courses through a regional agriscience and biotechnology center, providing students from nine area towns opportunities to study animal science, biotechnology, equine science, and plant science. Courses, as part of the center, as well as other courses in the areas of business, family and consumer science, math, science, and social studies are part of the UCONN Early College Experience (ECE) and the Housatonic College Career Pathway (CCP) programs, allowing students to take college courses for college credit while still in high school. Also, THS offers 17 different Advanced Placement courses in which students have opportunity to earn credit from a variety of colleges based on their performance on AP exams offered through the College Board. THS offers and financially supports over 40 clubs and after-school activities and 56 sports teams. An excellent example of a diverse student activity is the THS Academic Decathlon. For this activity, groups of nine students compete in written and oral tests of their knowledge in ten events, including art, economics, language and literature, math, music, science, and social studies. The team must include students with varied levels of academic achievement. Some extracurricular activities such as athletics, drama, and the band program are partially funded by pay-to-participate revenue. THS has recently completed a "like-new" renovation of the school with increased technology resources, including interactive whiteboards, mobile labs and iPad carts, and school-wide wireless Internet service to support "Bring Your Own Device" (BYOD) initiatives. The newly renovated library media center provides adequate access to computers and media resources before, during, and after school hours, as well as provides space and staffing for students to seek assistance from a reading, writing, mathematics, and/or technology specialist. A larger auditorium has also been added with an updated sound system and other modern technologies. The quantity and quality of staffing, materials, and facility resources ensures adequate implementation of the curriculum. (Strategic

School Profile, self-study, program of studies, budget documents, teachers, students, parents)

The Trumbull School District currently provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing collaborative curriculum development. Teachers are provided with eight annual collaboration meeting times for which school is delayed by 90 minutes, monthly department meetings after school, and daily preparation periods to facilitate faculty and staff collaboration. The district also provides opportunities as needed for vertical curriculum alignment across grade levels and buildings. An area that has been underfunded for the past several years is curriculum revision. As a result, the five-year curriculum review cycle as outlined by the district has not been able to be completed since the 2009-2010 school year, and requests for funding to "catch-up" from previous years continued to be unfunded. For the 2012-2013 school year, \$93,703 was requested to facilitate the development of outdated curriculum documents, but that amount was cut by 40 percent in the final approved budget. However, in the 2013-2014 budget, the curriculum-writing budget was fully funded at \$106,294. The funding to develop, review, and revise the curriculum documents that align with state mandates and current research is essential to ensure all students have opportunities to practice and master the school's 21st century learning expectations. (budget documents, self-study, teachers, department leaders, district leaders)

Commendations

1. The newly renovated facility that supports full implementation of curricula, co-curricular programs, and other learning opportunities
2. The wide variety of academic course offerings including AP, CCP, and ECE experiences as well as the opportunities afforded by the regional agriscience and biotechnology center that allow students to experience authentic learning both in and out of school
3. The wide variety of co-curricular and extracurricular programs offered to students to provide learning opportunities outside of the traditional classroom
4. The integrated curriculum of the Freshman Foundations course which provides consistent speaking, technology, study skills, and research skill instruction to all students
5. The time provided through late arrival days and the commitment of additional time for vertical articulation in order to review and revise curriculum
6. The consistent funding for instructional materials, equipment, supplies, and library-media resources
7. The wide variety of authentic learning opportunities provided throughout the disciplines

Recommendations:

1. Ensure that curriculum documents articulate high expectations for learning for all students in all levels
2. Ensure that assessment strategies, including a reference to school-wide analytic rubrics, are a part of all curriculum documents
3. Consistently implement the five-year cycle for revision of curricular documents using the common format as presented in the district template
4. Ensure consistency and alignment among the written and taught curricula
5. Fully utilize the curriculum monitoring report and the students' curriculum evaluation documents to guide prioritization of curriculum development and revision as outlined within the board of education policy

3

Instruction

The quality of instruction is the single most important factor in students' achievement of the school's 21st century learning expectations. Instruction is responsive to student needs, deliberate in its design and delivery, and grounded in the school's core values, beliefs, and learning expectations. Instruction is supported by research in best practices. Teachers are reflective and collaborative about their instructional strategies and collaborative with their colleagues to improve student learning.

1. Teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations.
2. Teachers' instructional practices support the achievement of the school's 21st century learning expectations by:
 - personalizing instruction
 - engaging students in cross-disciplinary learning
 - engaging students as active and self-directed learners
 - emphasizing inquiry, problem-solving, and higher order thinking
 - applying knowledge and skills to authentic tasks
 - engaging students in self-assessment and reflection
 - integrating technology.
3. Teachers adjust their instructional practices to meet the needs of each student by:
 - using formative assessment, especially during instructional time
 - strategically differentiating
 - purposefully organizing group learning activities
 - providing additional support and alternative strategies within the regular classroom.
4. Teachers, individually and collaboratively, improve their instructional practices by:
 - using student achievement data from a variety of formative and summative assessments
 - examining student work
 - using feedback from a variety of sources, including students, other teachers, supervisors, and parents
 - examining current research
 - engaging in professional discourse focused on instructional practice.
5. Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.

Conclusions

Some teachers at Trumbull High School examine their instructional practices to ensure alignment with the school's core values, beliefs, and 21st century learning expectations. A number of recent initiatives are designed to provide teachers with the time and student feedback they need in order to look more closely at their instructional practices to ensure that they align with the school's core values and beliefs and are having the desired impact on student achievement. Teachers are looking forward to the eight delayed opening days scheduled monthly October through May, which will give them 90 minutes to collaborate with colleagues, to share instructional practices, to craft assured experiences, to review summative assessment data, and to reshape course content. Students reflect on their academic progress by using the Student Success Plan (SSP) reflection inventory as well as by giving feedback to teachers about their needs and the effectiveness of classroom instruction and practices during a midyear "reflection day." However, the execution and structures provided to students vary among teachers even in the same department, with some going into detail about time management skills and reading strategies in a three-page double-sided document while others use a one-page checklist followed by short answer questions such as, "What should the teacher KEEP doing." For single semester courses, students and teachers alike question the relevance of the midyear reflection using terms like "meaningless" or "not really helpful to guide instruction." Teachers report that they collaborate informally, but few teachers could specify changes to instructional practice based on this informal collaboration. Although teachers look forward to the eight delayed openings some are concerned that this might not be sufficient for any substantive examination of instructional practice given the competing initiatives vying for that time. When teachers work together to continuously and uniformly examine their instructional practices in light of their core beliefs, they are able to develop ideas and strategies for adjustment of instruction to more effectively meet the needs of their students. (teachers, students, self-study, classroom visits)

Many teachers personalize instruction to support the school's 21st century learning. More than 40 percent of observed classes had some form of personalization, and the self-study and student comments reveal additional opportunities. Students in social studies and science classes are often encouraged to develop their own research questions. In world languages class students selected an environmental topic, researched it, and decided what format they wanted to use to present their knowledge to the class in the target language. In physical education classes teachers personalize fitness plans. The guidance department utilizes the Naviance college and career readiness software to provide individual post-secondary planning for all students. The self-study acknowledges the need to continue to work on personalization, and teachers look forward to using the new collaboration days to help them achieve this goal. When

all teachers personalize instruction in every class, student achievement of 21st century learning expectations will improve.

There are few formal cross-disciplinary courses at Trumbull High School. The Freshman Foundations course that all freshmen take for one quarter uses interdisciplinary topics to teach library information, study skills, writing, and technology literacy. In addition to this formal course, there are many informal opportunities for students to acquire and use knowledge and skills across the curriculum. For example, a science and history class collaborated on a lesson "Recovering the Romanoffs" that ties historical figures to genetic traits and forensic science. A formal cross-disciplinary unit of study is the annual Veteran's Day celebration. The town tribute is a collaboration among several THS departments, including history, business, math, and music, that creates a video production, news articles, and program of activities. A continued focus on and formalization of integrated learning at Trumbull High School will enhance the achievement of the school's 21st century learning expectations.

Students in some classes are engaged as active and self-directed learners at Trumbull High School. Active and self-directed learning was evident in 20 percent of the observed honors and Advanced Placement classes, 50 percent of advanced college prep classes, and 40 percent of elective classes. Examples of active, self-directed engagement include the honors Global Insights activity that encouraged students to select a historical movement and discern the passion behind it as a midterm examination. That skill was extended to a final exam for which students chose a topic of their own and presented it to the class. In another example students in AP English class created a voice thread that shared their experience from a field trip and addressed the essential question, "What is art?" Conversely, there was an absence of active and self-directed lessons in the observed special education and lower-level classes. Teachers observed in those classes rely on lecture, rote reading, and recall problems. Similarly, there is a greater emphasis on inquiry, problem-solving, and higher order thinking in the higher-level courses, but even in these courses lower order thinking was prevalent in 42 percent of the observed classes. The use of essential or guiding questions and thematic units with multiple opportunities for students to evaluate their own work through content-specific rubrics was more prevalent in the upper-level courses and virtually absent in lower-level or special education classes. Engaging all students in all levels as active and self-directed learners and providing a greater emphasis on inquiry, problem-solving, and higher order thinking across all levels will support the achievement of Trumbull High School's 21st century learning expectations.

Many teachers provide students with multiple opportunities to apply their knowledge and skills in authentic performance-based activities. In social studies students engage in an activity called "Project Citizen" in which students choose their own problem in society and solve it through public policy. In forensics, students

continually assume the role of a forensic scientist, solving problems through critical thinking. The agriscience program at THS offers students a wide range of authentic tasks in courses ranging from veterinary science to agricultural mechanics. A science project that involved analyzing correct measurement of medicine culminated in writing a letter of policy recommendation to the FDA. Economics classes engage students in an authentic car purchasing project that involves pricing, financing, taxes, insurance, and maintenance of the vehicle. Authentic field work in science classes include visits to salt marshes and specimen collection, habitat study, and species identification along with the multiple visits to St. Vincent's Hospital by the human anatomy classes during which students meet with doctors and other staff members to enhance their knowledge of the medical field. Special education students operate a coffee shop for staff as a means of providing authentic experience with the retail and service industry. Trumbull High School's strong emphasis on application of knowledge and skills to authentic tasks helps all students in achieving the school's 21st century learning expectations.

