

Trumbull Public School District Improvement Plan 2023-2024



Committed to Excellence

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.

Actions to Support Physical, Social, and Emotional Well-Being of All Students & Staff

District-Based Action Steps	Timeframe	Who Will be Responsible?	What Resources Are Needed?	District Results-Based Accountability Indicator
Complete school based safety assessments and identify next level of work	July 1, 2023 through October 15, 2023	Scott Sikora, SRO, District Safety Team	Trumbull Police Coordinate with Head of TPS Security	<ul style="list-style-type: none"> • A full report is completed using the State of CT checklist • The District team identifies next level of work and incorporates into 24-25 budget development
100% of mandated staff trainings are completed	November 1, 2023	Joe Chella	Coordination with Office of Teaching and Learning; Vector Solutions training Platform	<ul style="list-style-type: none"> • All active employees complete mandated training by November 1 or within 30-days of hire
In coordination with TPS Early Intervention Teams (EIT), PreK-8 Educators will use a consistent process and forms	August 2023 through June 2024	Dean Catalano, Krystina Dawson and team	<ul style="list-style-type: none"> • Pilot the DESSA in four schools to be used for identification of SEL 	<ul style="list-style-type: none"> • Flowchart and forms will be used regularly in all PreK-8 Schools • A more consistent

<p>for MTSS and Response to Intervention that supports the social, emotional and behavioral needs of our students</p>			<p>strengths and needs</p> <ul style="list-style-type: none"> ● Technical Support from Direct of Digital Learning to actualize new forms into Infinite Campus ● Professional Development Time in Aug/Sept 2023 to roll out changes and TPS Flowchart ● Check-ins with support specialist and providers to adjust if necessary 	<p>process, including use of the DESSA screening and solid PBIS strategies, will strengthen collective ownership of the students within schools and across the district</p> <ul style="list-style-type: none"> ● Completed K-5 Wellness Curriculum
<p>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%</p>	<p>August 2023 through June 2024</p>	<p>Building Leadership Teams</p>	<ul style="list-style-type: none"> ● Access to State training on chronic absenteeism ● Additional professional resources and tools regarding decreasing absenteeism 	<ul style="list-style-type: none"> ● Each school will reduce their chronic absenteeism by 10% as compared to the final chronic absenteeism rate identified for each school through the end of the year in Infinite Campus
<p>Further ensure positive school climates are in place through information gathering</p> <ul style="list-style-type: none"> ● Coordination among district and school committees. ● Collection of anecdotal and survey data 	<p>August 2023 through May 2024</p>	<p>Leading and Learning PLC</p> <p>Safe School Climate Committees (District and School)</p>	<ul style="list-style-type: none"> ● PBIS ● School climate collaboration ● Time to meet and review resources 	<ul style="list-style-type: none"> ● 2023-2024 Survey results showing improvements in targeted areas per individual school improvement plans

<ul style="list-style-type: none"> Incorporation of at least two (2) goals into school improvement plans based on Safe School Climate Survey 				
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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.



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Actions to Optimize Teaching & Learning				
District-Based Action Steps	Timeframe	Who Will be Responsible?	What Resources Are Needed?	Results-Based Outcomes
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)	June 2023 through June 2024	Sue Iwanicki, principals, VOG Committee members, educators and staff	<ul style="list-style-type: none"> Updated reports cards K-5 Revised Advisory Curriculum 6-8 Digital e-portfolio and expectations for Gr 8-12 Professional development to communicate expectations 	<ul style="list-style-type: none"> Students in K-5 will receive opportunities to learn about the skills and dispositions as well as feedback on their report cards Grades 6-12 will receive instruction during advisory and complete reflections digitally

				<ul style="list-style-type: none"> • Additionally, curriculum guides will incorporate rubrics as is appropriate and applicable
<p>Routinely examine outcomes and practices in order to reveal and address factors that may contribute to differential outcomes among students</p>	<p>August 2023 through May 2024</p> <ul style="list-style-type: none"> • Analyze Grade 3 data by subgroup in Fall 2023 to identify (as is possible) longitudinal trend data for impact on Advanced Credit Coursework with the DELT • Have curriculum writing teams pilot the new equity rubric for new curriculum guides written during the 2023-2024 school year • Create and train teachers to be a part of the district elementary SELT 23-24 	<p>Marty Semmel, Sue Iwanicki, Christina Hefele, Dean Catalano, Principals and members of the district and school-based leadership teams</p>	<ul style="list-style-type: none"> • Analyze Grade 3 data by subgroup • Equity rubric training • Trainers for SELT members • Professional learning 	<ul style="list-style-type: none"> • By the end of March 2024, identify if there are any causes and action steps related to elementary experiences that may impact participation in Advanced Credit Coursework • By June 2024, the DELT will gather feedback on the implementation of the TPS Curriculum Guide Equity Reflection Rubric and edit as needed • By June 2024, the elementary SELT will be trained and in place • By the end of the school year, all educators will participate in professional

