



Committed to Excellence

2022 - 2023 District Goals

End of Year Update

The **blue** text in this document represents the midyear update completed in January 2023. The **green** text in this document represents the final update on these goals completed in May 2023.

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

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

Ensure safe schools through fidelity to our District Safety Plan

Status: Completed

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

All of our safety meetings continued as expected and we completed our Table top drill on April 26, 2023. This was an excellent drill that focused on cyber security and lockdown procedures. We cannot go into detail about this event, but a number of important discussions were held and additional next steps identified. In addition, we added signage at each of our elementary schools reminding the community that the school grounds were off limits during the school day. As part of this effort, we worked with our security teams and principals to make sure they understood the procedure for dealing with potential trespassers.

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

- Scheduling and holding meetings of school-based mental health providers to summarize current best practices in place at schools and develop a consistent approach across each level (i.e. elementary, middle, high.) This committee will also review our student SEL objectives to ensure alignment with current and future practices.
- Creating a living document detailing Tier 1, 2 and 3 best practices and accompanying resources.
- Creating examples of realistic progress monitoring for Tier 2 and 3.
- Creating and implementing a professional development plan for mental health professionals on the use of current and new best practices.
- Creating and implementing school-based implementation plans, including professional development.

Status: Completed

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

The District has begun to revise its PBIS model in order to develop a comprehensive and operational approach across the grade levels. Two elementary school teams consistently participated in a series of professional development opportunities provided by CSDE between January and April 2023 ("Multi-Tiered Systems of Supports for Behavior"). During these workgroup opportunities with state facilitators, those teams reviewed and revised components of their current PBIS instruction after gathering input from their building administrator(s) and school PBIS team. This, coupled with a PBIS Tiered Fidelity Inventory exercise completed at each school, provided a comprehensive understanding in how PBIS models are operating across the district as well as within the State. Mental Health Professionals utilized Communities of Practice as well as other regularly scheduled meetings to foster collaboration and review current practices in social-emotional learning/interventions across each level, along with accompanying resources, research, and effective progress monitoring approaches for each. At the end of the 2022-2023 school year, this information, in addition to feedback from our mental health workers, will provide the Director of PPS with recommendations for effective multi-tiered programming for the 2023-2024 school year.

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

Status: Completed

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

In addition to our district resources, an internal mental health monthly newsletter was distributed to mental health staff across the district, serving as a hub for themes, resources and student supports, best practices and legal updates, district-wide communications relative to the mental health department, upcoming professional development opportunities, and a highlight of positive events and news happening across the community.

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

Status: Completed

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

The Safe School Climate Committee continued monthly to meet under the direction of Pupil Personnel Services Director, Dean Catalano. In each of these meetings, staff discussed the current climate of their schools, PBIS, or other positive resources they have found helpful. Additionally, time was set aside to discuss any protocols regarding bullying and harassment policies that might need to be addressed.

TPS also worked through the Office of Teaching and Learning to be sure our new website design continues to display all Annual Notifications, including a copy of the policies regarding Bullying and Safe School Climate. Click [here](#) to see the Annual Notifications page on our website.

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

Status: In-Progress

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

The school 2022-2023 Safe School Climate Survey was developed collaboratively with the school climate specialists and our supervisor of mental health. The school-based specialists designed the survey in a way that will allow for the schools to analyze the data across the past two school years as well as an annual data point to serve the requirement for stakeholder feedback under the PBIS framework. The survey was administered between

April 4th and May 5th. The results from the survey will be presented at the 5/23/23 Board of Education meeting.

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

Status: Completed

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

As of May 2023, 98% of staff have completed all compliance training modules. The remaining 2% are all staff that are still on leave or actively not working.

Improve middle and high school percentages of chronically absent students by:

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

Status: Completed

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

As we approach the end-of-year, our attendance numbers have only improved slightly from last year. Our average daily attendance for all K-12 schools is between 94%-96% which is equivalent to pre-covid years; however, our chronically absent and truancy percentages continue to remain higher than our pre-covid years at all schools. All of our elementary schools have increased their chronically absenteeism rate from last year. Our middle schools and high school who have all implemented some targeted strategies to improve attendance have all shown a slight decrease over last year in their chronically absenteeism range. The target goal used for the state accountability measure is for all schools to have less than a 5% chronically absenteeism rate. At this time, none of our schools are at or below 5%. Below are the chronically absenteeism numbers through April 30, 2023.