Most students engage in self-assessment and reflection at Trumbull High School. Teachers in all departments use the reading and writing school-wide rubrics to guide student work along the way as well as to provide a mechanism for students to evaluate their own work. In some assignments students are asked to reflect prior to handing in a project by checking off key tasks, while in other classes the correct answers are posted on the walls for students to reference with the option to resubmit work for additional points. Students use the Student Success Plan classroom reflection form to evaluate their progress in each class four times a year, and the school sets aside a day between semesters for students and teachers to evaluate their individual strengths and weaknesses. The emphasis on self-assessment and reflection at Trumbull High School helps students to understand themselves as learners.

With the completion of the "renovate like new" building project and the commitment of funds to upgrade the availability of technology throughout Trumbull High School, teachers now have the technological resources to embrace their integration across the curriculum. Most of the classrooms have interactive whiteboards, each department has at least one iPad cart, and THS has a newly implemented Bring Your Own Device (BYOD) policy that allows students to use their own technological devices for learning purposes. Students use technology in the classroom by sharing documents via Google drive, making presentations using digital media, conducting research using Internet sources, and generating graphs. For example, in one science class, students conduct Internet research on a hypothesis, create a Google document of the research, and present their findings using presentation software. Although technology is used and has begun to be used in a variety of ways in most classrooms, the integration of technology is in a developing phase. Of the classrooms observed during the visit, 28 percent integrated technology into the lesson. Consistent and expanded use of technology as a tool for learning will support and enhance the achievement of THS's

21st Century Learning Expectations. (students, teachers, classroom visits, student shadowing, self-study)

Some teachers adjust their instructional practices to meet the needs of each student by using formative assessment, especially during instructional time. Based on observed classes, 38 percent of teachers used some form of formative assessment. Some teachers use warm-ups or lesson starters to evaluate students' readiness for the day's learning, while others use entrance or exit slips for this purpose. Still others use gestures (thumbs up/thumbs down) or individual white boards to write their responses for quick assessment and immediate feedback from teachers. Strong formative assessment practices enable THS teachers to adjust instruction to meet the needs of students.

Some teachers strategically differentiate their instruction on a regular basis. World languages teachers use word banks to support vocabulary instruction, and English teachers offer students a choice of novels for writing a book review. Differentiation was most evident in creative project assignments in many departments. A business class offered instruction on career research and finance. The task was differentiated in terms of choice and was highly engaging so that all students could understand the objectives of personal finance. In lower-level and special education classes whole-group learning is more prevalent. In several observed classes students copied notes from PowerPoint slides or spent the time on rote practice of skills. Strategic differentiation in all levels will enable students to practice and achieve the school's 21st century learning expectations.

Most teachers purposefully organize group-learning activities. Think-pair-share, collaborative laboratory experiments, role playing, mock court cases, and circuit stations are frequently used throughout the school. In English class, students pair with a neighbor to compare articles on the same topic to evaluate their effectiveness and intended audience. In Algebra I classes students frequently work in groups on inquiry problems that are part of the state curriculum pilot. Purposeful grouping of students for specific tasks improves student engagement and achievement of the THS 21st Century Learning Expectations.

Most Trumbull High School teachers provide additional support and alternative strategies within the regular classroom. Several core classes are co-taught with a special education teacher. In some classes flexible grouping and differentiated instruction are provided. In an English class the teacher grouped students heterogeneously to provide additional support to a small group of students who did not understand the concept of symbolism. In another class there was a help desk for students to use voluntarily. Providing additional support and alternative strategies in all classrooms enable students to achieve Trumbull High School's 21st Century Learning Expectations. (teachers, students, self-study, student shadowing, classroom visits)

Some teachers improve instructional practices by using student achievement data from a variety of formative and summative assessments. Some teachers examine local data/ results from assessments that employ school-wide rubrics, especially the school-wide writing rubric. Each department has created assured performance-based assessments (APBAs) for each course. The APBAs are scored using a department rubric. The ultimate goal is to use these data to monitor and adjust instruction. One teacher examined midterm scores from students in an Italian 1 course in five different areas (listening, speaking, writing, grammar, and reading) and adjusted instruction for the next semester based on those results. Two teachers compared data results from similar level courses and determined a need to focus more on writing in the following semester. Until this year, however, teachers did not have regular, formal, and purposeful time to meet to review assessment/ data results. Most teachers do not regularly meet within and across content areas specifically to examine student work. The school has instituted eight delayed opening collaboration days for purposes of enabling teachers to work together within and across departments. Carefully planned use of this time will enable teachers to use achievement data and information gleaned from examination of student work to improve instructional practices.

Many teachers use information provided through student reflection days as well as the feedback from administrators to improve instructional practices. World languages teachers, for example, modified their APBAs based on feedback from students. They simplified the task, streamlined the content rubrics used, and aligned the written rubrics with the school-wide rubric language. Parent feedback is less formally structured and comes mostly from those parents who come to parent conferences. When teachers structure opportunities to gather feedback from students, parents, and administrators on a consistent and ongoing basis, they will be able to use this information to improve instructional practices resulting in increased student achievement.

Teachers at Trumbull High School have many opportunities to use current research to improve their instructional practice, however formal time for professional discourse is limited. The principal frequently forwards pertinent articles to faculty through email. Teachers are encouraged to attend workshops outside of school, and national presenters such as Spencer Kagan have been brought to the school. Some teachers signed up to read Doug Lemov's *Teach Like a Champion* and participated in a series of after-school meetings to discuss the strategies described in the book. While there is a common resource areas for teachers located in the library, few teachers use this area for research or collaboration. By examining current research and engaging in professional discourse on a more formal and consistent basis, teachers will improve their instructional practices. (student work, self-study, teachers, administrators, classroom visits, instructional leaders)

Most teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices. Most teachers reflect on their conversations with colleagues and reflect on feedback from students and peers. Some teachers do seek their own professional development that is offered outside of the district. One biology teacher enrolled in a summer seminar institute, which modeled a research project that she implemented in her class. According to the Endicott survey, 84 percent of teachers and 82.9 percent of students believe that teachers maintain expertise in their content area and in content-specific instructional practices. Strong content expertise and content-specific pedagogy enables THS teachers to provide students with the knowledge they need for success in college and careers. (teachers, administrators, students, parents, self-study, Endicott survey)

Commendations

1. The strong alignment of instructional practices with the school's core values, beliefs, and 21st century learning expectations
2. The pervasive use of authentic performance-based tasks that enable students to apply their knowledge and skills in authentic settings
3. The additional support and alternative strategies prevalent within the regular classroom to help students be successful
4. The integration of technology across the curriculum as a tool for learning
5. The regular engagement of students in self-assessment and reflection
6. The use of data from assured performance-based assessments to improve instruction
7. The provision of additional support and alternative strategies within the regular classroom
8. The purposeful organization of group-learning activities
9. The technology that is now available and the initial work to integrate these new tools into instruction
10. The engagement of students in self-assessment and reflection

Recommendations

1. Increase opportunities for personalized instruction
2. Develop consistent and formal units of study to foster greater cross-disciplinary learning
3. Use feedback from a greater variety of stakeholders to inform instructional practice
4. Establish formal opportunities for teachers to examine student work and local data/assessment results for purposes of instructional improvement
5. Ensure that all students, regardless of level, are engaged as active, self-directed learners
6. Emphasize inquiry, problem-solving, and higher order thinking in all classes, regardless of level

Teaching and Learning Standard

4

Assessment of and for Student Learning

Assessment informs students and stakeholders of progress and growth toward meeting the school's 21st century learning expectations. Assessment results are shared and discussed on a regular basis to improve student learning. Assessment results inform teachers about student achievement in order to adjust curriculum and instruction.

1. The professional staff continuously employs a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations.
2. The school's professional staff communicates:
 - individual student progress in achieving the school's 21st century learning expectations to students and their families
 - the school's progress in achieving the school's 21st century learning expectations to the school community.
3. Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.
4. Prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.
5. Prior to summative assessments, teachers provide students with the corresponding rubrics.
6. In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.
7. Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.
8. Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.
9. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.
10. Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:
 - student work
 - common course and common grade-level assessments
 - individual and school-wide progress in achieving the school's 21st century learning expectations
 - standardized assessments
 - data from sending schools, receiving schools, and post-secondary institutions
 - survey data from current students and alumni.
11. Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning.

Conclusions

The Trumbull High School professional staff employs a formal process using school-wide rubrics to assess individual student progress in achieving the school's 21st century learning expectations, but there is no formal assessment of whole-school achievement based on the school-wide rubrics. Each department has assumed responsibility for assessing students using two or three of the school-wide rubrics. Teachers use school-wide rubrics at the end of each course to assess individual student progress toward the school's learning expectations. The rubrics are also used mid-year in full-year classes. Many teachers use department-created rubrics to assess progress in the content area, and some teachers also use the school-wide rubrics for this purpose at times other than at course's end. Individual student performance on the 21st century learning expectations is reported on the January report card for courses that meet only for the fall semester and in June for second semester and full-year courses. However, this reporting is done in the comments section of the report card, and many parents were unaware that this reporting was being done. As the process for reporting individual student progress becomes more ingrained in the culture of the school, students and families will have a greater understanding of how they are progressing toward the school's 21st century learning expectations. The school relies on standardized testing to measure whole-school academic achievement and has not yet developed a means of aggregating individual student progress on the assured performance-based assessments (APBAs) into a whole-school or grade-level snapshot of progress. When Trumbull High School develops a method of assessing whole-school progress toward achievement of its 21st century learning expectations, the community will gain a better understanding of the progress the school is making toward the achievement of its 21st century learning expectations. (self-study, teachers, report cards, student work, panel presentation)

The professional staff at Trumbull High School communicates individual student progress in achieving the school's 21st century expectations at the end of each course. The student report card shows both the letter grade earned in each class and comments about the level of achievement on the school-wide rubrics that are associated with that class. THS makes various reports to the community about student successes, including the honor roll, Connecticut Academic Performance Test (CAPT) results, and the principal's annual report of success to the superintendent. However, there is no formal communication of whole-school achievement of each of the school's 21st century learning expectations. A means of communicating whole-school achievement of each of the school's 21st century learning expectations will ensure the engagement of all stakeholders in the school improvement process. (report cards, teachers, students, Endicott survey, self-study)

