



Committed to Excellence

2023 - 2024 District Goals

End of Year Update

The **blue** text in this document represents the midyear update completed in January 2024. The **green** text in this document represents the final update on these goals completed in May 2024.

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.

Outdoor speakers were added to both Madison and Jane Ryan. Uninterrupted Power Supplies were analyzed for schools (need to determine costs and what was done). Fencing was added to Middlebrook Playground area to increase safety. Over the summer of 2024, work will be conducted to identify the specific need of Uninterrupted Power Supplies at each school building. There is additional confidential work taking place that will be discussed in

Executive Session as needed. The 2025 Capital Plan request will include high priority items needed to add layers of safety and security to our district.

100% of mandated staff training sessions are completed.

100% of training has been completed.

TPS is proud that 100% of our mandated training has been completed, including regular Physical & Psychological Management (PMT) refreshers and initial certifications as needed.

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 through work with Dr. Iwanicki and the district-level team:

- [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.

Pupil Personnel Services are currently in the process of administering and analyzing the second DESSA screener at participating schools. There were some technical issues with the administration that we are troubleshooting at this time.

Our MTSS K-8 district team has met regularly and worked with Dr. Iwanicki to create a draft districtwide handbook. Representatives from Pupil Personnel Services also attended and helped update the final document.

The team also discussed the use of this year's MTSS forms. Schools provided feedback that while usable in the Google form, the Infinite Campus version has limitations. The committee will be using this feedback to create our goals for 2024-2025 to bring MTSS to the next level of consistency.

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% |

Chronic absenteeism rates across nearly all schools are down quite a bit from the end of April last year to the end of April this year. All elementary schools and Hillcrest have improvement rates ranging from 10% to 81%; Madison has also improved their percentage of chronically absent by 4%, but has not yet hit the 10% improvement target. Trumbull High School is currently showing an increase of chronically absenteeism over last year from 11.14% last April to 15.55% this April. Below is a comparison from last year to this year.

| School | April 2023 | April 2024 | % Improvement |
|------------|------------|------------|---------------|
| BH | 9.34% | 6.15% | 52% |
| DF | 4.65% | 3.89% | 20% |
| FT | 8.80% | 4.87% | 81% |
| JR | 7.83% | 7.13% | 10% |
| MB | 10.64% | 6.03% | 76% |
| TA | 7.76% | 4.77% | 63% |
| HC | 9.14% | 7.40% | 24% |
| MAD | 7.97% | 7.67% | 4% |
| THS | 11.14% | 15.55% | -28% |
| TECEC | 45.71% | 35.92% | 27% |
| Total K-12 | 9.36% | 10.58% | -12% |

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.

Throughout the year, our commitment to promoting a positive school climate remained steadfast as we continued to convene regular meetings of the School Climate District Committee. These meetings provided invaluable opportunities for collaboration, knowledge-sharing, and collective action towards enhancing the well-being of our school community. Such topics that have been covered include trauma-informed instruction, school safety, and bullying and harassment.

Our efforts were bolstered by the collection of anecdotal survey data, supported by tools provided by the Digital Learning Department for comprehensive analysis. This data analysis allowed us to identify emerging trends, patterns, and areas of concern, serving as a foundation for targeted interventions and initiatives aimed at promoting a safer and more supportive learning environment.

Building upon insights gleaned from the safe school climate data, all schools within the district proactively incorporated a minimum of two goals into their respective School Improvement Plans. These goals, rooted in data-driven insights and tailored to the unique needs of each school community, underscore our collective commitment to continuous improvement and the pursuit of excellence in fostering a positive school climate.

The 2024 school climate survey closed on May 3rd, and the next few weeks will be utilized to analyze the data and formulate broad-level recommendations that will inform our 2024-2025 DIP. The school climate data will be reviewed at the 6/4/24 Board of Education meeting.

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.

At every grade level, TPS continued to expand the further integration of the Vision of the Graduate (VOG) into the culture of Trumbull Public Schools. Each trimester, TPS elementary schools provided specific lessons connected to the VOG and highlighted them through our school newsletters. The principals connected the VOG to concepts within school assemblies that integrate with Positive Behavioral Interventions and Support (PBIS) systems. Teachers also continued to rate students on the indicators associated with each disposition or trait. Click [here](#) to view the Tashua example of the elementary principal message sent to all families. It lists the Vision of the Graduate Skills highlighted during the second trimester by elementary schools. This information was sent to all families in late March through school newsletters.