Please note that chronically absenteeism is up throughout the state for all districts as compared to pre-covid numbers. Additional strategies should be outlined in the District/School Improvement Plans for the 2023-2024 school year to continue to focus and improve absenteeism in all of our schools.

Chronically Absent Historical Data			
School	2022-2023 (Current Year)	2021-2022 (Last Year)	2018-2019 (Pre-Covid)
BH	9.34%	6.41%	4.01%
DF	4.65%	1.34%	2.39%
FT	8.80%	6.74%	4.60%
JR	7.83%	5.26%	2.49%
MB	10.64%	10.85%	5.60%
TA	7.76%	3.41%	0.46%
HC	9.14%	9.81%	2.75%
MAD	7.97%	9.21%	5.47%
THS	11.14%	12.69%	5.20%
Total K-12	9.36%	8.73%	4.65%

Throughout the year, the district Leading & Learning PLC looked at attendance data on a regular basis by school, grade, subgroup, and race. Students in Kindergarten and Grade 12 have a higher percentage of chronically absent students. There continues to be only small variations when the data is analyzed by race. The biggest discrepancies continue to be by the special education subgroup.

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

Status: Completed

On a quarterly basis, discipline data is analyzed and compared to previous years at the district level and school level. At the mid-year, our reportable behavior (In-School Suspensions, Out-of-School Suspensions) incidents were on track to previous years. Upon analysis of the discipline data due to the low overall numbers, there only appears to be small variations by race and subgroups. The biggest discrepancy currently is by gender, where male students are being suspended or expelled at a much higher rate than females. We will continue to monitor this throughout the school year.

The discipline data across the district continues to be on par with previous years. The number of reportable incidents are down slightly from last year, 203 in 2022-2023 as compared to 221 in 2021-2022. The out-of-school suspension data has decreased by about 30%. There continues to be only small variations when the data is analyzed by race and subgroups. The biggest discrepancies continue to be by gender.

2022-2023 Discipline Date Mid Year as of 5/4/2023

School	Number of Discipline Reports	# ISS (1020)	# OSS (1010)	# Expulsions (1000)
BH	0	0	0	0
DF	0	0	0	0
FT	6	3	3	0
JR	0	0	0	0
MB	0	0	0	0
TA	0	0	0	0
HC	32	16	16	0
MAD	26	24	2	0
THS	136	61	24	0
REACH	1	0	0	0
Alternate	2	2	0	0
Total K-12	203	106	45	0

2021-2022 Discipline Date as of 06/28/2022

School	Number of Discipline Reports	# ISS	# OSS	# Expulsions
BH	0	0	0	0
DF	0	0	0	0
FT	3	0	3	0
JR	0	0	0	0
MB	1	0	1	0
TA	0	0	0	0
HC	48	42	9	0
MAD	25	23	5	0
THS	128	60	47	1
REACH	14	10	6	2
Alternate	2	2	0	0
Total K-12	221	137	71	1

Goal 2: Optimize Teaching & Learning

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

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

Status: Completed

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

Throughout the second half of the year, TPS continued to reflect on student data to strengthen teaching and learning. For example, middle school instructional team leaders used i-Ready, Interim Assessment Block (IAB) data, as well as teacher feedback to hone in on standards that needed more support, such as listening skills. The team incorporated direct instruction to raise student performance, used an online program for practices as needed, and measured to ascertain growth. Initial results showed improvement in this area.

Throughout the course of the year, building based teams use i-Ready as well as specific progress monitoring data to plan for individual student needs. At districtwide meetings, math specialists, literacy coaches, and instructional team leaders also share their work to see if any districtwide resources are needed to further bolster academic performance. This use of professional learning community time has been beneficial in supporting our students.

In May, students will be taking the end-of-year i-Ready assessments. At the mid-year point, on average K-8 students have obtained 75% of their year-end target growth in ELA and 70% of their year-end target growth in Math. This metric indicates that we are on target to meet our end-of-year growth goals as well as our performance goals at most schools. i-Ready end-of-year data will be available in June and provided to the Board at that time.