The professional staff at Trumbull High School collects and analyzes data to identify and respond to inequities in individual student achievement. The school uses a variety of instruments including school-wide rubrics, CAPT, assured performance-based assessment (APBA) results, the D/F report, and results of formative and summative assessments to track individual student progress and to make recommendations for intervention. Analysis and disaggregation of CAPT data is

common at THS, as the school works to reduce achievement gaps. Teachers also monitor individual student progress regularly and communicate with parents and guidance if a student is falling below expected achievement levels. The house intervention plan and early intervention team provide a framework for further intervention to increase student achievement. Individual teachers modify instruction after gathering data from formative assessments. In Spanish classes after noticing students' struggling, teachers modified the delivery of a cultural lesson to include more authentic components to better illustrate the topic. The recently implemented Freshman Foundations course addresses recognized weaknesses in research and writing skills of ninth grade students. Although individual teachers analyze data, recommend appropriate interventions for struggling students, and adjust their instruction and assessments as a result of the analysis, there is limited departmental or school-wide discussion about achievement gaps on the assured performance based assessments and/or on course-specific interim assessments. In addition, the school has not yet developed a process to aggregate, disaggregate, or analyze data on student achievement of the learning expectations. When the whole school disaggregates and analyzes local data and uses these data to identify and respond to inequities in student achievement, teachers will have a clearer understanding of how to adjust their instructional practices, and students will benefit from more effective opportunities to attain the goals of the school's core values and beliefs. (self-study, teachers, administrators, panel presentation)

Prior to each unit of study some teachers communicate to their students the related unit-specific 21st century learning expectations and related learning goals to be assessed. The Endicott survey indicates that 60 percent of Trumbull High School teachers communicate the learning expectations and specific learning goals of the unit to their students. Specific references to 21st century learning expectations occurred in fewer than 10 percent of the observed classrooms. Many teachers maintain websites from which students can glean information about what is expected in a unit of study. Syllabi are frequently used to communicate learning expectations for the semester or for the year. More than half of students and parents surveyed indicate that teachers explain to students what will be assessed prior to each unit of study, but specific linkage to the 21st century learning expectations is rare. When teachers help students to link the 21st century learning expectations to the work expected in each unit of study, students will have a clearer and more complete understanding of the 21st century learning expectations that they will use to develop their learning in that unit of study. (Endicott survey, self-study, student shadowing, classroom visits, students)

Prior to summative assessments, Trumbull High School teachers frequently provide students with the corresponding course-specific rubrics or scoring checklists. Nearly 80 percent of students surveyed indicated that they understood in advance what they had to do to meet their teacher's expectations. Assignments are assessed using course- or department-specific rubrics, several of which are analytic. When teachers administer the assured performance-based assessments, the school-wide rubrics are employed and students are aware of this. Because teachers provide students with course-, department-, or school-wide rubrics, students understand the criteria for success and are better able to achieve the school's 21st century learning expectations. (Endicott survey, teachers, students, parents, student work)

Most Trumbull High School teachers use a wide range of assessment strategies, including formative and summative assessments, in each unit of study. Teachers regularly use formative assessments to monitor student progress. In a pre-calculus class, the teacher reviewed graphing techniques prior to using that information in application problems. In family and consumer science, the teacher monitored the students' progress on a major summative assessment by establishing check points along the way. Pretests, quick checks, and white boards as whole-class checks are some of the many ways that teachers check for understanding. Students are sometimes provided the opportunity to rework parts of assessments after the teacher has evaluated them to ensure that mastery has occurred. Some teachers provide exemplars for students, and most classrooms have student work clearly displayed. By employing such a wide range of assessment strategies, teachers reach a variety of student learning styles while helping them achieve the learning expectations. (self-study, classroom visits, teachers, students)

Many Trumbull High School teachers collaborate on the creation, analysis, and revision of formative and summative assessments, including common assessments. While much of the collaboration occurs informally, time has been spent in department meetings to address common assessments and the use of the school-wide rubrics. The recent addition of regular formal time for teachers to meet on advisory days and cadre days has allowed for increased collaboration of teachers on assessment creation and revision. THS teachers review summative assessment data/results and use that review to modify assessments. For example, ninth grade English teachers used a cadre day to blind score their APBA. They then revised the APBA based on their discussions. Item analysis on the APBA in world languages has allowed department members to make modifications to curriculum and/or instruction. The mathematics department has scheduled three cadre days during the school year to evaluate review packets for midterm and final examinations as well as to create, analyze, and revise mathematics assessments. Continued use of cadre days and the common collaboration time on advisory mornings will enhance the ability of teachers to collaborate on the creation, analysis, and revision of formative, summative, and common assessments. (self-study, panel presentation, teachers)

Many Trumbull High School teachers provide specific, timely, and corrective feedback to students to ensure that students revise and improve work. Over 60 percent of students reports that teachers correct and assess their work in a timely manner, but fewer than half feel that the teacher provides suggestions on how to improve their work. Feedback is given orally during formative assessments and outside of class, but there is limited evidence of written feedback on many formative assessments other than a marking of right or wrong or a point deduction. English and social studies teachers give written feedback on essay assignments, sometimes using electronic feedback. For those essays, students submit a rough draft and then use teacher feedback to improve their writing. The mathematics department uses test correction for summative assessments to help ensure student mastery of a topic prior to moving to new learning. Some parents indicate that their students would benefit from increased corrective feedback and emphasized the importance of getting the feedback in a timely manner. When all teachers provide specific, timely, and corrective feedback, students will be able to improve their work and to increase achievement of the school's 21st century

learning expectations. (classroom visits, self-study, Endicott survey, student work, students, parents)

Trumbull High School teachers regularly use formative assessment to inform and adapt their instruction. In many departments, teachers use the results of questioning, exit slips, quick quizzes, as well as others to recognize students' lack of mastery and then adjust accordingly. For example, in English and Freshman Foundations, the need for additional instruction on topic sentences became apparent through formative assessment; world language teachers noted grammatical errors in oral presentations that prompted additional, targeted instruction; and algebra teachers use dry erase boards to quickly check for understanding and then give additional instruction as needed. THS teachers frequently collaborate informally and have also recently been given formal collaboration time to use formative assessment results to change instructional practices when needed. THS teachers' regular use of formative assessment to adapt instruction positively impacts student achievement. (student shadowing, classroom visits, self-study, panel presentation, teachers)

Trumbull High School teachers and administrators, individually and collaboratively, examine a range of student learning for the purpose of revising curriculum and improving instructional practice. Student work, common course and grade-level assessments, and standardized assessments are regularly discussed in department, cadre, and advisory morning meetings. These collaborations have resulted in revised curriculum and improved instruction. Teachers use the school-wide rubrics to assess students individually, but not all departments discuss whole-class, whole-grade, or whole-school results, nor do they use the results from school-wide rubric analysis to revise the curriculum or improve instruction. THS does not use data from sending schools, receiving schools, and post-secondary institutions nor has the school formally surveyed graduates, but several of the interviewed parents indicate that the THS experience has prepared graduates well for future learning. Adopting a comprehensive use of all data, including the school-wide progress in achieving the school's 21st century learning expectations and survey data from alumni, will allow teachers and administrators to make improved curricular and instructional decisions. (self-study, panel presentation, parents, teachers, students)

Trumbull High School has revised some grading practices to ensure alignment with the school's core values and beliefs about learning. Student attainment of the school's 21st century learning expectations is measured via use of the school-wide rubrics, and the results are reported once a year on the student report card. There is some consistency in grading practices within a department; for instance, English teachers used a cadre day to calibrate their grading of common assessments. However no formal discussions have occurred across the school to ensure that grading practices are consistent across all subject areas and by all teachers. The school uses Infinite Campus as its student information system, but not all teachers consistently use the tools that it provides for grading and parent communication about grading. Thoughtful and explicit review and revision of grading and reporting practices will ensure a greater alignment with the school's core values, beliefs, and 21st century learning expectations. (self-study, teachers, students, parents, panel presentation)

Commendations

1. The consistent use of course- and department-specific rubrics as well as the school-wide rubrics
2. The range of formative and summative assessment strategies used to monitor and improve student progress
3. The use of assured performance-based assessments as tools for assessment and curriculum revision
4. The commitment of teachers to collaborate, formally and informally, to create and revise assessments
5. The review of summative assessment results to modify and improve assessments
6. The time provided through early release days as well as department days to work on development and review of assessments
7. The provision of course-specific rubrics and scoring checklists to students prior to summative assessments

Recommendations

1. Implement a formal process for using the school-wide rubrics to assess whole-school progress in achieving the school's 21st century learning expectations
2. Collect, disaggregate, and analyze data in order to continue to identify and respond to inequities in student achievement and close the achievement gaps that may exist between and among ethnic groups and between identified special education students and whole-school achievement on local assessments as well as standardized assessments
3. Ensure that prior to each unit of study all teachers specifically and explicitly communicate to students the school's applicable 21st century learning expectations and unit-specific learning goals
4. Increase the use of specific, timely, and corrective feedback to ensure that students revise and improve their work
5. Establish a protocol for surveying alumni to inform curricular and instructional revisions
6. Collect and analyze data from sending schools, receiving schools, and post-secondary institutions for purposes of revising curriculum and improving instructional practice
7. Regularly review and revise grading and reporting practices school-wide to ensure alignment with the core values and beliefs

5

School Culture and Leadership

The school culture is equitable and inclusive, and it embodies the school’s foundational core values and beliefs about student learning. It is characterized by reflective, collaborative, and constructive dialogue about research-based practices that support high expectations for the learning of all students. The leadership of the school fosters a safe, positive culture by promoting learning, cultivating shared leadership, and engaging all members of the school community in efforts to improve teaching and learning.

1. The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.
2. The school is equitable, inclusive, and fosters heterogeneity where every student over the course of the high school experience is enrolled in a minimum of one heterogeneously grouped core course (English/language arts, social studies, math, science, or world languages).
3. There is a formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school’s 21st century learning expectations.
4. In order to improve student learning through professional development, the principal and professional staff:
 - engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
 - use resources outside of the school to maintain currency with best practices
 - dedicate formal time to implement professional development
 - apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.
5. School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.
6. The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.
7. Student load and class size enable teachers to meet the learning needs of individual students.
8. The principal, working with other building leaders, provides instructional leadership that is rooted in the school’s core values, beliefs, and learning expectations.
9. Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.
10. Teachers exercise initiative and leadership essential to the improvement of the school and to increase students’ engagement in learning.
11. The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school’s 21st century learning expectations.
12. The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

Conclusions

The Trumbull High School community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all. The positive school culture stems from a caring faculty and staff who model respect and support for their students. School policies, rules, and regulations are communicated in the student and faculty handbooks and are further addressed in advisory on the first day of school as well as through assemblies presented by administrators. The low number of significant disciplinary infractions resulting in in-school suspensions and expulsions attests to the respect students have for one another and for their teachers and school in general. Lack of consistency among the three houses regarding handling of low-level infractions, however, is noted as a challenging issue by many teachers as well as by students who would like to see school-wide policy regarding how minor issues will be addressed. Students show support for one another through organizations such as Trumbull Peer Mediators and a Link Crew group that links incoming freshmen with upperclassmen who support their transition into high school. Underclassmen openly aspire to becoming a Link Crew leader and see it as an honor to be selected for this prestigious position. Additionally, the school presents programs such as the "Truth about Hate" assembly sponsored by the Anti-Defamation League. School pride is evident in pep rallies, displayed student work, and conversations with students, staff, and parents. Trumbull Eagles know they are expected to work hard, achieve academically, and behave ethically as they participate in their school and community. Although the Endicott survey reflects less positively, the completion of the renovation project seems to have renewed school pride. Safety is noted as a concern as no true security is evident at the main entrance other than cameras and a check-in with a paraprofessional after entrance into the building. Further, although a police officer is assigned to patrol the exterior of the school, no consistent security is present at the exterior doors leading to and from the agriscience building and portable classrooms. The consciously created positive, respectful, and supportive school culture results in faculty, staff, and students who are proud to be Trumbull High School Eagles and who are willing to work hard to meet the high expectations for all. (students, teachers, administrators, support staff, handbook, disciplinary report, classroom visits, panel presentation, self-study, community members, Endicott survey).