				learning that encourages reflection on providing environments and meeting the needs of all students across populations
Ensure high-quality teaching and learning of Reading K-8 as well as compliance with state mandates related to literacy	June 2023 through June 2024	Sue Iwanicki, principals, K-5 ELA Program Leader, literacy consultants, instructional team leaders, K-8 educators	<ul style="list-style-type: none"> ● Curriculum writing and professional learning time ● DIBELS assessment and technology for delivery ● Equitable libraries with resources/tools for the integration of the Science of Reading ● Analysis of 22-23 SBA scores to identify and amplify instruction in areas needed by grade level. ● Audit of Assessment Calendar ● Meeting time to collaboratively review data and adjust instruction as needed. ● Coaching professional development and support for educators 	<ul style="list-style-type: none"> ● K-3 Curriculum Guides will be revised to incorporate the Science of Reading ● K-5 Assessment Calendar will contain the DIBELS as a measure ● DIBELS outcomes will be incorporated in K-3 to plan teaching and learning ● 76% (while striving for 80%) or more will meet benchmark or above on the ELA SBA Assessment; additional evidence may be shown through IABs, unit tests, or i-Ready as applicable
Ensure high-quality teaching	June 2023 through	Sue Iwanicki,K-5	<ul style="list-style-type: none"> ● Curriculum writing 	<ul style="list-style-type: none"> ● Revised curriculum

and learning of Mathematics	June 2024	Math Program Leader, Math Specialists, Middle School Instructional and Team Leaders as well as K-12 Math Teachers	<p>and professional learning time for revision of Gr 2-8 Mathematics curriculum guides as needed</p> <ul style="list-style-type: none"> ● Meeting time to collaboratively review data and adjust instruction as needed ● Coaching professional development and support for educators 	<p>guides in Gr 2-8</p> <ul style="list-style-type: none"> ● 72% (while striving for 80%) or more will meet benchmark or above on the Math SBA Assessment; additional evidence may be shown through IABs, unit tests, or i-Ready as applicable
Ensure high-quality teaching and learning of Science in grades 6-8 and reinvigoration of Science opportunities K-12	June 2023 through June 2024	Sue Iwanicki, principals, K-5 Science Program Leader, Middle School Team Leaders and K-12 Science Teachers	<ul style="list-style-type: none"> ● Curriculum writing and professional learning time for revision of Gr 6-12 Science curriculum guides as needed ● Amplify technology for delivery of 6-8 units ● Update to the electronic system and installation of a new planetarium system at Hillcrest and telescope at Middlebrook ● Districtwide coordination to use spaces 	<ul style="list-style-type: none"> ● New curriculum guides that accommodate for integrated units of NGSS Science study in Gr 6-8 and shorter periods with more elective choices in Gr 9-12 ● Increased purposeful use of Science spaces ● 77% (while striving for 80%) or more will meet benchmark or above on the NGSS Assessment

			<ul style="list-style-type: none"> ● Coaching professional development and support for educators 	
Develop a high-quality evaluation system for certified teachers that attends to both professional learning and accountability needs	September 1, 2023 through May 30, 2024	Joe Chella, Sue Iwanicki and PDEC committee	<ul style="list-style-type: none"> ● Professional meeting time ● Final guidance on new TEVAL system from CSDE ● An electronic or paper system to organize the new district wide TEVAL 	<ul style="list-style-type: none"> ● A new teacher evaluation system is developed that attends to both important elements of teacher evaluation ● A tool will have been piloted to support the transition in 2024-2025
Develop a high-quality evaluation system for district administrators that attends to both professional learning and accountability needs	September 1, 2023 through May 30, 2024	Joe Chella, Marty Semmel and Admin Team	<ul style="list-style-type: none"> ● Final guidance on new ADVAL system from CSDE 	<ul style="list-style-type: none"> ● A new administrator evaluation system is developed that attends to both important elements of admin evaluation
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	September 2023 through May 2024	Marty Semmel, Sue Iwanicki, Christina Hefele and the administrative team	<ul style="list-style-type: none"> ● Professional development time ● Key data ● Informed research ● Observations of practice/Instructional Rounds 	<ul style="list-style-type: none"> ● Administrators will create and collaborate regarding data and strategies used in their building ● By May, 3 cycles of instructional rounds will be completed ● Reflections and input will be used to draft the 2024-2025

				District Improvement Plan
Communicate ways in which A.I. can be navigated and used as a benefit to TPS teaching and learning K-12	July 2023 through June 2024	Christina Hefele, Technology Integrators, Library Media Specialists	<ul style="list-style-type: none"> • Professional Learning time • Resources for teachers, students and families 	<ul style="list-style-type: none"> • Develop a full year Professional development plan for teachers to better understand AI and how it can be used to help teachers as well as teach students how to use it ethically and responsibly • Modify Library Curriculum to include teaching students about AI tools and how to use them ethically and responsibly • Develop a resource bank for AI tools for teachers and students that align with best practices in data privacy • Provide up-to-date information to parents on AI use in teaching and learning

