

Trumbull Public Schools District Improvement Plan 2024-2025



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
Strengthen communication and tactical procedures for school and district based incidents that may affect safety	July 1, 2024 through October 15, 2024	Scott Sikora, SRO, District Safety Team, Marty Semmel	Trumbull Police/EMS/FD Coordinate with Head of TPS Security Coordinate with Town of Trumbull Updates for all Building Principals	• Representative from District Safety Team shares out at monthly Principal Meetings • Communication draft document library is expanded for principal/administrator reference • Changes to the safety plan are initiated as needed. • After Action Review is conducted after all major security concerns • Conduct Table Top Exercise

District Safety Team identifies priority improvements to safety	Sept 1, 2024 through September 30, 2024	District Safety Team		• Prioritized list of items are identified with associated costs • Decisions around funding source (operations vs capital plan) decided
Conduct “Stay Interviews” with a cross-section of early, mid, and late career staff	October 1, 2024 through May 31, 2025	Joe Chella/Admin		• At least 20 “Stay” interviews are conducted which include a cross-section of teaching staff
100% of all staff newly hired after September 2024 participate in required training and receive onboarding that aligns them with school staff. Implement and monitor a system for mandated trainings for all staff hired throughout the school year (trainings completed within 30 days of hire)	November 4, 2024 or within 30 days of hire	Joe Chella	Coordination by the Human Resources Department; Vector Solutions training Platform Communication within buildings to set up mentors for new staff within the buildings they support.	• All new employees complete mandated trainings within 30 days of hire • All new employees will have a contact person within the building (or buildings) they are assigned, for routine questions to assist with onboarding.
After-Action analysis conducted on DESSA pilot to determine Return on Investment (ROI) and next steps	August 2024 through November 1, 2024	Dean Catalano, Sue Iwanicki (for MTSS), Mental Health Supervisor, school administrators		• After-Action analysis report completed which includes next level of work
Reduce chronic absenteeism at each school by 10% (from previous school year) through specific action steps identified in School	August 2024 through June 2025	Building Leadership Teams	• Access to State training on chronic absenteeism • Additional professional resources and tools regarding decreasing	• Each school above the 5% target will reduce their chronic absenteeism by 10% as compared to the final

Improvement Plans until achieving a chronic absenteeism rate below 5%			absenteeism • Purchase of IC Campus Workflow Module	chronic absenteeism rate identified for each school through the end of the year in Infinite Campus • Define and implement a universal process to be used at schools with regard to notifications, letters, contacts, and attendance meetings • Implement new Infinite Campus workflow module and develop a universal process for notifications, logging contacts, and thresholds to streamline the attendance process and improve data quality.
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 Positive School Climate Survey	August 2024 through May 2025	Building principals, Director of PPS, Leading and Learning PLC Positive School Climate Committees (District and School)	• PBIS • Positive School climate collaboration • Time to meet and review resources • Each SIP will include at least one measure that provides informal feedback on current climate by December 1 • Evaluate written responses from Spring Survey	• 2024-2025 Survey results showing improvements in targeted areas per individual school improvement plans • Incorporation of anecdotal information DIP and SIPs. • Include prompts when survey respondents choose Strongly Agree as well as Disagree choices

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.

Actions to Optimize Teaching & Learning				
District-Based Action Steps	Timeframe	Who Will be Responsible?	What Resources Are Needed?	Results-Based Outcomes
Develop a system to gather specific feedback as it relates to student acquisition of the skills and dispositions of the Vision of the Graduate (VOG), to update and revise the use of VOG in K-12 for further optimization.	June 2024 through June 2025	Sue Iwanicki, principals, VOG Committee members, educators and staff	• Review of updates and suggestions for change • Districtwide VOG Committee meeting time • Analysis of other VOG models for determination of best incorporation in Trumbull • Continued Professional development to communicate expectations	• The VOG will produce a report to determine specific action steps needed to continue to move VOG forward with buy-in and impact on students at all levels.
Further Implement practices to address factors which may contribute to differential outcomes among students	• August 2024 through May 2025	• Marty Semmel, Sue Iwanicki, Christina Hefe, Dean Catalano, Principals and members of the district and	• Curriculum writing teams further use the TPS equity rubric • Identify and implement strategies to educate families on opportunities for advanced coursework in grades 5	• DELT will produce a summary of the identified and implemented strategies for increased family education regarding advanced coursework. • By Jan 2025, an updated