Trumbull High School is beginning to foster heterogeneity so that every student over the course of his or her high school experience is enrolled in a minimum of one heterogeneously grouped course, but currently there are no heterogeneously grouped core courses. The school has created a one-quarter media course (Freshman Foundations) required of all ninth grade students in which students are heterogeneously grouped. The Freshman Foundations course is an integrated program designed to build technological literacy as well as to improve study and research skills. Daily reading and writing is also expected. Health and physical education classes are

also required heterogeneously grouped classes. In addition, the ninth grade English course has been reduced to only two levels: honors and advanced college preparatory. While a variety of electives offer heterogeneity, no core courses offer this grouping. Classes in core areas are grouped by three levels: college preparatory, advanced college preparatory, and honors. In addition, the most advanced students who meet departmental prerequisites are given the opportunity to choose from seventeen Advanced Placement course offerings. Special education students are embraced and included by their teachers and non-disabled peers, although teachers and parents note a need for greater support of these students as they participate in rigorous courses within least restrictive environments. Trumbull High School's academic ability-grouping system that delineates four course levels inhibits the equitable, inclusive, and heterogeneous learning opportunities of students in core classes. (program of studies, teachers, parents, self-study)

There is a formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations. The advisory period meets eight times during the school year for thirty minutes. The time allows students to meet with one adult on a regular basis and to remain with this adult throughout their four years at Trumbull High School. This structured time is designed to encourage students to get to know members of their advisory group, engage in self-reflection, and maintain an ongoing relationship with a caring adult. The advisory curriculum is grade leveled to provide age-appropriate activities and topics to students. Topics include critical thinking, ethical conduct, self-reflection, team development, and personal growth. Trumbull High School's advisory program, with a curriculum rooted in elements of the school's core values and beliefs, provides students with the opportunity to connect with an adult member of the school who helps students to achieve the school's learning expectations. (advisory curriculum guide, teachers, students, self-study)

In order to improve student learning through professional development, the principal and professional staff use resources outside of the school to maintain currency with best practices as they engage in professional discourse for reflection, inquiry, and analysis of teaching and learning. While the self-study and nearly all conversations with teachers indicate that teachers are given very limited input into district-initiated and formalized professional development, the report of teacher requests to attend outside conference indicates that nearly all requests were approved. Six cadre days, eight collaboration days, five professional development days, and department meetings all provide teachers with the opportunity for discourse with colleagues as they seek to implement best practices and analyze teaching and learning. Only 27.8 percent of the Trumbull High School staff surveyed feels that school-wide professional development is effective at enabling teachers to acquire and use skills to improve instruction and assessment. No formalized vehicle is in place for teachers to suggest and/or request

specific topics of professional development on the five district professional development days. When there is a clearly articulated plan for professional development, including adequate opportunity for input regarding district-provided professional development, the professional staff of Trumbull High School will be more involved and engaged as they address teacher improvement of curriculum, instruction, and assessment. (self-study, teachers, Endicott survey, curriculum director, conference request log)

School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning. Under both the previous plan and the new, state-mandated evaluation program, members of the leadership team participated in formalized supervision and evaluation training including Academy for Teacher Leadership, Connecticut's Vision for Implementing the Common Core State Standards, and their own district-designed training to accommodate the new state law. Most evaluators are cognizant of evaluation plan requirements, but many professionals perceive inequity in the evaluators' implementation of the evaluation plan. Teachers indicate that some evaluators are more available by function of their schedules for conferences and feedback to help teachers plan strategies to improve instructional practices. Teachers specifically cited improved wait time, closure, and alignment of lesson objectives with curricular standards as a result of evaluation. The use of research-based evaluation and supervision processes enables staff to focus on improved instruction and student learning. (teachers, self-study, standard committee, administrators)

At Trumbull High School, the organization of time supports instruction, professional collaboration among teachers, and the learning needs of all students. Recent adjustments to the school schedule have allowed for both an advisory period and planned teacher collaboration eight times per year. The advisory period provides a meaningful connection for students with an additional adult. Collaboration days allow teachers to meet, primarily departmentally, to discuss issues of curriculum, assessment, and instruction. Although these adjustments to the schedule, along with a shortened lunch period, have created more collaborative time, there is an expressed need for common planning time and time to create common formative assessments from which data can be gathered, analyzed, and used to inform instruction. Teachers informally look at student work together, but no formal structured time or protocol for reviewing student work is in place to improve teaching and learning. Finally, the student schedule of eight, 48-minute periods has been designed with flexibility built in for courses requiring additional time such as lab sciences. The school's organization of time to meet the learning needs of students and to provide for some professional collaboration effectively allows students to meet the school's 21st century expectations for student learning. (daily schedule, teachers, students, self-study, standard committee, school calendar)

Student load and class size enable teachers to meet the learning needs of individual students. Class sizes generally range from seventeen to twenty-eight students, with an average class size of twenty-one students. Classes are balanced through master scheduling practices and counselor examination of individual student schedules. In a limited number of isolated cases an imbalance in class size exists among sections of a course due to late enrollments and to students making course changes after the school year begins. Some teachers spoke of disparity of total student load per teacher when the teachers have the same course assignment. A review of teacher schedules, however, does not reveal this to be a widespread issue, but rather one that occurs as counselors prioritize student needs and requests. For example, data regarding student load per English teacher show load ranges from 88 to 126 students, with four loads under 100, three over 116, and ten loads between 107 and 116. The outliers result from popularity or lack thereof of the chosen upper class elective of the teacher. Student load per math teacher ranges from 99 to 125, with an average load of 112. Only one teacher out of 16 has fewer than 100 students, and only three out of 16 have more than 119. Student load and class size at Trumbull High School enable teachers to meet the learning needs of individual students while honoring student needs and preferences tailoring schedules to create individualized programs. (master schedule, teacher schedules, teachers, administrators, guidance counselors, students, self-study)

The principal, who began at Trumbull High School in July, is working with the three house principals and other building leaders to provide instructional leadership rooted in the school's core values, beliefs, and learning expectations. In addition to meeting weekly with the building administrative team, the principal meets regularly with the faculty advisory council, the principal council, and the academic leadership team. Teachers consistently report that the principal has spent much of his time learning about the organization and culture of Trumbull High School. Students say that he is visible throughout the building on a daily basis and that he is interested in helping them become more involved in leadership activities. Students and teachers of Trumbull High School will grow from leadership on multiple levels that is consistently and consciously rooted in the school's core values, beliefs, and learning expectations. (teachers, students, building administration, standard committee)

Trumbull High School teachers, students, and parents have some involvement in decision-making that promote responsibility and ownership. Students at Trumbull High School can participate in a variety of extracurricular clubs in which the functioning and leadership is the students' responsibility with the help of a faculty advisor. In addition, students are given responsibility through peer mediation, the student council, Link Crew, and the student athletic advisory council. Department heads can make budget requests for teachers' supplies as needed for support to instruction. Parents are active in the Parent-Teacher-Student Association. Parents on the district advisory committee have input on district policy. Despite these avenues for involvement in leadership and decision-making, the Endicott survey indicates that most

students feel that they do not have the ability to make important decisions at school. In addition, the survey indicates that only slightly more than half of the teachers feel that they are involved in decision-making at Trumbull High School. Active participation of students, teachers, and parents in the decision-making process will promote increased responsibility and ownership at Trumbull High School. (Endicott survey, self-study, parents, students, teachers)

Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning. Teachers at Trumbull High School have multiple opportunities to take the lead on programs and policies. The faculty was responsible for the implementation and curricular content of the advisory program. The peer mediation program was a teacher-suggested initiative. The teachers of THS have a sunshine club that promotes faculty celebrations to foster cross-disciplinary relationships and to keep a high morale at THS. In the classroom teachers have the administrative support to try new lessons and avenues of instruction. For example, a science teacher ordered and investigated the use of lab-based technology with the support of the department chair. The teacher-run Tech Tuesdays are collaborative teacher meetings to share technology-based lessons. Teachers are involved in the district articulation committee to look at department curriculum, instructional practices, and assessments. Because THS teachers are allowed to exercise initiative and leadership, they are able to make important decisions that increase student engagement in learning. (teachers, department chairs, meeting agendas/ minutes, administrators, self-study)

Although in their very early stages of working together, the Trumbull Board of Education, superintendent, and principal are forging a collaborative, reflective, and constructive stance toward achieving the school's 21st century learning expectations. During weekly meetings the superintendent and principal discuss all issues relating to Trumbull High School, including physical plant issues, student concerns, academic programs, and instructional practices. In addition, the superintendent meets monthly with the Trumbull High School administrative team to provide guidance regarding issues from every facet of school life. Further, the superintendent meets monthly with the Council of Ten that encompasses all top-level administrators in the district. Collaboration specifically occurs annually with respect to the budget. Budgetary decisions are based on input that originates from teachers via department chairs. Their input is the basis for the budget the principal shares with the superintendent. Together the superintendent and principal finalize a budget for presentation to the board. The Trumbull Board of Education collaborates with the superintendent by funding data-supported requests. For example, a recent town-wide study regarding the adequacy of technology in the town prompted an increased investment by the school board to provide technology to Trumbull High School. The literacy center and the establishment of the Freshman Foundations course are a result of collaboration and support from the

board of education, the superintendent, and the principal in their efforts to achieve the 21st century learning expectations. The collaboration, reflection, and supportive actions of the Trumbull Board of Education, the superintendent, and the principal have a positive impact on the school culture and enable a wide array of programs for students. (board of education, self-study, administrators, superintendent)