Goal3: Operational Excellence & Continuous Improvement

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

Actions that Ensure Excellence & Continuous Improvement				
District-Based Action Steps	Timeframe	Who Will be Responsible?	What Resources Are Needed?	Results-Based Outcomes
Pilot electronic platform for teacher evaluation and administrator evaluation	September 1, 2023 through June 30, 2024	Joe Chella, Christina Hefele, Sue Iwanicki	<ul style="list-style-type: none"> Electronic evaluation systems selected to pilot 	<ul style="list-style-type: none"> Teachers and administrators in identified pilot schools use the new platform Feedback is provided regarding utility, ease of use, and efficiency as well as the incorporation of the new TEVAL and ADVAL systems
Provide professional development and structures that encourage reflection (both individually and in teams) on providing	August 2023 through June 2024	Joe Chella, Sue Iwanicki, Christina Hefele, principals, educators, and staff	<ul style="list-style-type: none"> Goal setting includes data regarding performance that is considered during goal setting, EIT 	<ul style="list-style-type: none"> School and district goals continue to disaggregate performance data and incorporate this

environments, lessons, and assessments that meet the needs of students across populations			<p>meetings, and any district equity groups (DELT, SELT)</p> <ul style="list-style-type: none"> • Review training on recognizing bias through our electronic platform • Articles, resources, and training that support equity • Coordination between HR and the Office of Teaching & Learning 	<p>lens in their work</p> <ul style="list-style-type: none"> • All active employees complete the bias training module • Review of data and conversations/training result in meeting individual student needs to raise academic achievement and meet their goals
Increase visibility of TPS positions to candidates of color	July 1, 2023 through June 30, 2024	Joe Chella	<ul style="list-style-type: none"> • Access to statewide recruitment fairs 	<ul style="list-style-type: none"> • Open TPS positions are shared with certified minority candidates through participation in minority recruitment fairs around the state; relationships with nearby universities
BOE adopts a vision for the renovation of the TPS schools	October 31, 2023	Facilities Committee, Dave Cote, Marty Semmel	<ul style="list-style-type: none"> • Tecton presentation at BOE meeting 	<ul style="list-style-type: none"> • TPS develops a revised 5-year Capital Plan • TPS BOE adopts a long-range Master Facilities Plan • Adopted Plan is available on our website

Analyze school schedules for optimization of teaching and learning that considers the current staffing, and budgeting parameters	August 2023 through June 2024	Marty Semmel, Sue Iwanicki, Christina Hefele, Joe Chella and building principals, program leaders and instructional leaders (as needed)	<ul style="list-style-type: none"> • Scheduling models • Innovative teaching structures • Budget and contractual considerations for programmatic models (including Healthy School Start Times) 	<ul style="list-style-type: none"> • Schedules will be updated as is possible for the 23-24 school year • Recommendations for 23-24 will be requested into the budget as is possible • Recommendations for future years will be made as needed
Analyze the paraprofessional model for efficiency in systematic use to support students in their least restrictive environment	<p>August 2023 through June 2024</p> <ul style="list-style-type: none"> • Conduct an evaluation (either internal or with an outside provider) of the current process by January 2024 • Identify areas of strength and areas that need improvement (if any) by May 2024 • Reflect and gather feedback for any updates by June 1, 2024 	Dean Catalano, PPS leadership, principals and staff	<ul style="list-style-type: none"> • System to capture information regarding the acquisition of paraeducator support • A standard rubric for analyzing IEP's to ensure they have the essential components related to paraeducator support and student independence 	<ul style="list-style-type: none"> • Analysis shows 90% of IEP's have independence goals incorporated into the programming • 100% of students who require paraeducator support have supporting documentation reviewed by their supervisor
PPS Procedures - Develop a living digital space for all	June 1, 2024	Director of PPS, PSAL Team	<ul style="list-style-type: none"> • Continued collaboration time 	<ul style="list-style-type: none"> • Presentation of living digital space at

<p>guidance and procedures related to Special Education, Section 504, and MTSS related activities</p>			<p>between PPS leadership across all buildings and central office</p> <ul style="list-style-type: none"> • Collaboration with digital learning to identify an efficient way of compiling resources 	<p>Leading & Learning meeting and/or Spring retreat</p> <ul style="list-style-type: none"> • Website analytics will demonstrate high use
<p>Implement and refine use of Position Control</p>	<p>September 1, 2023 through June 30, 2024</p>	<p>Joe Chella</p>	<p>Position Control Platform through Munis</p>	<ul style="list-style-type: none"> • Capture FTE's for budget preparation • Utilize Position Control platform for staff tracking and ensure proper work flow