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

Status: Completed

Our K-5 Program Leaders for Math, ELA, Technology and Science as well as our Grade 6-8 ELA and Math Instructional Academic Leaders have been instrumental working towards

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

TPS Coaching Philosophy

The Trumbull Public Schools *Philosophy of Instructional Coaching* is to work in partnership with teachers, administrators, and the TPS community to plan, provide and share best practices that promote student growth and cultivate the joy of teaching and learning for all.

In order to meet or exceed school and district goals, instructional coaches and teachers collaborate authentically towards a shared outcome within a trusting culture, while also increasing the collective efficacy of our educators.

Instructional coaches facilitate the intellectual and professional learning of teachers with a focus on improving student outcomes.

During the second half of the year, a districtwide collaboration was formed to develop our own TPS Coaching Philosophy, K-12. Representatives from each grade level band gathered to share key ideas and ways of coaching to improve student performance. To the left is the new philosophy. This philosophy, in addition to examples of ways in which coaching is being used to

positively impact student and teacher learning, were shared with the Board in a presentation on April 18th. Click [here](#) to view that presentation.

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

Status: Completed (for this year)

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

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

TPS continued to integrate supports to further literacy learning and gather information regarding current state guidelines. Representatives attended conferences and webinars about requirements for a waiver— from statewide meetings with superintendents regarding reading

support to regional meetings to review the state suggested programs as well as waiver requirements. TPS K-5 literacy staff devoted considerable time towards completing our waiver application and submitted it to the state prior to the February 28th deadline.

Additionally, this March, TPS provided district wide training regarding the Science of Reading to all K-5 content areas teachers on our March 20th professional learning day. This session was followed by a second module aimed at supporting the Science of Reading (SOR) in the Grades 3-5 setting. Replies to the feedback survey indicated that **100% of participants** were satisfied or very satisfied with the session and likely or very likely to recommend the session to others. Responses indicated the session helped participants to plan for implementation, and/or think more about the following:

- "The organization of the way that I teach comprehension and phonics."
- "Explicit Instruction"
- "Weaving the components of the SOR into my daily practice."
- "My approach to targeted, small group instruction."
- "Spiral back to previously taught instruction."
- "My own practice and what I would like to do in my classroom to help my lower leveled readers."
- "Continue to focus on using decodables."
- "I love morphology!!! I'm excited about the idea of more of my colleagues bringing more of it into their classrooms."
- "For now I want to look at how to better analyze the vocabulary in the readings that we are working on. I want to look at the syllable division and if there are any affixes. My hope for next year is to find better ways to build routines to support structured word work."
- "The brain research that was presented. This understanding helps me know how best to teach my students in a variety of modalities."

Participants also indicated interests in future learning on the following:

- "Can we have more PD on how to apply this new knowledge into the classroom?"
- "I want to look more at systematic ways to include phonics at a 4th grade level."
- "How this will impact our multilingual learners. How to help older students."
- "Finding activities to create pathways from the auditory/visual pathway to the "letterbox"."
- "How I use progress monitoring in my role."
- "Looking into the benefits of leveled vs. non-leveled books/texts"

We will continue to do more in this arena after we receive word regarding our waiver application in June.

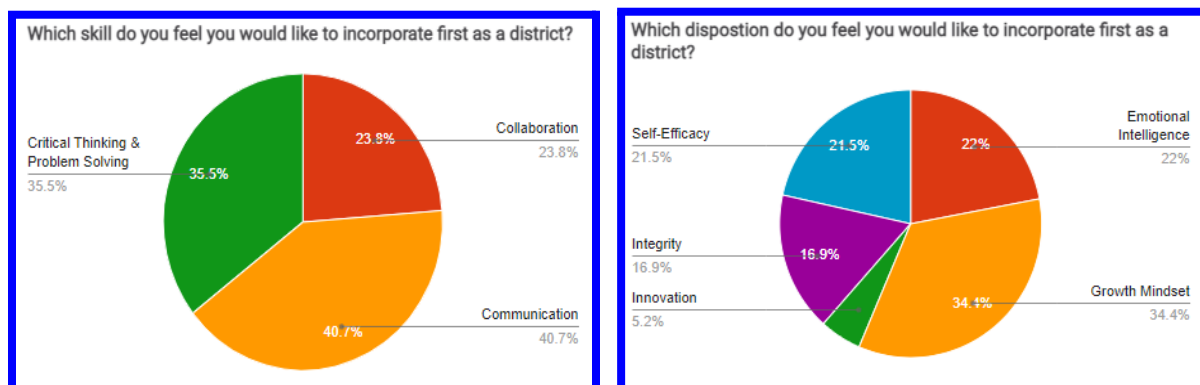
Begin integration of the Profile of the Graduate through:

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

Status: Completed

In order to insure the incorporation of the skills and dispositions from our TPS Vision of the Graduate (VOG), representatives from the districtwide VOG Committee, along with building principals, presented the work accomplished and led initial discussions regarding the development, definitions, rubrics, and reflection formed in August. Staff were given time to learn and start thinking about where they might best fit within our curriculum. They were then

given the opportunity to complete a poll selecting which skill and which disposition they felt they would like to incorporate first as a district. The largest percentage, 40.7%, chose Communication for the first skill and for Dispositions, the largest percentage, 34.1%, chose Growth Mindset.



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

This May, our committee reviewed any additional feedback and discussed next steps in planning the further incorporation of the VOG into each grade level in a systematic manner. The committee agreed that the incorporation needed to ensure that our VOG is doable, authentic, and meaningful. Implementation also needs to incorporate a way to communicate with families regarding their child's progress with the VOG skills and dispositions. Teams of teachers, administrators, and program leaders met and decided on potential action steps for 2023-2024. Members plan to bring these action steps back to school level leadership teams and collect further input before proceeding further with summer work and fall implementation. We are excited about the continued incorporation of these important skills and dispositions.

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

Status: Completed

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

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

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

After the midyear mark, the MTSS District Committee continued to work on next steps creating a new streamlines process. A presentation regarding the work completed so far was shared with the Board of Education on March 14th.

Since that time, the Committee finalized our Early Intervention Team (EIT) Referral Forms (for elementary and middle school levels,) as well as our MTSS Intervention Tracking Form and coordinating parent letters. We also collaborated with the Director of Digital Learning to discuss the timeline for adding these documents to our Infinite Campus Systems over the summer.

Finally, Assessment Banks for Progress Monitoring were drafted along with tools for teachers to use to support the intervention process. In June, a districtwide consultant and specialists retreat is planned in which teachers will also be invited in order to test out our instruments before their digital conversion this summer. We will also begin to outline the professional development needed this fall for implementation.

Analyze distribution of student:

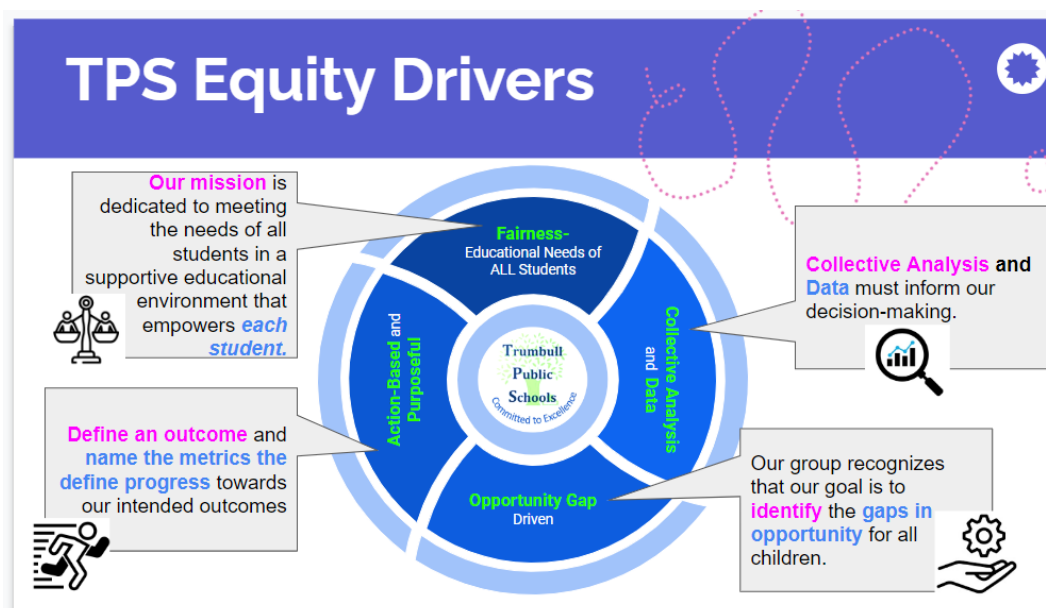
- reading scores (i-Ready and SBAC) for third graders
- placement recommendations in 6th grade Math
- placement recommendations in Grade 10 English
- enrollment in college credit classes in 12th grade