The school board and superintendent in Trumbull provide the principal with solid decision-making authority to effectively lead the school. Although very actively involved in their roles as board members, the Trumbull Board of Education members are very knowledgeable and versed in their role and its limitations as outlined by Connecticut Association of Boards of Education. They take seriously their role in providing policy that the principal has the autonomy to carry out. They respect the chain of command and utilize the superintendent as the filter to carry concerns to the principal and vice versa. The principal is allowed to do his job as outlined in his job description, including making all decisions at Trumbull High School. Open lines of communication exist, and the superintendent provides guidance on issues that require his involvement prior to a final decision, but this is clearly in a spirit of collaboration. A continued culture of consistent autonomy, combined with willing collaboration, will allow the principal of Trumbull High School to make the decisions necessary to deliver instruction founded on the school's core values, beliefs, and 21st century learning expectations. (principal's job description, self-study, board of education, administrators)

Commendations

1. The positive, respectful, and supportive culture that reflects a high level of shared ownership, pride, and high expectations for all
2. The positive relationships between students and teachers
3. The Freshman Foundations heterogeneously-grouped interdisciplinary media course that provides all students with basic skills necessary to attain the school's 21st learning expectations
4. The strong advisory curriculum that supports and makes purposeful connections to the school's core values, beliefs, and 21st century learning expectations
5. The implementation of collaboration time for teachers that allows for purposeful discourse to inform instruction and to help students achieve 21st century learning expectations
6. The board of education's knowledge and their respect of the principal's autonomy in making decisions that impact Trumbull High School
7. The changes to the schedule in order to facilitate the development of the advisory program

Recommendations

1. Ensure that all doors are secure and that all people entering Trumbull High School at any access point have legitimate reason for entering the building
2. Ensure that the school is equitable, inclusive, and fosters heterogeneity and that every student over the course of his or her high school experience is enrolled in a minimum of one heterogeneously grouped core course
3. Develop and implement a professional development plan that allows for input and involvement from teachers, administrators, and central office personnel and which balances district initiatives with teacher and school needs
4. Ensure balanced and equal implementation of school policies affecting student discipline across the houses
5. Calibrate observers and evaluators to ensure meaningful evaluation and feedback for all teachers
6. Ensure that students, faculty, and parents are afforded meaningful roles in decision-making at Trumbull High School

6

School Resources for Learning

Student learning and well-being are dependent upon adequate and appropriate support. The school is responsible for providing an effective range of coordinated programs and services. These resources enhance and improve student learning and well-being and support the school's core values and beliefs. Student support services enable each student to achieve the school's 21st century learning expectations.

The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.

The school provides information to families, especially to those most in need, about available student support services.

Support services staff use technology to deliver an effective range of coordinated services for each student.

School counseling services have an adequate number of certified/licensed personnel and support staff who:

- deliver a written, developmental program
- meet regularly with students to provide personal, academic, career, and college counseling
- engage in individual and group meetings with all students
- deliver collaborative outreach and referral to community and area mental health agencies and social service providers
- use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

The school's health services have an adequate number of certified/licensed personnel and support staff who:

- provide preventative health services and direct intervention services
- use an appropriate referral process
- conduct ongoing student health assessments
- use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:

- are actively engaged in the implementation of the school's curriculum
- provide a wide range of materials, technologies, and other information services in support of the school's curriculum
- ensure that the facility is available and staffed for students and teachers before, during, and after school
- are responsive to students' interests and needs in order to support independent learning
- conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified / licensed personnel and support staff who:

- collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations
- provide inclusive learning opportunities for all students
- perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

Conclusions

Trumbull High School has timely, coordinated, and directive intervention strategies for students, including identified and at-risk students that support each student's achievement of the school's 21st century learning expectations. Counselors and other student support personnel identify at-risk students using a well-established Early Intervention Process (EIP). At-risk students (academic, behavior, social-emotional, and attendance) are identified and monitored through various data sets and intervention meetings. For example, counselors use the student information system Infinite Campus to monitor progress reports and report cards of at-risk students. However, not all teachers post grades to Infinite Campus making it difficult for counselors and support staff to monitor student progress efficiently. Once an at-risk student has been identified, weekly meetings (called "pre-house meetings") are held to discuss strategies to help the student. If no student progress is made, the concern is taken to a house meeting involving the house principal, school psychologist, guidance counselors, social worker, and the nurse, who develop a more intense intervention strategy, such as regular meetings with the school psychologist, guidance counselor, and/or social worker, or placement in Trumbull Alternative High School. The Endicott survey indicates that 78 percent of the staff believes that THS offers adequate intervention strategies which are coordinated through regularly scheduled weekly, monthly, and quarterly meetings. Because of these various strategies and well-established processes, students at THS are supported to achieve the school's 21st century learning expectations. (Endicott survey, self-study, teachers, students)

Trumbull High School provides information to families, especially to those most in need, about available student support services. Various communication methods include the school's website, telephone calls, mailings, email blasts, Connect5, as well as various assemblies including back-to-school night, eighth-grade open house, and the underage drinking forum. Student support services identify students and families in need through their pre-house and house meeting process. A range of responses is used to address the needs of these families once identified: increased communication with families, referrals to appropriate outside agencies, home visits, and ongoing monitoring once crisis has passed. A collaborative approach is taken including informing teachers when parental permission is provided. As a result of these efforts, families are made

aware of services available to help their children achieve success in school. (self-study, teachers, school support staff, students)

Support services staff members use a wide range of technology to deliver coordinated services for each student. Infinite Campus has the capacity to provide a myriad of information to administrators, teachers, school counselors, and other support service personnel. Counselors, pupil personnel staff members, and teachers report that access to Infinite Campus provides them with information about grades, 504 and/or IEP status, health conditions, and parent contact information. However, teacher use of Infinite Campus is optional, and many teachers do not use its tools to provide valuable information to help the most struggling students. Counselors use Naviance to provide comprehensive guidance services and to assist students in developing their Student Success Plans. Additional software programs such as ImPACT, IEP Direct, and RtI Studio are used. Counselors note that teachers and support staff need more training to maximize the use of RtI Studio as an intervention tool for students. The special education department recommends a variety of assistive technology for students based upon need. These include use of iPads, Dragon Speech, communication boards, etc. When faculty and staff maximize the use of the wide range of technology resources available to them, they will be able to be more efficient and effective in the delivery of a range of coordinated services for each THS student. (self-study, teachers, counselors, social worker, students, parents)

The school counseling department at Trumbull High School has an adequate number of certified/licensed personnel and support staff to deliver a variety of services for students. The department consists of one full-time department chair (with a reduced caseload), 11 full-time counselors, and three full-time clerical assistants. In addition THS has three school psychologists and one on-site social worker. There is no developmental guidance curriculum, but counselors meet with each student individually and/or in small groups at least twice during the school year to provide personal, academic, career, and college counseling. In ninth grade the focus is on transition to high school; tenth grade students complete a career interest inventory; juniors receive instruction on post-high school planning; and seniors are guided through the college application process. School counselors make individual referrals to local agencies and service providers, such as Trumbull Counseling Services, the mobile crisis unit, and the Department of Children and Families, on an as-needed basis. The process typically involves collaboration with other student support personnel (intervention specialist, social worker, or school psychologist) and communication with parents and with the agency representatives. In addition, the school counseling department maintains a positive collaborative relationship with several community organizations including Housatonic Community College and the town of Trumbull Business Education Initiative (BEI). Although school counselors and support service staff meet monthly to discuss improvement of program delivery, no formal, ongoing

collection of data and feedback from the school community is practiced for purposes of program improvement. A written developmental guidance curriculum coupled with the use of ongoing, relevant assessment data, including feedback from the school community, will enhance the efforts of the school counseling department to ensure that each student achieves the school's 21st century learning expectations. (students, parents, school counselors, student support staff, self-study)

Trumbull High School's health services have an adequate number of certified/licensed personnel and support staff. The Trumbull High School health clinic is staffed with three full-time nurses who are employed by the town rather than the board of education. One nurse is affiliated with each of the houses at the school, and generally at least one nurse is available in the clinic to support students in need of emergency services. Students have sufficient access to preventative health services and direct intervention services. A student may be referred to the health clinic in a variety of ways. Most commonly, students request a pass from a staff member. Alternatively, a staff member may contact the nurse for student health services based on observation, judgment, or incident. Once a student arrives at the health clinic, he/she is examined, assessed, and treated. In emergency situations, the health clinic will follow necessary procedures, including referral to an outside agency for further care if needed. The pre-house and house referral meeting process also identifies students in need of health services. A recent change in procedures included nurses the pre-house and house meetings, which should enable them to be even more effective in providing preventative services to THS students. Nurses also attend 504 and PPT meetings to ensure that health and academic needs for these students are aligned.

Individual health care plans (IHCPs) are developed for students who are under continuous care. These plans describe health conditions, provide action steps to be taken in the case of an "acute manifestation" of the condition, and provide for preventative measures to be implemented to assist students with their health condition. Nurses also manage students with documented health needs that require accommodations within the academic setting. Family physicians, staff, and family members are all involved in the development of these accommodations. Pertinent health information from these plans is made available to school staff through Infinite Campus. There is no use of ongoing relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. While the health clinic provides adequate services for students, an ongoing feedback cycle will provide valuable information that may help to improve services so that students are better equipped to meet the school's 21st century learning expectations. (self-study, nurse, counselors, students, parents,)

The library/information services programs are somewhat integrated into the curriculum and instructional practices and have an adequate number of certified /

licensed personnel and support staff. The school has two full-time library media staff positions, although at the time of the NEASC visit, one of those positions was temporarily vacant due to the departure of one media specialist. The library staff includes a part-time secretary and a paraprofessional, both of whom help to manage the library resources. The recently renovated facility also houses the literacy and reading specialists as well as a technology integration specialist, all of whom work together closely, particularly in the Freshman Foundations course. The media specialists share responsibility for working with students in the library as well as for working with classes of students in lab and classroom spaces. They also collaborate with and support teachers who are working on projects related to the library media center's resources. The Freshman Foundations course is the clearest evidence of the library media center staff's active engagement in the implementation of the school's curriculum. Freshman Foundations is an assured quarter-long interdisciplinary course taken by all students. This course was developed three years ago out of a recognized need to assure that all Trumbull High School students were provided with an opportunity to learn the foundational skills related to library media. These skills include research, literacy, and technology skills. While the teacher of record for each section of the course is either the writing or reading specialist, the library media specialists were central to the development of the curriculum in 2011 and remain integral to the instruction provided to students in the course. Beyond this course, the library media specialists are not involved in the development of curriculum in a consistent manner nor are students provided with assured research or technology experiences beyond those built into the Freshman Foundations course. However, the library media specialists are frequently involved in collaborative lessons with individual teachers. In October 2011 alone, the department collaborated with ten English classes, six social studies classes, and two business/technology classes, in addition to the Freshman Foundations classes. They introduced database resources, modeled electronic citation tools, and introduced *Photostory* software and a range of Web 2.0 tools. Both social studies and English departments work extensively with the media specialists in order to effectively integrate information and technology literacy skills. The library media and technology specialists work with teachers and students on an individual basis, supporting them in their use of technology, book selection, and research projects. With the advent of the Connecticut Common Core State Standards, the library media specialist, who also acts as a team leader, has been provided with increased professional development, to enable increased collaboration and coherence between library media and other subject area disciplines. Increasing collaboration and coherence between library media and other subject disciplines will better prepare all students to meet THS's 21st century learning expectations.