At the middle school level, students took center stage as they presented to their parents the work they had accomplished connected to the VOG profiles and dispositions this March. As the process is new, principals used professional development time to consider the impact this

work had on students and potential revisions for the future. See below for a few photos of this work in action.

Middle School Student-Led Conferences March 2024



Hillcrest & Madison Middle School Teachers Work Together on Next Steps Regarding Student-Led Conferences, E-Portfolios and the Vision of the Graduate:



At the high school level, the “Office of the Dean’s List” continues to be a great recognition platform for TPS to celebrate those students who exemplify the VOG skills and dispositions. Trumbull High School celebrated well over 175 different students this year.

The THS Faculty also adjusted their advisory program this year to better incorporate the VOG of the district. Their signage and referencing of the VOG (and the skills/dispositions) has significantly increased this year and they look forward to further incorporation of the VOG within the high school level curriculum. See below for a photo highlighting a month of student recognition:

THS Student Recognition



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.

The TPS District Equity Leader Team (DELT) held two more meetings during the second half of the year to analyze progress on goals and outline the objectives for the March professional learning session in which teachers would consider biases and learn about the TPS Equity Rubric as a reflection tool for planning or to assess already developed curriculum units for revision. The planned session was moved to April and was well received by schools. In the

district-wide exit survey, over 20 teachers commented about the session. According to one middle school teacher, “The Equity training was well-done and made me think about how I can adjust my teaching and lessons.” An elementary teacher shared, “One tool I will use more often are equitable principles in my classroom.” A high school teacher shared, “I like that we broke up the discussion into smaller groups so that we could think about how it relates to our departments. It is harder to have discussions this important in a larger group as a whole school.” In a post-reflection as a team, the DELT shared that the collaborative nature of the content creation and delivery by TPS educators is working well and that more time is needed in the future to examine the equity rubric. The DELT ended the year by examining the 2024-2025 district goals to offer feedback on where we could go next in our level of work as a team to reach each of the goals drafted.

The School Based Equity Leadership Teams (SELT) at each grade level also had productive sessions throughout the year. The high school and middle school SELTs met throughout the year to analyze data and consider how the results overlap with school-based goals. They also used the work of the DELT to extend conversations with their school-based teams regarding practices that could help further improve reaching all children. The elementary SELT will complete their training at the end of this 2023-2024 year.

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:

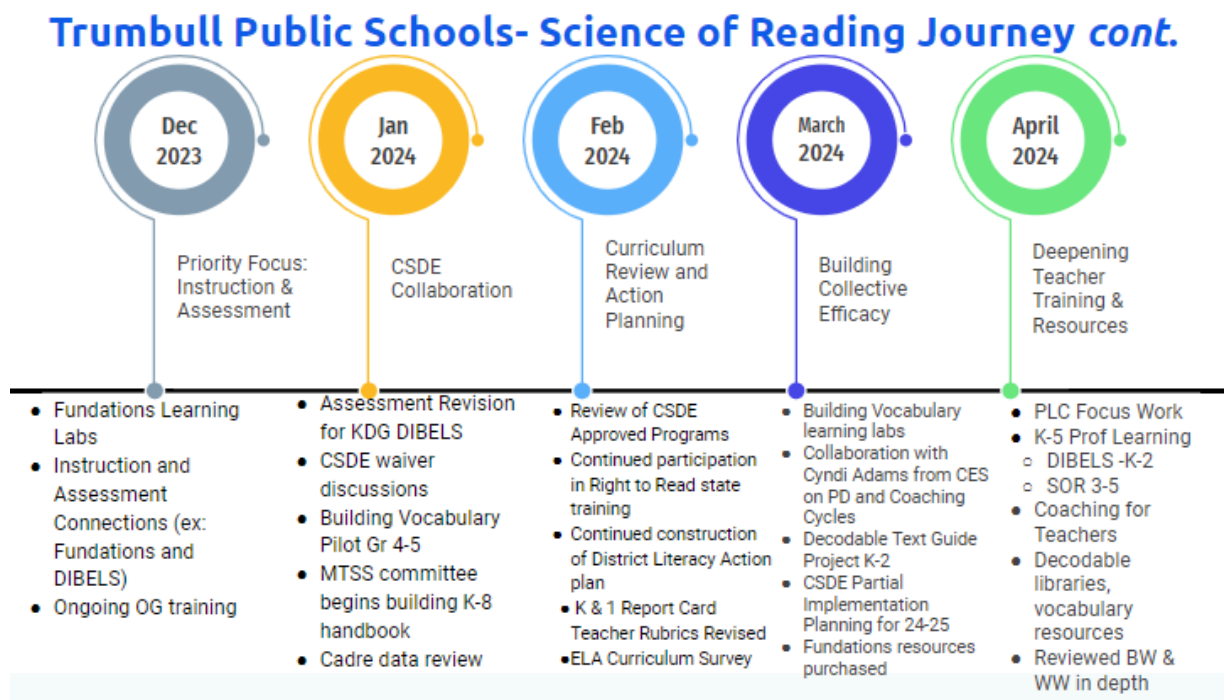
- Revision (and rollout in August) of the K-3 curriculum using the Reading League’s Curriculum Evaluation Tool to align with the strands of high quality, systematic and explicit reading instruction.
- Formation of a districtwide Right to Read District Committee attending monthly training sessions provided 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.