Status: Completed

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

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

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



After some analysis of the data, the DELT committee decided to focus on looking further at students taking advanced coursework. We are in the process of gathering additional data on this topic and having the DELT then walk-through the data using a Root-Cause-Analysis protocol. It is expected by the end of the year the DELT would have an action plan based on the data and discovery process of the Root-Cause-Analysis. This data also provides us with baseline data to see how the new policy on advanced coursework improves opportunities for students.

In order to look at advanced coursework with more accuracy, the DELT divided into several subgroups, each tasked with analyzing artifacts within an area that could help identify Root-Cause. The areas for artifact analysis were:

- Placement Criteria
- Program of Study
- Placement Process
- Course Offerings
- Policy Review

The team met throughout the second half of the year to complete an analysis of our data in this area. We will be meeting again on May 24th. The result of this meeting will be a draft recommendations document of next steps regarding Advanced Coursework enrollment. We expect this to be shared with the Board at the beginning of the 2023-2024 school year.

Goal 3: Operational Excellence & Continuous Improvement

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

Identify a user-friendly electronic evaluation platform for staff and supervisors and determine if using an electronic platform is the appropriate next step.

Status: In-Progress Towards Completion

The plan is to bring a team of teachers and administrators together in March to develop a rubric that can be used to evaluate platforms. It is expected that the team will evaluate at least 3 different vendors and make a potential recommendation by June 2023 with the expectation that we would pilot a solution with a small group in 2023-2024 before doing a live implementation in 2024-2025.

The PDEC committee is scheduled to meet on May 8th and June 5th to review the newly proposed Teacher Evaluation Guidelines and evaluate four Teacher Evaluation platforms. It is expected that in June we will select a vendor and pilot the program with the new teacher evaluation guidelines from the state in the 2023-2024 school year with a full district wide implementation planned for 2024-2025.

Position control is fully implemented and budget development for 2023-2024 includes staffing at each location.

Status: In Progress Towards Completion

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

The Director of Human Capital and Talent Development, his office staff and support staff from the Office of Teaching and Learning are engaged in a series of trainings to support our transition to Position Control. Once our team is trained, the next step is to upload staff data into the Position Control module for implementation. We anticipate that full implementation of Position Control will begin in the summer of 2023.

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

Status: Completed

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

Additional assessments have been made available to elementary parents via the Infinite Campus parent portal. Improvements have been made to Infinite Campus to make these readily available at the click of button as soon as the trimester assessments are complete. In addition, elementary report cards are now available via the Infinite Campus portal decreasing costs for hard copies, printing and envelopes.

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

Status: Completed

S'More Newsletters

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

Infinite Campus Utilization

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

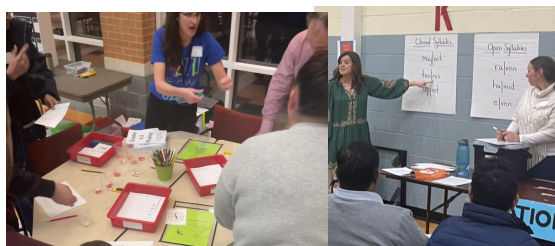
Face-to-Face Meetings

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

Community Input

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

During the second half of the year, TPS continued to provide a variety of opportunities for parent communication, support and input. A few other examples in this areas are below:



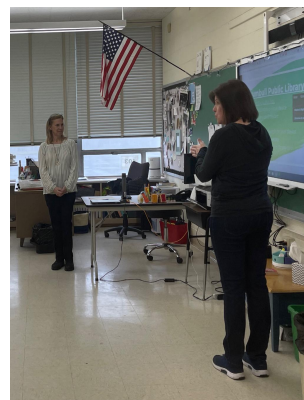
Literacy & Math Parent Nights

Under the direction of our K-5 ELA and Math Program Leaders, TPS held a parent night with support sessions for K-2 and 3-5 parents in the areas of ELA and Math. Staff was available to model ways in which families could support

learning at home and provide take-home bags of materials and resources to supplement their day-to-day learning. In these photos a Math Specialist and Literacy Consultants work with families that evening.