The library media center provides a wide range of print and technological materials to support the school's curriculum. Currently, the library houses 24,000 books and 76 periodicals. The online resources include over 200 ebooks, two subscription

databases supplementing iConn, several computer software programs, as well as Discovery Education's online streaming video service. These book collections are housed prominently in the library. The library media specialists encourage teachers and students to request books and other resources throughout the year, maintaining a request list at the circulation desk. This rich range of materials provides students and teachers with access to the resources they need to successfully achieve THS's 21st century learning expectations.

The library media center is available for students and teachers before, during, and after school. The library opens fifteen minutes before the start of the school day, giving students the opportunity to finish up and print assignments that are due that day. The library media center remains open until 3:15 p.m. Monday through Thursday, and closes at 2:45 p.m. on Friday, making it available for students a full 50 minutes after the end of the school day four days a week. During the school day, freshmen, sophomores, and juniors request passes from study hall teachers to access the library. Seniors are allowed to use the library without a pass. Classes also use the library resources, but the 30 desktop computers at the entrance to the library are reserved for student use in an effort to ensure that the library provides adequate independent work space for students. This ready access to the library enhances THS students' ability to work independently toward the achievement of the school's 21st century learning expectations.

The library media services are highly responsive to students' interests and needs and support their independent learning in significant ways. The physical plant has been renovated as new, which has increased the number of students who can use the space during the day and has improved the overall climate in the center. In addition to the 30 desktop computers available near the entrance of the library, a comfortable magazine area houses many popular subscription magazines. The library has new furniture, including lower shelves that enable the library staff to observe students at work while providing them with many options with regard to resources and areas to work. To improve services, the library media specialists conduct ongoing assessments using relevant data, including feedback from the school community. For example, after a student survey indicating that the sign-in procedure was slow, media specialists streamlined the procedure so that students can more quickly access the library and get to work. Likewise the media specialists now make sure that one of them is available at all times in the library to help individual students and to encourage students to keep the noise level reasonable. This is due in part to concerns about noise in the space articulated in a student survey. Because of the responsiveness of the library media specialists to students' and teachers' concerns and recommendations, the library media center is able to provide the services needed for students to meet THS's 21st century learning expectations. (library media specialist, writing specialist, self-study, documentation of collaborative units, students, teachers)

Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff. There are currently three full-time nurses, 11 special education teachers, 17 special education paraprofessionals, one English language learner teacher, three school psychologists, and one social worker providing services to the identified students. These professionals collaborate with teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations. In an effort to track the progress of students identified as in need of services, there are weekly house meetings that include the house principal, several guidance counselors, the house psychologist, the assistant dean of students, the house nurse, and when appropriate, the intervention specialist and a special education professional. The inclusion of identified students in regular classes and other school activities ensures learning opportunities are available for all students. Special education students are included in many general education classes, and there are 24 co-taught classes. This arrangement provides 21st century learning opportunities for identified students.

Support services personnel perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. Teachers provide ongoing formative and summative assessments that are reviewed by the appropriate service providers. A data collection system is in place that is used for annual reviews and to communicate information to parents. Weekly guidance and support staff meetings focus on student issues and improvement of service delivery. The students are continuously tracked to ensure they are on target with their learning. (teachers, administrators, support staff, self-study, student shadowing)

Commendations

1. The comprehensive intervention program that supports all students in the achievement of THS's 21st century learning expectations
2. The wealth of information provided to families about available student support services
3. The wide range of technology available to faculty and staff to deliver coordinated services for each student
4. The THS health clinic that provides both preventative and intervention services for all students
5. The Freshman Foundations course that provides students with an assured opportunity to develop the study, research, and technology skills necessary for students to meet the school's 21st century learning expectations

6. The inclusion of the nurses in the pre-house and house referral process in order to improve communication among the school support services
7. The well-designed and spacious library media center that is responsive to the needs of the school
8. The active engagement of the library media specialist in the implementation and support of the school's curriculum

Recommendations

1. Maximize the use of Infinite Campus, RtI Studio, and other available technological tools to share information between and among teachers, support staff, students, and parents
2. Use ongoing, relevant self-assessment data as well as feedback from the school community to improve services to ensure that each student achieves the school's 21st century learning expectations
3. Develop and implement a written developmental guidance program
4. Increase the involvement of the library media specialists in the development of curriculum and assured performance-based assessments



Community Resources for Learning

The achievement of the school's 21st century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

1. The community and the district's governing body provide dependable funding for:
 - a wide range of school programs and services
 - sufficient professional and support staff
 - ongoing professional development and curriculum revision
 - a full range of technology support
 - sufficient equipment
 - sufficient instructional materials and supplies.
2. The school develops, plans, and funds programs:
 - to ensure the maintenance and repair of the building and school plant
 - to properly maintain, catalogue, and replace equipment
 - to keep the school clean on a daily basis.
3. The community funds and the school implements a long-range plan that addresses:
 - programs and services
 - enrollment changes and staffing needs
 - facility needs
 - technology
 - capital improvements.
4. Faculty and building administrators are actively involved in the development and implementation of the budget.
5. The school site and plant support the delivery of high quality school programs and services.
6. The school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.
7. All professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.
8. The school develops productive parent, community, business, and higher education partnerships that support student learning.

Conclusions

The community and the district's governing body generally provide adequate funding for a wide range of school programs and services, sufficient professional and support staff, ongoing professional development and curriculum revision, full range of technology support, sufficient equipment, and instructional materials and supplies. The district budget in 2010-2011 was \$84,392,069; in 2011-2012 it was increased by 3.62

percent to \$87,444,839; and in 2012-2013 it was increased by 4.7 percent to \$91,353,624. Although each year the budget has increased, certain areas continue to be negatively affected while others are sustained. According to the Endicott survey, teachers, students, and parents believe that Trumbull High School does not consistently fund a wide range of programs and services. The athletic program, marching band, and drama production budgets are supplemented by pay-to-participate fees. These fees provide funding for the freshman athletic program, drama productions, and the marching band.

The professional and support staff at Trumbull High School are not entirely sufficient to meet the needs of all students. This is particularly evident in the areas of art (two full-time equivalents), family and consumer sciences (two full-time equivalents), technology education (two full-time equivalents), and student support services (one social worker). These areas are restricted in the number and variety of course offerings and services available to meet the needs of all students. Many students express frustration over the lack of electives in art, music, and culinary arts. Despite the lack of professional staff in these elective areas, increased technological needs led to the hiring of a technology specialist. In addition, an intervention specialist and two school counselors were hired to help support and assist THS students in achieving the school's 21st century learning expectations.

Trumbull High School provides adequate funding for professional development, although most teachers believe that offerings are geared to district response to state and federal mandates leaving no time for professional growth activities that meet the needs of teacher and school initiatives. Department chairs and teachers are seldom asked for input on professional development needs. However, individual teacher requests to attend outside workshops are generally approved. According to teacher interviews and the standard committee, there is a need for increased, focused professional development in the use of the new technology resources. In addition, curriculum development and revision is behind schedule due to budget constraints in the past. However, adequate funds have been provided in the current year's budget.

The "like new" renovation at Trumbull High School has increased the availability of instructional technology in the classroom. The "Bring Your Own Device" (BYOD) program implemented in 2013-14 has allowed students to supplement classroom technology with their own equipment. This has created the need for additional professional development for all teachers as well as for improved support systems to guarantee ample wireless connectivity throughout the school. The school provides sufficient equipment, instructional materials, and supplies, including the purchase of textbooks and other ancillary equipment. Continued funding for programs, services, professional and support staff, ongoing professional development, and curriculum revision will support all students in practicing and achieving the school's

21st century learning expectations. (self-study, Endicott survey, teacher interviews, observations, standard committee)

The recent “like new” renovation allows Trumbull High School to continue to develop, plan, and fund programs to maintain and repair the building and the school plant and grounds. The renovation added approximately 40,000 square feet to the school, created new classroom space, upgraded and improved many areas of the instructional facilities, and provided much new equipment, furniture and instructional resources. THS maintains, catalogues, and replaces equipment and cleans the school on a daily basis. The district has clearly defined procedures that ensure all programs are coordinated, supervised, and well maintained. These procedures are defined in *Trumbull Public Schools Policy Section 1000 Category and School Community Relations Policy Code 1330 Use of Buildings and Sites*. There is a clear policy and protocol for use of the building. Additionally, there are clear guidelines, job descriptions, and job responsibilities for all custodial and maintenance staff to ensure a coordinated plan for maintenance and cleaning. The Endicott survey, interviews with parents, teachers, and students, and general observations of the school indicate that these plans are adequately in place and are implemented and followed regularly. The self-study and Endicott survey along with teacher interviews indicate that while there is a clear work order procedure for requesting repairs, the response time is often long. Only 24 percent of the staff believes repairs are completed in a timely manner. Sixty-four percent of the staff believes the computer labs are in good working order.

The new HVAC systems installed during the renovation have presented a number of issues and problems that are being addressed. The heating and cooling of the school is inconsistent. The initial issues of frequent alarms triggered in the rooftop air handlers have been addressed and corrected. As the district and THS continue to develop and implement plans supported with adequate funding, the maintenance, repair, and cleaning of the school, plant, and grounds will support the delivery of curriculum, instruction, programs, and services so that all students will be able to practice and achieve the school’s 21st century learning expectations. (facility tours, teachers, classroom visits, self-study)

The town of Trumbull and the school district create and fund a long-range plan to address programs and services, enrollment changes, staffing, facility needs, and capital improvements. THS uses this plan and additional information to implement the specific aspects of the plan. The town developed a five-year capital improvement plan, while the district and THS developed a long-range enrollment projections report. The THS report projects an increase of 42 students by 2015-16. In accordance with the state of Connecticut template for district technology plans, the curriculum director and technology manager developed a three-year technology plan, approved by the board of education in 2012, which covers building and maintaining system-wide infrastructure,

professional development, technology-based instruction, student assessment, and administrative processing.

