



Committed to Excellence

## 2023 - 2024 District Goals

### Mid-year Update

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

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

Complete school based safety assessments and identify next level of work

During the summer of 2023, all school-based assessments were completed by our SRO and district security team. Individual reports were provided to each school principal with identified next level work. Identified areas that did not have significant costs to remedy were reviewed by school principals and their safety teams, as applicable, to remediate any opportunities. The reports did indicate that schools would benefit from whole building generators in order to eliminate any dangers related to lost power. Generators would ensure that all required functions (telecom, lavatory, food services, electronic door locks, heat, etc.) would be fully working during electrical outages. Beyond the generators, the team identified the need to add additional outdoor speakers so that emergency messages could reach students and staff who were outside during an emergency situation. The district security team is reviewing the full cost of these items and will likely make a recommendation to include these items in a future capital improvement plan.

100% of mandated staff training sessions are completed.

100% of training has been completed.

In coordination with TPS Early Intervention Teams (EIT), PreK-8 Educators will use a consistent process and forms for MTSS and Response to Intervention that supports the social, emotional and behavioral needs of our students

Director Dean Catalano, and Mental Health Supervisor Krystina Dawson, trained the administrative team during our August Administrators' retreat with an update in the social,

emotional, and behavioral supports available to our schools including the following MTSS strands all of which were piloted this fall:

- [The TPS Response to Intervention \(RTI\) Flow Chart](#) (click on this title to view)
- The TPS Response to Intervention Tiered (RTI) or Early Intervention Team (EIT) Referral Forms, for samples of some of the forms used Early Intervention Team (EIT) click below
  - [EIT Recommendation Checklist for Elementary](#)
  - [EIT Recommendation Checklist for Middle School](#)
- The Devereux Students' Strengths Assessment (DESSA); click [here](#) to view a quick video on the DESSA- a quick mini-measure to screen for emotional and behavioral strengths and needs.

During the first semester of our school year, schools have begun to pilot forms embedded into Infinite Campus and provide feedback, and three schools (Frenchtown, Middlebrook, and Hillcrest) piloted the DESSA. The district MTSS Committee is gathering feedback in order to complete an MTSS Handbook which will aim to provide more specific guidance and resources for teams across the district.

Reduce chronic absenteeism at each school by 10% (from previous school year) through specific action steps identified in School Improvement Plans until achieving a chronic absenteeism rate below 5%.

Chronic absenteeism rates across all schools are down quite a bit from the mid-year last year. All schools appear to be on track so far to decrease their chronically absent rate by 10% from last year (improvement rates so far range from 18% to 66%); and most schools are on track to end the year at the below 5% target! Below is a comparison from the mid-year last year to the mid-year this year.

School	Mid-Year 2023	Mid-Year 2022	% Improvement
BH	6.15%	15.56%	60%
DF	5.06%	9.09%	44%
FT	5.27%	12.05%	56%
JR	8.21%	11.19%	27%
MB	5.61%	13.93%	60%
TA	3.10%	9.18%	66%
HC	7.01%	13.84%	49%
MAD	5.85%	8.73%	33%
THS	15.36%	18.75%	18%
TECEC	24.49%	37.96%	35%
Total K-12	8.61%	15.52%	45%

Further ensure positive school climates are in place through information gathering

- Coordination among district and school committees
- Collection of anecdotal and survey data

- Incorporation of at least two (2) goals into school improvement plans based on Safe School Climate Survey

This year, our efforts have resulted in the effective differentiation of our Safe School Climate District Committee into distinct sub-committees. This restructuring enables designated representatives from each school's climate committee to engage in targeted sessions addressing bullying and harassment prevention, PBIS, trauma-informed practices, as well as crisis prevention and intervention. Looking ahead, the committee is gearing up to review the school climate questionnaire in preparation for its imminent administration this spring.

Furthermore, each school building has been assigned the task of formulating a minimum of two goals based on insights derived from their respective safe school climate data from last year's administration. These objectives have been thoughtfully integrated into the individual school improvement plans. Throughout the 2023 - 2024 school year, the administration of each building will continue to monitor progress toward the established goals.

## 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.

Further systematize the teaching and feedback provided as it relates to student acquisition of the skills and dispositions of the Vision of the Graduate (VOG)

TPS moved forward this year to cater the VOG towards age-appropriate integration into our teaching and learning processes and outcomes. At the elementary level this year:

- Our teachers and specialists are integrating the skills and dispositions while teaching curriculum units as they choose.
- Age-appropriate posters of the skills and dispositions are displayed in all classrooms and throughout each building.
- Principals are sharing grade level updates through our newsletters each trimester.
- Students' efforts will be highlighted during school-based assemblies.
- And our report card has been updated to include the Vision of the Graduate for feedback to our families.