		school-based leadership teams	and 8. • THS Department Chairs review with their teachers the Program of Study with a focus looking at prerequisite courses, grade performances and gates • Investigate strategies for instruction/support to close gaps earlier than Grade 3 to ensure that black, hispanic, and high-needs students have all opportunities possible to pursue advanced coursework.	9-12 Program of Studies will reflect alignment across course requirements. • By November 2024, school level SELT goals and data meeting schedule will be established through support of the DELT.
Analyze outcomes to regularly meet student needs and abilities through the MTSS process	August 2024 through May 2025	Marty Semmel, Sue Iwanicki, Christina Hefele, Dean Catalano, Principals and members of the district and school-based leadership teams	• MTSS Committee will create professional learning and link the new MTSS handbook to resources that support tiered instruction.	• All TPS educators will receive MTSS training in the new handbook.
Ensure high-quality teaching and learning of Reading K-12 as well as compliance with state mandates related to literacy	June 2024 through June 2025	Sue Iwanicki, principals, K-5 ELA Program Leader, literacy consultants, instructional team leaders, K-12 educators of Reading	• Provide professional development opportunities regarding Science of Reading K-12 • Pilot and select curriculum resources that address state mandated areas in Gr K-3 for Curriculum Committee Approval • Revise K-5 curriculum based on new resource	• Gr K-5 Curriculum Guides will be revised and approved to incorporate the new ELA resources. • K-12 will have exposure to professional learning regarding the Science of Reading. • Each school with fewer than 80% of students

			• Analysis of 24-25 SBA scores to identify and amplify instruction in areas needed by grade level.	achieving goal or above will increase this score by 25% of the difference between their current score (i-Ready and/or SBA) and 80%. For example, a school with 70% of students reaching goal on grade 3 ELA would need to increase to at least a 72.5% for the next school year. $(70 + .25(80-70) = 72.5$ • Additional evidence may be shown through IABs, common formative assessments, unit tests, or i-Ready as applicable
Ensure high-quality teaching and learning of K-12 Mathematics	June 2024 through June 2025	Sue Iwanicki, K-5 Math Program Leader, Math Specialists, Middle School Instructional and Team Leaders as well as K-12 Math Teachers	• Meeting time to collaboratively review data, analyze the TPS Math Pathways and consider revisions. • Compare mathematics texts for core instruction alignment in grades 5 through 9. • Integrate leverage strategies to support mathematics improvement as needed • Revise Math curriculum (as needed) to optimize student learning with key vocabulary, data performance tasks,	• By May 2025, any revisions needed to the TPS Mathematics Pathway will be drafted for Curriculum Committee approval. • A core mathematics text for the middle school level will be selected for 2025-26 implementation • Each school with fewer than 80% of students achieving goal or above will increase this score by 25% of the difference between their current score (i-Ready and/or SBA) and 80%. For

			financial literacy Coaching professional development and support for educators	example, a school with 70% of students reaching goal on grade 3 Math would need to increase to at least a 72.5% for the next school year. $(70 + .25(80-70) = 72.5$
Ensure high-quality teaching and learning of Science in grades and reinvigoration of Science opportunities PreK-12	June 2024 through June 2025	Sue Iwanicki, principals, K-5 Science Program Leader, Middle School Team Leaders and K-12 Science Teachers	- Implement new units created in 2024 - Expand the pilot of Inner Orbit as a means to reflect on student understanding of the standards in Grades 5-8 (as budget permits) - Revise curriculum to include extensions that incorporate the planetarium system at Hillcrest and telescope at Middlebrook - Coaching professional development and support for educators	- Science leaders will produce a report regarding the new curriculum guides and tools in Gr 5-8 and make recommendations for next steps. - Increased purposeful use of district wide Science spaces - Each school with fewer than 80% of students achieving goal or above will increase this score by 25% of the difference between their current score (NGSS) and 80%. For example, a school with 70% of students reaching goal on grade 5 NGSS would need to increase to at least a 72.5% for the next school year. $(70 + .25(80-70) = 72.5$
Strengthen the current PDEC Committee model to better support the implementation of our high-quality evaluation system for certified teachers	August 2024 through May 30, 2025	Sue Iwanicki, Marty Semmel, Joe Chella, Admin Team and PDEC	Train all staff in new Educator and Leader Evaluation and Support Plan	By August 2024- all administrators and faculty will be trained in the new Educator and Leader

and administrators that attends to both professional learning and accountability needs		committee	• Hold PDEC meetings to consider feedback and next steps for professional learning	Evaluation and Support Plan • By May 2025, PDEC will use pilot feedback to determine if an e-tool is needed beyond current district resources.
Communicate ways in which A.I. can be navigated and used as a benefit to TPS teaching and learning PK-12	July 2024 through June 2025	Christina Hefele, Technology Integrators, Library Media Specialists	• Continue to provide professional development opportunities for teachers on the use of AI to support students by embedding tools into the instructional core. • Develop/Provide Resources for teachers, students and families	• Revise AI Framework for Teacher Usage of AI • Bring revised K-5 Library curriculum to BoE Curriculum Committee for approval. • By October 2024, Develop a tool-kit of student AI tools that can be utilized in the classroom that comply with the CT data privacy law • Provide on-going support for parents regarding AI tools via newsletter articles and workshops by issuing at least one newsletter and offering one workshop during the 2024-2025 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.