During the second half of the school year, teachers continued to gain a deeper understanding of best practices in literacy through their professional learning around the DIBELS assessment in Grades K-3 as well as the Science of Reading (SOR) in Grades K-5. This work was complemented by a roll out of piloting *Building Vocabulary* as a programmatic resource in grades 4 and 5.

Our K-5 ELA Program Leader, Kate Engeldrum, worked with Dr. Iwanicki to identify resources with our literacy consultants that would dovetail with current TPS resources and are approved by the Connecticut State Department of Education. The elementary literacy team previewed all materials, and two programs were selected for further exploration. Site visits to schools in other districts to observe both programs in action were arranged. Finally, materials were placed in all Trumbull elementary schools with a review form in which, district-wide, teachers could offer input regarding their observations of the material.

Additionally, Trumbull Public School teachers were surveyed regarding the current K-5 ELA curriculum. 70% of all classroom teachers participated in the study and 68% of those teachers had 16 years of teaching experience or more. 90% of teachers reported challenges or limitations within ELA Curriculum resources, specifically the Teachers College Units of Study that are currently in place. Respondents also shared that they are eager to align instructional practices with their evolving understandings of literacy instruction, particularly regarding the Science of Reading (SOR). In fact, over 90% answered “yes” or “maybe” when asked if they would like to pilot a new program during the next school year.

Below is a chart of some of the major accomplishments of the K-5 ELA work over the second half of the year.



In addition to this work, representatives from the K-8 Supporting All Learners (SAL) Committee shared a presentation with schools that aimed at helping grade levels and departments integrate academic vocabulary, use tools for teachers by strand, as well as incorporate strategies to ensure success for students in special education on standardized tests. The feedback from our committee members is that the information was well-received and we hope that the impact of using such strategies will be reflected in positive outcomes for our students.

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.

Mathematics leaders continued to ensure opportunities are in place to practice math in authentic contexts. At the elementary level, educators used the second half of the year to implement the Building Thinking Classroom (BTC) strategies which were incorporated in the fall professional learning sessions. The elementary team also worked with Kim Lombardi, Math Program Leader K-5, to review high quality exemplars that were available for math practice at the appropriate grade levels. Exemplars comprise a set of genuine performance tasks systematically arranged according to grade level standards/domains, fostering students' mathematical cognition and nurturing their development into proficient and self-assured problem solvers. These tasks promote the refinement of critical thinking, reasoning abilities, and communication skills essential for mastering challenges in the 21st century. The K-5 Math Program Leader met with the middle school team leaders for possible further incorporation at grades 6-8 as well.

The middle school math team leaders worked collaboratively to support the Early Intervention Team Process and took steps to start reviewing our current curriculum as well as other programmatic models for best practices and potential curriculum revisions next year. Their work in supporting professional learning regarding use of i-Ready information, IABs, as well as our curriculum to support all learners was notable.

At the high school level, the Math Department Chair, Kristin Sroka, worked with the department to ensure high level practices are in place and assist in curriculum revision as needed. The second half of the year, the department revised Advanced College Preparation Statistics to align with academic vocabulary and current standards of practice.

Finally, many of our leaders in mathematics participated in professional learning themselves. A cadre of teachers, K-12 attended this year's ATOMIC Math Conference. Atomic is an affiliate of the National Council of Teachers of Mathematics to bring back high leverage math practices. Some of our teachers even presented to others regarding practices in Trumbull.

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.