The recent “like new” renovation has adequately addressed the building need for additional instruction spaces, improved technology infrastructure, furniture, and new HVAC systems; however, the four portable classrooms and outdoor lighting remain a concern. Students entering and exiting the building to reach the portable classes and agriscience building present a security concern. Teachers and administrators are concerned about inadequate lighting on the exterior of the building, particularly in the parking areas. As the town of Trumbull, the Trumbull School District, and THS continue to develop and implement long-range plans to address programs, services, enrollments, staffing, technology, and facilities, the delivery of curriculum, instruction, programs, and services will be adequately provided so that all students will be able to practice and achieve the school’s 21st century learning expectations. (teachers, central office administrators, building administrators, facility tour, classroom visits)

The THS faculty and building administration are actively involved in the development and implementation of the budget. There is a clear and specific process for gathering input from teachers and administrators. Starting in late fall, teachers discuss in their departments initial needs and requests. These are prioritized by department heads and submitted to the house principal in charge of budget. The principal submits the final budget to the superintendent. The central office administration arranges meetings for discussion and defense of the budget. The superintendent decides what will be included in the final budget submitted to the board of education. As the town of Trumbull and the Trumbull School District continue their budget development process, the faculty and administration of THS are actively involved in the development and implementation of the budget to ensure the delivery of curriculum, instruction, programs, and services which helps all students practice and achieve the school’s 21st century learning expectations. (principal, leadership team, standard committee)

The current school site and plan more than adequately support the delivery of high quality school programs and services. The recently completed “like new” renovation provides renovated and additional instructional spaces, new furniture, improved technology infrastructure, and a new HVAC system. Prior to the renovation, 69 percent of students believed the plant adequately supported high quality programs. Nearly every student praised the renovation specifically citing improved access to technology and library media resources. House offices and conference rooms in the administrative and support services suites are adequate to support the staff in these areas. The college career center is designed to accommodate a significant number of students and to support the work of the school counselors. The library media center (LMC) is sufficient for the current student population. The faculty planning space

above the LMC is an exceptional addition that provides space and resources for teacher collaboration. The food preparation and serving areas provide efficient processing and delivery of school meals. The student cafeteria and senior lounge are more than adequate for the student population. A plethora of athletic fields and practice facilities are available for the many sports offered. The new 1,089 seat auditorium is a state-of-the-art facility that is used for a large variety of activities. The updated agriscience/biotechnology facility provides students from the region a unique opportunity to enhance their learning through a variety of programs. The facility supports numerous curricula including animal, plant, and equine sciences as well as biotechnology, to further support the acquisition of 21st century learning skills.

The security staff continues to maintain a safe and welcoming environment for all students, staff, and families through the use of 83 video cameras, a school entrance safety monitor, three security guards who patrol the facility, and a Trumbull police office who is stationed daily outside of the school. However, teachers and students report concerns about the unlocked door to the portable classrooms that is not adequately monitored. The unlocked main door, staffed by a single paraprofessional serving as receptionist, is also a concern. As a result of the “like new” renovations, the school site and plant more than adequately support the delivery of high quality school programs and services to ensure the acquisition of 21st century learning skills. (facility tours, teachers, administrators, parents, support staff, students, Endicott survey, self-study)

The Trumbull School District and Trumbull High School maintain documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations. Regular fire and health inspections are coordinated with town departments. With the new renovations, the THS facility is fully handicap accessible. The district supervisor of maintenance and custodial services maintains copies of all inspection reports, maintenance schedules, and incident reports. Copies of reports such as chemical hygiene, MSDS sheets, HVAC and system inspections are maintained at the district offices as well as at THS. All requests for repairs and maintenance are processed through School Dude Management System and sent for approval to the building head custodian. As a result of this compliance, all students and staff members are provided with a safe environment in which the delivery of effective curriculum and instruction can take place. (self-study, facility tours, custodial and maintenance staff, classroom visits)

Trumbull High School encourages, engages, and welcomes parents as partners in the education of their children, but they may not be as successful in reaching out specifically to those families who have been less connected to the school. THS has a number of established programs designed to engage parents/families as partners in

their students' education. Programs such as open house, back-to-school night, parent conferences, financial aid night, and awards banquets, encourage parents to partner with the faculty and staff of THS. The Parent-Teacher-Student Association is an active and supportive group of parents who support the efforts of the school. The school uses a number of vehicles to communicate information about THS, such as THS's website, various teachers' websites, the student and parent portals of Infinite Campus, and the Naviance system. Despite all of these efforts, only 42 percent of parents believes the school's professional staff engages parents as partners. Some parents feel that more should be done to support students with special needs; others acknowledged that there are parents in the community who don't feel connected to the school, but quickly added that if a parent wants to be involved he or she is always welcome. When THS establishes a comprehensive program to engage all parents, especially those parents not previously connected to the school, they will develop stronger support from the families of their students to support the acquisition of 21st century learning skills. (Endicott survey, parents, students, self-study)

Trumbull High School continues to develop productive parent, community, business, and higher education partnerships that support student learning. Since 1996 the Trumbull Business Education Initiative (BEI) has assisted students in learning more about the world of work through career exploration activities, events, and programs. BEI has funded 200 career exploration projects through its mini-grant programs. Additional programs designed to provide students with extended learning opportunities include the Architecture, Construction, and Engineering (ACE) Mentoring Program, and Junior Achievement job shadowing. The transition specialist also collaborates with community businesses and industry with CT Works, The Workplace, INC, YouthWorks, Career Connections, and the Bureau of Rehabilitation Services to offer vocational training opportunities for at-risk youth. The school has established partnerships with the University of Connecticut and Housatonic Community College to offer students an Early College Experience program. Seventy-four percent of THS staff reports that the school has effective partnerships with parents, community organizations, and higher education to support student learning. The effective parent, community, business, and higher education partnerships at Trumbull High School support students' acquisition of 21st century learning expectations. (Endicott survey, administrators, parents, students, central office administrators, self-study)

Commendations

1. The hiring of a technology specialist to enhance the teachers' knowledge and use of new technology
2. The addition of an intervention specialist and two school counselors to meet the needs of all students

3. The participation in and support for additional programs such as the Agri-Science Biotechnology Program, Regional Aquaculture Program, and the Regional Center for the Arts to provide greater choice of programs for students
4. The food preparation and serving areas that are immaculate, well-organized, and provide food to a large number of students in a timely manner
5. The new classrooms and materials provided in the "like new" renovation that have greatly enhanced the learning environment of THS
6. The library media center and commons area that provide a welcoming environment for staff and students and facilitate a community atmosphere at THS
7. The custodial staff that has maintained, without additional staff, an exceptionally clean and safe environment even with the addition of 40,000 square feet of space and many new instructional areas
8. The strength and dedication of the Trumbull High School Parent-Teacher-Student Association
9. The strong productive community and business partnerships such as the Business Education Initiative and the ACE mentoring program

Recommendations

1. Establish a plan to service and maintain the wireless connectivity and technology as it becomes embedded in teaching practices
2. Review the adequacy of elective course offerings and use of classroom space particularly in the areas of art, family consumer science, and technology education to meet the needs of all students
3. Develop and implement an adequate plan to fund the curriculum revision cycle established by the curriculum director
4. Develop a plan to secure and monitor all building access points, especially those accessed by students in the portable classrooms and agriscience facility
5. Continue to resolve HVAC consistency issues throughout the facility
6. Develop a plan to improve the lighting in all parking lots and exterior areas

FOLLOW-UP RESPONSIBILITIES

This comprehensive evaluation report reflects the findings of the school's self-study and those of the visiting committee. It provides a blueprint for the faculty, administration, and other officials to use to improve the quality of programs and services for the students in Trumbull High School. The faculty, school board, and superintendent should be apprised by the building administration yearly of progress made addressing visiting committee recommendations.

Since it is in the best interest of the students that the citizens of the district become aware of the strengths and limitations of the school and suggested recommendations for improvement, the Committee requires that the evaluation report be made public in accordance with the Committee's Policy on Distribution, Use, and Scope of the Visiting Committee Report.

A school's continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting committee and others identified by the Committee as it monitors the school's progress and changes which occur at the school throughout the decennial cycle. To monitor the school's progress in the Follow-Up Program, the Committee requires that the principal of Trumbull High School submit routine Two- and Five-Year Progress Reports documenting the current status of all evaluation report recommendations, with particular detail provided for any recommendation which may have been rejected or those items on which no action has been taken. In addition, responses must be detailed on all recommendations highlighted by the Committee in its notification letters to the school. School officials are expected to have completed or be in the final stages of completion of all valid visiting committee recommendations by the time the Five-Year Progress Report is submitted. The Committee may request additional Special Progress Reports if one or more of the Standards are not being met in a satisfactory manner or if additional information is needed on matters relating to evaluation report recommendations or substantive changes in the school.

To ensure that it has current information about the school, the Committee has an established Policy on Substantive Change requiring that principals of member schools report to the Committee within sixty days (60) of occurrence any substantive change which negatively impacts the school's adherence to the Committee's Standards for Accreditation. The report of substantive change must describe the change itself and detail any impact which the change has had on the school's ability to meet the Standards for Accreditation. The Committee's Substantive Change Policy is included in the Appendix on page 68. All other substantive changes should be included in the Two- and Five-Year Progress Reports and/or the Annual Report which is required of each member school to ensure that the Committee office has current statistical data on the school.

The Committee urges school officials to establish a formal follow-up program at once to review and implement all findings of the self-study and valid recommendations identified in the evaluation report. An outline of the Follow-Up Program is available in the Committee's *Accreditation Handbook* which was given to the school at the onset of the self-study. Additional direction regarding suggested procedures and reporting

requirements is provided at Follow-Up Seminars offered by Committee staff following the on-site visit.

The visiting team would like to express its appreciation to the Trumbull High School administrators, faculty, staff, and students for their hospitality and candor during our visit.