At the middle school level, educators are integrating the Vision of the Graduate into their work with the goal of students being able to discuss them at Student Led Conferences in March. In the August professional learning, educators identified goals for the year and in November professional learning, educators were given more time to refine goals for their classes. Students will use their own Vision of the Graduate rubric or reflection form, stored in their own e-portfolio, to share their progress and learning regarding the skill or disposition highlighted in the class. Additionally, poster sized versions of the Vision of the Graduate skills and dispositions are mounted in classrooms for reference throughout the year. So far this year, some departments have already completed this work with students. The middle schools look forward to students sharing it with families at conferences this March.

Trumbull High School (THS) also took notable steps towards making Vision of the Graduate a part of their school culture. Aside from having a visual in each classroom and incorporating it into parent presentations, they have also established a new student recognition program where students are nominated each month by their teachers for displaying the skills and dispositions of the VOG in their classrooms. THS staff met with the students to award them with a certificate.

Additionally, staff members have been in the process of analyzing the Vision of the Graduate rubrics and reflection forms for further implementation into the curriculum. Physical displays have also been created in the library media for further celebration of the role of Vision of the Graduate for our learners. Click [here](#) to view the district newsletter with examples from schools regarding our progress in VOG.

Routinely examine outcomes and practices in order to reveal and address factors that may contribute to differential outcomes among students

The district held *monthly* Leadership and Learning meetings with building administration and teacher leaders to examine outcomes and practices in our district wide Professional Learning Community (PLC). Each meeting includes the examination of data for differential outcomes and potential strategies to address areas of strength and need. For example, this September, teams considered leading and lagging data and which types of data might be pivotal to match with strategies that address students' needs.

Additionally, the TPS District Equity Leadership Team (DELT) met to review the District Improvement Plan and discuss the actions needed to address achievement gaps on a systemic level from Grade 3 through high school. The team began to share ideas related to each indicator on the District Improvement Plan as well as professional development in March that could benefit staff. The team will be continuing this work during the second half of the year by looking at current midyear data.

The first meetings of school based School Based Equity Leadership Team (SELT)s, including a new district-wide elementary SELT, also took place. Each level has meetings scheduled for the second half of the year in which their goals and work will complement that of the district DELT. Click [here](#) to view a copy of the District Equity Improvement Meeting Dates and Team Members.

Ensure high-quality teaching and learning of Reading K-8 as well as compliance with state mandates related to literacy

The district has focused on three areas to ensure high quality teaching and learning of Reading– K-3 Right to Read foundational curriculum and strategies, Grades 4-5 Science of Reading and meeting students needs, as well as implementation of Grades 6-8 newly revised curriculum including prioritized standards and key vocabulary. Some of the major accomplishments during the first semester in this regard include:

- Revision (and rollout in August) of the K-3 curriculum using the Reading League's Curriculum Evaluation Tool to align with the strands of high quality, systematic and explicit reading instruction.
- Formation of a districtwide Right to Read District Committee attending monthly training sessions provided by the Hill for Literacy through funding offered by the Connecticut State Department of Education.
- Implementation of the universal screener DIBELS as well as professional development in using results.
- Extended Professional Learning regarding Science of Reading in Grades 4-5.

- Creation of a Supporting All Learners (SAL) Committee to address supporting all learners across content with academic vocabulary, tools for teachers by strand, as well as assessment of their learning on standardized tests (with a focus on collaboration with special education).
- Integration of reading materials such as decodable readers, vocabulary building, new approved curriculum and texts.
- Granted a transitional waiver for our K-3 Reading program with the ability to add updates in order to meet any further state guidelines required by law. Our team plans to meet with the state to advocate for a full waiver in January.

#### Ensure high-quality teaching and learning of Mathematics

At the elementary level, our Math Program Leader has led the math specialists in furthering their coaching with Building Thinking Classrooms to raise the level of Tier 1 instruction. Click [here](#) to learn more about this method's practices which are being presented at Math conferences across the state and nation. Piloted last year, many schools are further expanding its use as well as trying it out with different content areas as applicable. One teacher at the K-5 level sent a letter to Dr. Semmel and Dr. Iwanicki on the last day before break to express the impact it had made on her personally. Click [here](#) to read a redacted version of her email.

At the middle school level, teachers are in Year 2 of their newly approved version of *Big Ideas* as their primary mathematics text. The book has lent a continuity of instruction and allowed more tools for teachers to explore. The team looks forward to reviewing it more specifically in terms of the rigor needed to allow students to problem solve in multiple levels as it will be up for review next year.

At the high school level, the newly approved mathematics updates to curriculum are progressing smoothly within the new bell schedule. The department has also identified curriculum that can be updated both this year and next to further strengthen their programming.