Since January, our K-5 Science Program Leader, Liz Doherty, and our K-5 Technology Integrator, Jenell Cunningham, have collaborated to create an experience connected to Grade 1 NGSS Science standards for students in our newly renovated planetarium at Hillcrest Middle School. Students from all six of our elementary schools were able to learn about the solar system in the immersive, state-of-the-art facility. In this photo, Jane Ryan students, some of the first to observe, get a chance to enjoy the show alongside Dr. Semmel.

At the middle school level, Science teachers continued to pilot the units drafted this summer with the Amplify curriculum. They are looking forward to collaborating at the end of the 2023-2024 school year to make the last revisions to their unit. After revision, the new units will be brought to the TPS Curriculum Committee for official review, and then hopefully, to the full Board of Education for approval.

Texts were selected for each of the new Science electives at Trumbull High School. Each text was presented to the Curriculum Committee and ultimately, approved by the Board. Additionally, the Trumbull High School Science Department was proud to add another Early College Experience (ECE) Opportunity moving forward. Grade 12 Physics can now earn college credit for those wishing to do so.

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.

The Educator and Leader Evaluation and Support Committee (ELESC) met six more times and had at least two (2) full day retreats to plan, discuss, write, and edit the new Educator and Leader Evaluation and Support Plan. Each of the teachers on the committee also held meetings at each of their grade levels (elementary, middle, and high school) to seek input on wants and needs for the next version of the TPS evaluation document. While anyone could attend, teachers who wanted to be a part of the editing committee were primarily contacted. The following questions guided the building-based conversations and were used for reflective input during the revision process:

- Which grade level do you teach?
- What aspects of the current evaluation plan are helpful?
- What aspects of the current system are the most burdensome or ineffective?
- What are your top priorities for the new evaluation system?
- What were you hoping to accomplish through your role if there had been space for more members on the Educator and Leader Evaluation and Support Committee (ELESC)?

Likewise, administrator representatives were asked to check in with their colleagues about ideas for revision to be incorporated.

This new document is based off of the traditional plan that was created by Trumbull in 2012 and updated according to current laws as well as the State department's model document. It will be presented to the Board of Education for review on May 21st. If approved, it will then be submitted to the state for approval before implementation.

The following chart represents some of the major shifts that were incorporated:

Trumbull Public Schools

Re-envisioning Educator & Leader Evaluation

FOCUS ON AREAS THAT MATTER

Identify high leverage goal focus areas

CONTINUE TRUMBULL TRADITION OF EXCELLENCE

Involves professional ownership around specific, timely, accurate, and actionable, goals with reciprocal feedback.

CONNECTION TO MEANINGFUL PROFESSIONAL LEARNING

Provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful

FOCUS ON EDUCATOR AND LEADER GROWTH AND AGENCY

Meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus

ALLOW FOR DIFFERENTIATION OF ROLES

For educators-- teachers, counselors, student support staff and more

REDUCE & SIMPLIFY THE BURDEN

Eliminate paperwork and the amount of steps

FOCUS ON THE WHOLE CHILD

Identify best practices that focus on the whole child, including, but not limited to, academic, social, emotional, and physical development)



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.

During the second half of the year, Trumbull Public Schools continued to bring our leadership team together to focus on working as a team (bonding through reflective practices and activities) as well as leverage areas linked to teaching and learning (instruction) data (outcomes and planning) best practices (literature) best practices in our district (school

spotlight) and communication (nuts and bolts). Click [here](#) to view an overview of our district Leading & Learning PLC topics by month from this year. The Leading & Learning PLC has become a driving force in keeping communication open across schools and ensuring the focus on best practices in relationship to outcomes is in place. It also continues to provide the opportunity to build relationships across leadership roles within the district,

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.

Additional PD was provided to all teachers on April 2nd with a focus on digital tools that have embedded AI components with guardrails for children that can support individualized instruction without the ethical issues of open AI tools. Our technology integrators continue to provide ongoing support to teachers and departments as requested to further understand AI capabilities in the education environment. The Digital Learning department will also be presenting the work we have done around AI at the CT Educators Network (CEN) conference in May.

This Spring we have our middle school ELA and Math team leaders piloting the Khanmigo tool from Khan Academy with their intervention students. It is expected that we will continue this work in the 2024-2025 school year with a focus on educating parents and the community regarding these tools and how they can support students as well as awareness of the potential risks.

In addition, our K-8 librarians have begun the work to revise their curriculum which will go to the BOE Curriculum Committee next year. The revised curriculum will incorporate the ethical and responsible use of AI as well as support of the Vision of the Graduate (VoG) skills and dispositions.

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.