**Trumbull High School
NEASC Accreditation Visit
October 6-9, 2013
Visiting Committee**

<p>Dr. Linda C. Van Wagenen, Chair Plainville Community Schools Plainville, CT</p>	<p>Katharine Chambers Manchester High School Manchester, CT</p>
<p>Carol Luckenbach, Assistant Chair Retired Curriculum Director</p>	<p>Christian Donlon Fairfield Warde High School Fairfield, CT</p>
<p>Robert Alves Montville High School Oakdale, CT</p>	<p>Robert Esposito Fairfield Ludlowe High School Fairfield, CT</p>
<p>Angelo Amato Amity Regional High School Woodbridge, CT</p>	<p>Lindsay Garfield Franklin High School Franklin, MA</p>
<p>Laura Battisti Newtown High School Sandy Hook, CT</p>	<p>Linda Johansen East Lyme High School East Lyme, CT</p>
<p>Maurice Bracken Tantasqua Regional High School Fiskdale, MA</p>	<p>Lukas Kailimang Newington High School Newington, CT</p>
<p>Jeffrey Bronn New Milford High School New Milford, CT</p>	<p>Cindy Lavalette Lyman Hall High School Wallingford, CT</p>
<p>Martha Burr Farmington High School Farmington, CT</p>	<p>Vicki Trzcinski Plainville Community Schools Plainville, CT</p>
	<p>Peter Wininger Bristol Central High School Bristol, CT</p>

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES

Committee on Public Secondary Schools

SUBSTANTIVE CHANGE POLICY

Principals of member schools must report to the Committee within sixty (60) days of occurrence any substantive change in the school which has a *negative impact* on the school's ability to meet any of the Committee's Standards for Accreditation. The report of a substantive change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding
- cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

Commendations

Core Values, Beliefs, and Learning Expectations

1. The active involvement of the board of education in the development of and subsequent knowledge and understanding of the THS Core Values, Beliefs, and Learning Expectations
2. The EAGLES acronym that embodies the values the school wishes to promote in its students
3. The use of the school's core values, beliefs, and 21st century learning expectations to guide the school's policies, procedures, decisions, and resource allocations
4. The commitment to community service as a significant part of the school's learning expectations
5. The school's proactive review of its mission and expectations beginning in 2008 and continuing through 2011

Curriculum

1. The newly renovated facility that supports full implementation of curricula, co-curricular programs, and other learning opportunities
2. The wide variety of academic course offerings including AP, CCP, and ECE experiences as well as the opportunities afforded by the regional agriscience and biotechnology center that allow students to experience authentic learning both in and out of school
3. The wide variety of co-curricular and extracurricular programs offered to students to provide learning opportunities outside of the traditional classroom
4. The integrated curriculum of the Freshman Foundations course which provides consistent speaking, technology, study skills, and research skill instruction to all students
5. The time provided through late arrival days and the commitment of additional time for vertical articulation in order to review and revise curriculum
6. The consistent funding for instructional materials, equipment, supplies, and library-media resources
7. The wide variety of authentic learning opportunities provided throughout the disciplines

Instruction

1. The strong alignment of instructional practices with the school's core values, beliefs, and 21st century learning expectations
2. The pervasive use of authentic performance-based tasks that enable students to apply their knowledge and skills in authentic settings

3. The additional support and alternative strategies prevalent within the regular classroom to help students be successful
4. The integration of technology across the curriculum as a tool for learning
5. The regular engagement of students in self-assessment and reflection
6. The use of data from assured performance-based assessments to improve instruction
7. The provision of additional support and alternative strategies within the regular classroom
8. The purposeful organization of group-learning activities
9. The technology that is now available and the initial work to integrate these new tools into instruction
10. The engagement of students in self-assessment and reflection

Assessment of and for Learning

1. The consistent use of course- and department-specific rubrics as well as the school-wide rubrics
2. The range of formative and summative assessment strategies used to monitor and improve student progress
3. The use of assured performance-based assessments as tools for assessment and curriculum revision
4. The commitment of teachers to collaborate, formally and informally, to create and revise assessments
5. The review of summative assessment results to modify and improve assessments
6. The time provided through early release days as well as department days to work on development and review of assessments
7. The provision of course-specific rubrics and scoring checklists to students prior to summative assessments

School Culture and Leadership

1. The positive, respectful, and supportive culture that reflects a high level of shared ownership, pride, and high expectations for all
2. The positive relationships between students and teachers
3. The Freshman Foundations heterogeneously-grouped interdisciplinary media course that provides all students with basic skills necessary to attain the school's 21st learning expectations
4. The strong advisory curriculum that supports and makes purposeful connections to the school's core values, beliefs, and 21st century learning expectations
5. The implementation of collaboration time for teachers that allows for purposeful discourse to inform instruction and to help students achieve 21st century learning expectations
6. The board of education's knowledge and their respect of the principal's autonomy in making decisions that impact Trumbull High School
7. The changes to the schedule in order to facilitate the development of the advisory program

School Resources for Learning

1. The comprehensive intervention program that supports all students in the achievement of THS's 21st century learning expectations
2. The wealth of information provided to families about available student support services
3. The wide range of technology available to faculty and staff to deliver coordinated services for each student
4. The THS health clinic that provides both preventative and intervention services for all students
5. The Freshman Foundations course that provides students with an assured opportunity to develop the study, research, and technology skills necessary for students to meet the school's 21st century learning expectations
6. The inclusion of the nurses in the pre-house and house referral process in order to improve communication among the school support services
7. The well-designed and spacious library media center that is responsive to the needs of the school
8. The active engagement of the library media specialist in the implementation and support of the school's curriculum

Community Resources for Learning

1. The hiring of a technology specialist to enhance the teachers' knowledge and use of new technology
2. The addition of an intervention specialist and two school counselors to meet the needs of all students
3. The participation in and support for additional programs such as the Agri-Science Biotechnology Program, Regional Aquaculture Program, and the Regional Center for the Arts to provide greater choice of programs for students
4. The food preparation and serving areas that are immaculate, well-organized, and provide food to a large number of students in a timely manner
5. The new classrooms and materials provided in the "like new" renovation that have greatly enhanced the learning environment of THS
6. The library media center and commons area that provide a welcoming environment for staff and students and facilitate a community atmosphere at THS
7. The custodial staff that has maintained, without additional staff, an exceptionally clean and safe environment even with the addition of 40,000 square feet of space and many new instructional areas
8. The strength and dedication of the Trumbull High School Parent-Teacher-Student Association
9. The strong productive community and business partnerships such as the Business Education Initiative and the ACE mentoring program

Recommendations

Core Values, Beliefs, and Learning Expectations

1. Clearly define for students, parents, teachers, and the community the term “21st century learning,” and ensure that the expectations for learning are aligned to the school’s understanding of what constitutes a 21st century learner
2. Clarify for students, parents, teachers, and the community the difference between the values expressed by the EAGLES acronym and the formally designated core values and beliefs statement
3. Design a rubric for the community service expectation that demonstrates the range of performance expressed in the other school-wide rubrics
4. Develop and implement a plan to regularly review and revise the core values, beliefs, and expectations with input from all stakeholders and utilizing current research-based practices in 21st century skills
5. Increase the involvement of students, parents, and community members in the ongoing review and revision of the school’s core values, beliefs, and 21st century learning expectations

Curriculum

1. Ensure that curriculum documents articulate high expectations for learning for all students in all levels
2. Ensure that assessment strategies, including a reference to school-wide analytic rubrics, are a part of all curriculum documents
3. Consistently implement the five-year cycle for revision of curricular documents using the common format as presented in the district template
4. Ensure consistency and alignment among the written and taught curricula
5. Fully utilize the curriculum monitoring report and the students’ curriculum evaluation documents to guide prioritization of curriculum development and revision as outlined within the board of education policy

Instruction

1. Increase opportunities for personalized instruction
2. Develop consistent and formal units of study to foster greater cross-disciplinary learning
3. Use feedback from a greater variety of stakeholders to inform instructional practice
4. Establish formal opportunities for teachers to examine student work and local data/assessment results for purposes of instructional improvement

5. Ensure that all students, regardless of level, are engaged as active, self-directed learners
6. Emphasize inquiry, problem-solving, and higher order thinking in all classes, regardless of level

Assessment of and for Learning

1. Implement a formal process for using the school-wide rubrics to assess whole-school progress in achieving the school's 21st century learning expectations
2. Collect, disaggregate, and analyze data to continue to identify and respond to inequities in student achievement and close the achievement gaps that may exist between and among ethnic groups and between identified special education students and whole-school achievement on local assessments as well as standardized assessments
3. Ensure that prior to each unit of study all teachers specifically and explicitly communicate to students the school's applicable 21st century learning expectations and unit-specific learning goals
4. Increase the use of specific, timely, and corrective feedback to ensure that students revise and improve their work
5. Establish a protocol for surveying alumni to inform curricular and instructional revisions
6. Collect and analyze data from sending schools, receiving schools, and post-secondary institutions for purposes of revising curriculum and improving instructional practice
7. Regularly review and revise grading and reporting practices school-wide to ensure alignment with the core values and beliefs

School Culture and Leadership

1. Ensure that all doors are secure and that all people entering Trumbull High School at any access point have legitimate reason for entering the building
2. Ensure that the school is equitable, inclusive, and fosters heterogeneity and that every student over the course of his or her high school experience is enrolled in a minimum of one heterogeneously grouped core course
3. Develop and implement a professional development plan that allows for input and involvement from teachers, administrators, and central office personnel and which balances district initiatives with teacher and school needs
4. Ensure balanced and equal implementation of school policies affecting student discipline across the houses
5. Calibrate observers and evaluators to ensure meaningful evaluation and feedback for all teachers
6. Ensure that students, faculty, and parents are afforded meaningful roles in decision-making at Trumbull High School

School Resources for Learning

1. Maximize the use of Infinite Campus, RtI Studio, and other available technological tools to share information between and among teachers, support staff, students, and parents
2. Use ongoing, relevant self-assessment data as well as feedback from the school community to improve services to ensure that each student achieves the school's 21st century learning expectations
3. Develop and implement a written developmental guidance program
4. Increase the involvement of the library media specialists in the development of curriculum and assured performance-based assessments

Community Resources for Learning

1. Establish a plan to service and maintain the wireless connectivity and technology as it becomes embedded in teaching practices
2. Review the adequacy of elective course offerings and use of classroom space particularly in the areas of art, family consumer science, and technology education to meet the needs of all students
3. Develop and implement an adequate plan to fund the curriculum revision cycle established by the curriculum director
4. Develop a plan to secure and monitor all building access points, especially those accessed by students in the portable classrooms and agriscience facility
5. Continue to resolve HVAC consistency issues throughout the facility
6. Develop a plan to improve the lighting in all parking lots and exterior areas