Infinite Campus Utilization - The average weekly logins to the parent portal has increased by 1,992 per week (20%) from 9,853 logins in 2021-2022 to 11,845 per week in 2022-2023.

Parent University - On April 1, 2023, the Digital Learning Department offered a series of workshops for parents on a variety of technology-related topics including: Internet Safety/Social Media Tips for Parents, Google Classroom & Infinite Campus, Data Privacy, Google Keep, Parenting Tips in the age of Artificial Intelligence (AI), Enhancing Reading with Digital Tool and Library Resources, Google Drive, and Coding with Kids. In this photo, Technology Integration Specialists Jenell Cunningham and Sue McKenna, Tashua School Librarian presents to families regarding enhancing independent reading using digital resources and Nutmeg Nominees. For detailed information on the sessions offered [click here](#).



May 26th Recognition of Educator Excellence and Inclusion in District Improvement
The Office of Teaching and Learning will be inviting all educators nominated by their school for Teaching of Year to a celebratory breakfast with Superintendent Semmel and Assistant Superintendent Iwanicki. The purpose will be not only to recognize their excellence on behalf of all TPS educators, but to also get their feedback and input on next year's District Improvement Plan.

Master Plan

We completed a total of four Community Conversations during this school year to engage the community and gather input. We completed one survey early in the process and we are currently conducting a second community-wide survey to collect feedback on the seven options that are currently being contemplated.

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

Status: Completed

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

On February 28, 2023 a demo of the new district website was given at the Board of Education meeting. On March 8, 2023 the district, Trumbull High School, TECEC, and Madison school website went live. Currently, the webmasters at the remaining schools are in the process of migrating their sites to the new platform. It is expected all school sites will go live in July 2023. Additional training will be provided to school secretaries, department staff and administrators so they can become proficient at updating their website content on a regular basis.

CT Special Education Data System (CT SEDS) is launched

Status: Completed

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

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

Despite a challenging rollout of CT SEDS, the PPS staff has gained proficiency within the system. Throughout the school year, the PPS team has:

- Held two full professional development days that focused on CT SEDS and developing high-quality IEP's.
- Mandated that all secondary staff build competency in transition/postsecondary programming by participating in an asynchronous training.
- Utilize expert trainers in both the schools and central office to quickly and efficiently resolve issues in CT SEDS and to disseminate new guidance regarding the system to their staff in a timely manner.
- Continue to emphasize compliance as the department migrated to the system.
- Ensure the vast majority of digital documents are successfully migrated to CT SEDS before the closeout of the district's Frontline IEP account on July 1, 2023.

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

Status: Completed

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

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

We continue to add more fees to Infinite Campus for online payments. Below is a summary of fees processed thru 5/4/2023:

Fee Type	Amount Collected Online
1:1 Program	\$37,927
Elementary Band & Strings	\$68,125
Field Trips	\$61,886
HS Athletics	\$118,848
Library Fees	\$102
Middle School Athletics	\$31,874
Music Recorders	\$834
TECEC Tuition	\$332,451
THS Activitiy	\$4,402
THS Dance	\$131,925
THS Device Loaner Program	\$16,025
THS Materials Fees	\$158
THS Parking Fee	\$16,505
Grand Total	\$821,061

In addition, we have implemented a weekly automated notification to parents with outstanding fees that are overdue. Since implementing our notification system, we have collected over \$25,000 of fees that were considered delinquent. These include fees for bands/strings,

chromebook damage and lost instructional materials fees. This system has significantly reduced the amount of uncollected debt when compared to previous years.