We did not move forward with piloting an electronic platform during this school year. It was decided that the new teacher and administrator evaluation plans should be decided first before looking for an electronic platform. The budget freeze played a secondary role in this decision.

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.

Trumbull Public Schools is proud to have again provided time after our April Professional Learning for teachers to reflect on their day and provide feedback. 83% of all educators surveyed reported that they had the opportunity to collaborate with others to think about our collective impact on students.

The elementary schools continued the pilot of working with “partner schools” to examine an area of focus. While many teams found the time important in connecting with peers, others found it difficult to maintain the focus on a unified goal across buildings. The elementary model will be examined for areas that could be strengthened moving forward as feedback varied by building.

Our middle school PLCs used the time to consider key factors in lesson planning, assessment, and differentiation; while on the high school level, Trumbull High School continued to deepen their work on NEASC evaluation and action steps needed for the year ahead regarding this work.

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.

Director of Human Capital and Talent Development, Joe Chella, drafted an Increasing Educator Diversity (IED) Plan and then met with the DELT Professional Learning Development Subcommittee to gather input from educators of a variety of backgrounds that work in Trumbull Public Schools. He used this input to edit the draft which has been approved by the full Board of Education and submitted to the Connecticut State Department of Education for final approval.

Additionally, Trumbull Public School representatives attended multiple recruitment fairs. As a result of this participation, we were able to meet multiple potential candidates. One of which was interviewed and accepted a position at Trumbull High School.

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.

On May 6, 2024, the Town Council approved resolutions that allow Dr. Semmel to apply for a construction grant through the State Department of Education. In addition, the Town Council created a Building Committee for the Hillcrest project. We learned on May 9, 2024, that both the House and Senate approved a 44% reimbursement rate to Trumbull for the successful completion of this project. Typically, Trumbull would only receive a 26% reimbursement rate for a new construction project. We will now work with the local elected officials to ensure that funding for the Hillcrest project makes it to the November 5, 2024 election ballot as a referendum question.

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.

The middle school Assistant Principals were trained on the Infinite Campus scheduling tool and began work on next year's schedule in February. It is expected that the Assistant Principals at both middle schools will take over responsibility for building the master schedule for next year in order to make sure that we are maximizing offerings, building efficiencies, and designing a schedule that meets the needs of our students. Currently, there is no plan to implement a new middle school bell schedule for next year. We do expect to continue to explore additional options for the 2025-2026 school year.

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.

Building upon the proactive measures implemented earlier in the year, we can report that virtually all Individualized Education Programs (IEPs) for students receiving paraeducator support now include at least one independence objective. If IEPs did not include this mandatory component, teams were asked to revisit this aspect of programming during a subsequent PPT. This achievement underscores our commitment to fostering student autonomy and self-reliance, essential components of promoting a least restrictive environment.

The rollout of the new paraeducator support form earlier this Spring marks a significant milestone in our initiative to streamline and standardize the request process. With all staff now utilizing the form for any paraeducator support requests, we have established a consistent and comprehensive approach to capturing essential information related to student support needs. This ensures that paraeducator assignments are aligned with student needs and instructional goals, ultimately enhancing the quality and effectiveness of support services provided.

Throughout the remainder of the 2023-2024 school year, we will continue to conduct audits on IEPs of students receiving paraeducator support. This ongoing review process allows us to assess the presence and effectiveness of independence objectives, ensuring that programming remains robust and aligned with our overarching objective of promoting student autonomy.

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

Throughout the winter and spring months, our focus shifted towards expanding the site's content to ensure it serves as a comprehensive resource for all stakeholders. We have successfully included a wide range of resources, including report templates, state resources, Connecticut State Department of Education (CT SEDS) information, structured literacy and dyslexia resources, as well as necessary forms for items such as Board Certified Behavior Analyst (BCBA) support and transportation. These additions enrich the platform and enhance its utility for special education teachers, related service staff, and other stakeholders.

With the continued population of resources into the digital space, we are pleased to announce that the platform will be ready for utilization at the onset of the 2024-2025 school year. This milestone marks the culmination of our efforts to create a centralized repository for Procedures of Pupil Services (PPS) procedures and resources, and we are slated to add, Section 504, and Multi-Tiered System of Supports (MTSS) procedures during the 2024-2025 school year.

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.

We went live with our Position Control module on 1/16/24. We are now utilizing position control numbers for all Trumbull Public School existing employees, as well as new hires. As we continue to navigate this new platform, we are exploring avenues to enhance our budgeting process around staffing (FTE's/Positions) for the 2025-2026 budgeting cycle.