#### Ensure high-quality teaching and learning of Science in grades 6-8 and reinvigoration of Science opportunities K-12

The Steps to Innovation Team proudly trained an initial team to use the newly updated Hillcrest Planetarium this fall. They welcomed Board members, town officials, and PTA leaders to experience the new equipment in *An Evening Under the Stars*. The participants received a taste of the immersive experience planetarium learning can offer as guided by Astronomy teacher Jonathan Albers and one of the students taking the new Astronomy elective being offered for the first time this year.

While at the elementary level, our K-2 curriculum was the focus for updates, at the middle school level, all teachers began use of the Amplify Science curriculum as a common tool to experience the Next Generation Science Standards (NGSS). At the high school level, Forensic Science and Astronomy both offered their first pilot classes with positive reception.

#### Develop a high-quality evaluation system for certified teachers and district administrators that attends to both professional learning and accountability needs

The district surveyed each grade level band for volunteers, and looked for a wide array of representation. We were pleased to see that we had multiple teachers express an interest in participating in the process. We will be holding town hall sessions to gather more input from educators in the future to hear their ideas about the new TEVAL and AEVAL systems. Any

TPS educator may attend a town hall style meeting to share their thoughts on future TEVAL/TAEVAL components and structure.

Following a similar procedure in the past, TPS will also have a lead committee for PDEC, the Educator and Leader Evaluation and Support Committee (ELESC). This committee will be responsible for writing and gathering the input from subcommittees as needed to make our plan. An initial planning meeting was held before break and dates are set to begin writing in January. More guidance from the Connecticut State Department of Education (CSDE)'s team which includes representation from the Connecticut Teachers Association (CEA) should also be available in the new year.

Additionally, a Pupil and Personnel Service (PPS) as well as Non-Classroom Certified Educator Roles will have a sub committee of representatives that will meet with the Director of PPS and/or his designee to examine standards that can be used for goal setting and any other factors they wish the committee to address. Their work will be shared with the ELESC for inclusion.

Paraprofessionals will be joining the PDEC Committee at our larger committee meetings later this year to discuss professional learning and ways to support para educators within our schools.

Brainstorm, identify, and share innovative ways to improve teaching and learning through continual reflection on key data, collaboration with others, exploration and sharing of research, and observations of practice

The district held monthly Leadership and Learning meetings with building administration and teacher leaders to examine outcomes and practices in our district-wide Professional Learning Community (PLC). Each meeting not only collaboratively considers high quality teaching and high-leverage leadership strategies that can be used, but specific data sets and tools that we can collaboratively use to analyze and consider strategic actions that can be taken by school leadership teams. Principals and teacher-leaders then bring this information from our meetings back to their buildings to explore ideas and results in more depth with their leadership teams. Click [here](#) to view a sample agenda from September.

One notable addition to our Leading & Learning PLC this year was the addition of a principal spotlight share in which each month, a principal can share a strategy they are using to address differential outcomes. Participants can also bring these ideas back to their school leadership teams for consideration as is needed.

The district will also be holding Instructional Rounds later this year to further observe practice in schools and collaboratively plan next steps.

Communicate ways in which AI can be navigated and used as a benefit to TPS teaching and learning K-12

This summer the district formed an AI Cohort of teachers to explore how AI might be used in Trumbull to support teachers and/or students. So far, PD was provided to all teachers and staff in August and November in understanding AI pros/cons, using AI to improve teacher efficiency, and using a variety of AI tools to support personalized and differentiated learning. A framework was developed by the AI cohort to guide our work for this school year as this technology quickly advances. A presentation was given to the Board of Education in November regarding the work of the cohort so far. Trumbull has also been asked to present their work at local conferences, interviewed for an article written in the *Trumbull Times*, and



mostly recently was interviewed by the organization selected to provide data to the Connecticut General Assembly looking to create policies around AI.

The cohort team will continue their work during the second half of the 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.

Pilot electronic platform for teacher evaluation and administrator evaluation

The team will evaluate whether or not to move forward with implementing an evaluation system once the PDEC committee has developed the new plan. This item is currently on hold and may not be implemented due to the prioritization of budgetary needs.

Provide professional development and structures that encourage reflection (both individually and in teams) on providing environments, lessons, and assessments that meet the needs of students across populations

The professional development offered this August was sure to provide time during each session for educators to meet with one another as well as to prepare their rooms and lessons for the new students they greeted on Day 1.

We also redesigned the elementary Professional Learning Communities (PLCs) so that teacher leaders could lead the process of choosing an area of practice to study according to their own classes. Each elementary school had a partner school with a grade level teacher and/or support specialists (Math or Literacy) to lead the team through the process. All leaders received facilitation training at the beginning of the year.