Fee Types	Total Outstanding Fees - March 2023	Fees Collected since Automated Notifications	Remaining Balances to Collect
Chromebook Fees/Repairs	\$17,378	\$12,424	\$4,955
Music: Band/Strings Elementary	\$22,625	\$9,125	\$13,500
THS Loan Programmer Annual Fee	\$6,400	\$3,800	\$2,600

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

Status: Completed

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

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

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

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

The Middle School SELT continued to meet once a month to explore the foundational skills needed to discuss equity issues and work as a team in ensuring equitable access for all

students to education. Likewise, the THS SELT met monthly. Their team focused on school level data and choosing a focus area for next year's school improvement plan. Although the work is still being finalized, the THS SELT views areas of school climate that could be shifted to better help all students achieve belonging and academic success. They will have one more meeting this school year to more specifically define this future work.

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

Status: Completed

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

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

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

In addition to these positive variables, the presentation also discussed the impact on staffing, transportation, and potential costs for a high school later start. Overall, according to an analysis by our TPS Administration in combination with our outside consultant, a 30-minute later school start could involve a significant financial investment for Trumbull Public Schools.

As the decision to move forward with Late School Start is currently on hold and a solid draft schedule was created during the first half of the school year, no further work has been done on this goal at this time. However, the Parent Teacher Association Council (PTAC) commissioned a Transportation Efficiency Study. The consultant, Mike Archer, from the Center for Effective School Operations (CESO) provided an update to the BOE on December 13, 2022. His presentation showed that the buses in Trumbull were being used very efficiently. On Apr 12, 2023 we received a final study from CESO that included a 3-tier option. Unfortunately, the savings were severely overstated because the additional staffing costs for the longer 3-tier system were not included in the calculations. The TPS administration provided a complete response showing our calculations.

Continue District Wide Leadership and Learning Professional Learning Community

Status: Completed

The districtwide Leadership & Learning continued to meet monthly this year. In September, the focus of our meeting was a review of leadership styles, our district improvement plan, and selection of specific strategies for school improvement. These strategies, which were also reviewed this summer by administrators in our summer retreat, were aimed at improving instruction through aspects identified in a review of end of the year data from 2021-2022 by

district, school, and DRG. In October, leaders within the PLC confirmed their strategic focus with baseline data from sources such as i-Ready and student attendance data.

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

As our work continued, the Leading & Learning PLC continued to focus on capacity building and data analysis within our cycles of continuous improvement. Each meeting was dedicated to either collaborative analysis of data and reporting on outcomes in relationship to School Improvement Plans (SIP) or observations of practice within schools in the format of instructional rounds. For a sample agenda from a typical meeting, click [here](#). Below is a list of the month and major topics discussed within our meetings.

January	Mid-year Data Review
February	Instructional Rounds at Daniels Farm School
	Maintaining Balance as Leaders, Planning the 2023-2024 District Improvement Plan, Eye on Attendance in Our Schools
April	Instructional Rounds at THS
May	Formative Assessments & Planning Forward
June	End of Year Data Review

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

Status: Completed

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

This goal was completed by the midyear update.

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

Status: Completed

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

At this time, we have completed all four community conversations and one survey. We are currently collecting data on a survey that focuses on the seven options that were presented by Tecton at the April 26, 2023 Community Conversation All information regarding the Master Plan is on a dedicated [webpage](#).

Develop prioritized 5-Year Capital Plan

Status: Completed

The CY 2023 5-Year Capital Plan, adopted by the Board on September 27, 2022, was approved by the Trumbull Town Council on November 10, 2022. It includes funding for paving projects at Jane Ryan and Tashua Elementary Schools, lighting improvements at THS Auditorium and the town's share for HVAC Improvements at Middlebrook Elementary. An additional \$50,000 was authorized by the Town Council for design of the roof at Booth Hill Elementary and \$250,000 to add field lighting to the girl's softball field at Trumbull High.

This goal was completed by the midyear update.

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

Status: Completed

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

In February 2023, the Future Ready Technology plan was shared with the Board of Education and discussed. This plan is focused on how technology will be implemented to support teaching and learning based on the Future Ready Framework. The committee was able to participate in the Future Ready CT cohort and meet monthly from June 2022 - November 2022 with 22 other districts around the state to develop the plan based on best practices.

In addition, the Technology Department has prepared a first draft of the technology sustainability plan with a hybrid leasing and purchase financing mix to ensure we are able to continue to maintain the hardware and infrastructure we have currently moving forward. The plan details the items being obtained and the unit cost. The spreadsheet is flexible, so that number of units, unit price, and leasing factor can be changed as budget constraints change.

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