Actions that Ensure Excellence & Continuous Improvement				
District-Based Action Steps	Timeframe	Who Will be Responsible?	What Resources Are Needed?	Results-Based Outcomes
Implement the TPS Increasing Educator Diversity (IED) plan	July 1, 2024 through June 30, 2025	Joe Chella	IED implementation steps outlined in our plan	- TPS will promote our district openings to a more diverse candidate pool to ensure the best additions to our school community - All TPS employees involved in hiring will complete the state mandated workplace diversity required training modules
Inform and educate the Trumbull community in order to ensure they have the information to vote on the referendum and if successful, begin first steps in the Trumbull Public Schools Master Facilities Plan	November 2024	Facilities Committee, Dave Cote, Marty Semmel	Town support in scheduling of referendum and approval of building committee and necessary applications.	- Building committee created - High-quality building application submitted - Successful referendum passed
Analyze school schedules for optimization of teaching and learning that considers the current staffing, curriculum goals, and budgeting	August 2024 through June 2025	Marty Semmel, Sue Iwanicki, Christina Hefele, Joe Chella and building principals,	- Scheduling models - Innovative teaching structures - Curriculum Map	- A K-5 curriculum map will be developed - Recommendations for 25-26 will be

parameters		program leaders and instructional leaders (as needed)	examples Budget and contractual considerations for programmatic models	requested into the budget for consideration where needed - Schedules will be updated as is possible for the 25-26 school year - Recommendations for future years will be made as needed
Further develop systems for paraeducator accountability and effective service delivery	August 2024 through June 2025 - Hold PD sessions with select PPS staff regarding effective utilization of paraeducators - Conduct educational benefit sessions with the leadership team to ensure effective programming with regards to paraeducator support.	Dean Catalano, PPS leadership, principals and staff	- 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	- Analysis shows 90% of IEP's have independence goals incorporated into the programming 100% of students who require paraeducator support have supporting documentation (i.e. new form) reviewed by their supervisor. - Recommendations from educational benefit session will be shared with PPS Staff
Develop alignment of MTSS resources, forms, and procedures through CTSEDS, IC or Google	June 2025	Sue Iwanicki, Christina Hefe, Dean Catalano, principals, program leaders, instructional	Evaluate best system to manage MTSS process including CTSEDS, IC, Google,	Integrate current MTSS forms to a new system with changes as needed.

		team leaders	or other electronic options.	
Rollout of PPS Digital Space for all guidance and procedures related to Special Education, Section 504	September 2024 to June 1, 2025 -Develop system with key staff to ensure information is up-to-date - Essential information will be accessible to staff in September and rolled out during the first staff meeting. Begin the process of integrating key aspects of Section 504 into the digital space	Director of PPS, PSAL Team	- Continued collaboration time between PPS leadership across all buildings and central office - Collaboration with digital learning to identify an efficient way of compiling resources	- Analytics show increased usage from September 2024 to June 2025 504 section initial development in PPS DS by January 2024
Refine our use of the Position Control platform	July 1, 2024 through June 30, 2025	Joe Chella	Position Control Platform through Munis	- Capture position control numbers for budget preparation - Utilize Position Control platform for staff tracking and ensure proper work flow
Begin implementing the Personnel Actions and Onboarding platforms through Munis	July 1, 2024 through June 30, 2025	Joe Chella	Personnel Actions and Onboarding platforms through Munis	- Utilize the Personnel Actions platform to ensure best practice and streamline all personnel moves - Utilize the Onboarding platform to ensure an efficient

				and modern onboarding process for new TPS employees
PPS Clerk/case manager alignment of roles and responsibilities	June 2025	Dean Catalano, PPS leadership	• Develop PPS clerk task force to develop set of duties consistent across all buildings • develop onboarding	• Revised case manager manual • Revised roles/responsibilities document for PPS clerks • Onboarding process/checklist for PPS clerks • Monthly accountability checklist for case managers being used 80% of time