Similarly, our middle school PLCs continue to be driven by team leaders with their eyes on leverage lessons within the curriculum and analyzing common assignments and measures for improvement. Trumbull High School has been able to conduct deep reflection using the NEASC standards and evaluation surveys as a piece of their on-going dialogue.

Lastly, the lead committee for PDEC, the Educator and Leader Evaluation and Support Committee (ELESC) looks forward to continuing the process of reflection within educator evaluation in ways that are educator driven with students at the heart of their practice.

Increase visibility of TPS positions to candidates of color

We are planning to attend the CSDE sponsored Increasing Educator Diversity job fairs this spring. We are also planning to attend upcoming job fairs across the state. We post a blurb about TPS in the National Minority Update spring and fall issues. Lastly, we advertise our open positions on multiple platforms to reach as many diverse candidates as possible.

BOE adopts a vision for the renovation of the TPS schools

The BOE unanimously approved the Master Plan for the Trumbull Public Schools at the August 15, 2023 Board of Education Meeting. The plan identified Hillcrest Middle School as the first project.

Analyze school schedules for optimization of teaching and learning that considers the current staffing, and budgeting parameters

In the Fall, the middle school teams began to look at the structure of their schedules to determine how to better meet the needs of our students. Some of the work included: looking at Unified Arts offerings, maximizing instructional minutes, providing more opportunities for special education students to take electives, exploring different advisory models.

It is expected that the middle school teams will continue to look at ways to optimize their schedule as they build their 2024-2025 schedule this spring. Infinite Campus Scheduling training is scheduled to begin on January 25, 2024 with the team.

Analyze the paraprofessional model for efficiency in systematic use to support students in their least restrictive environment

In an effort to develop a more effective paraprofessional support system, we have successfully completed the development of a Google Form to be utilized by all educators starting at the beginning of the 2024-2025 school year. This form includes a support matrix that requires educators to specify the level of support, identify the areas of support (e.g., academic, behavioral), and indicate the times of day when students require paraeducator assistance. This data collection process will provide invaluable insights into the specific support needs of each student, facilitating more targeted and efficient assistance.

This year, we have taken significant strides to ensure that any new paraeducator requests are accompanied by comprehensive and thoughtful documentation. Although the new process is scheduled to be fully rolled out for the 2024-2025 school year, we have utilized the existing paraeducator requisition packet to collect essential information with much higher fidelity than in the past. This interim measure has allowed us to maintain a high standard for documentation while preparations for the new process are underway.

In the upcoming months, we will be conducting audits on Individualized Education Programs (IEPs) of students who receive paraeducator support across the district. Specifically, we will review five IEPs at each grade level to assess the presence of goals targeting independence. Our focus is not only on the existence of these goals but also on their effectiveness. This proactive approach ensures that IEPs align with the overarching objective of promoting student independence, a crucial aspect of fostering a least restrictive environment.

Starting in February, we will begin piloting the new process for any new requests for paraeducator support. This marks a significant milestone in our initiative, and we anticipate that the new process will further enhance the efficiency and effectiveness of our paraprofessional model.

PPS Procedures - Develop a living digital space for all guidance and procedures related to Special Education, Section 504, and MTSS related activities

Currently, we are in the process of developing a living digital space using Google Sites. We have successfully established the framework of the site, and selected information has already



been incorporated. This platform will serve as a comprehensive resource for all stakeholders involved in special education, Section 504, and MTSS. This fall, focused on developing the special education site, as it includes the greatest depth and breadth of information and documents that need to be seamlessly integrated into the platform.

Over the winter and spring months, our focus will shift towards expanding the site's content. We plan to introduce evaluation templates for each discipline, providing a standardized resource for our special education teachers and related service staff. Additionally, a revamped "Roles and Responsibilities" guidance document for case managers will be added to the site, ensuring clarity and consistency in their responsibilities.

As part of the platform development phase, we have successfully integrated several elements into the site. These additions include the special transportation form and updates on special education legislation for the current academic year. These integrations will aid us in ascertaining the platform's capacity and to accommodate diverse and essential resources.

Throughout the current school year, we will continue to upload valuable information onto the digital space, gradually populating the site with resources and documents. We anticipate an official launch in the fall of 2024, providing stakeholders with a user-friendly, accessible, and centralized repository for PPS, 504, and MTSS procedures.

#### [PPS Digital Space Artifacts](#)

#### **Implement and refine use of Position Control**

We are in the final stages of preparing to implement Position Control. We have had multiple trainings led by Munis. Moreover, we have had several internal meetings to solidify an efficient workflow to help best navigate this platform. We are planning a go live date within the next several weeks.