



Committed to Excellence

2024 - 2025 District Improvement Plan

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.

Strengthen communication and tactical procedures for school and district based incidents that may affect safety

One of the goals of the District Safety Team is to ensure emergency communications in the event of power failures. To that end, we did a full analysis of the back-up generators at Trumbull High School in the Fall of 2024. This was done in preparation for THS serving as an alternative polling location for the 2024 Presidential election. In addition, a similar review was conducted at Madison Middle School and the back-up power supply was improved to ensure communications for a lengthened period during power failures. We are also anticipating that the full-school back-up generator for Tashua will be approved in the 2025 Capital Plan. The district also worked with our transportation company to move to a new bus tracker app for families. We have heard generally positive results about this app. Communications with school leaders has also increased as it relates to late buses. We have also installed outdoor speakers at schools where outdoor speakers were either non-existent or not functioning. We have two final schools to outfit with outdoor speakers. Furthermore, the Town is completing a project to provide emergency monitoring and notification of dangerous weather conditions at all parks and school locations. This will increase safety for all residents, especially for lightning storms that can arrive with little warning.

District Safety Team identifies priority improvements to safety

The District Safety Team has identified a priority list of safety improvements. Without going into great detail, we have identified the need to increase server capacity for security videos, upgrade existing security cameras through a strategic process, add cameras in priority locations and with increased capacity (e.g. license plate readers), review current portable

radio conditions, review universal key status at Madison and elementary schools, continue to provide uninterrupted power at each school, and review and improve school signage at each school.
Conduct "Stay Interviews" with a cross-section of early, mid, and late career staff
We are working with school administration to finalize our list of staff who will participate in Stay Interviews. We plan to implement the Stay Interviews after the winter break.
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 60 days of hire)
We are in the process of implementing and monitoring a system for mandated compliance training for staff hired after the start of the school year. This system is a combination of utilizing the Vector Solutions platform along with in-house monitoring to follow-up with staff as needed. This system has been successful to date.
After-Action analysis conducted on DESSA pilot to determine Return on Investment (ROI) and next steps
The DESSA pilot in four schools during 2023-2024 aimed to identify student social-emotional needs. Data showed that most students in Frenchtown, Middlebrook, and Hillcrest were in the "typical" or "strength" range across pre- and mid-year assessments, while REACH had a higher proportion of students in the "need" range. An after-action survey found that 75% of respondents did not find the DESSA helpful due to lack of follow-up, implementation challenges, insufficient training, and limited new insights. Key recommendations included increased resources, stronger mental health support, and a comprehensive SEL curriculum with actionable steps. Areas for improvement identified include cultural responsiveness, student-centered discipline, and explicit SEL instruction. An SEL team will be formed to guide the development and implementation of social-emotional assessments and interventions through the MTSS process
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 at most schools are similar or have improved 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 or hit the 5% target rate for chronic absenteeism. Below is a comparison from the mid-year last year to the mid-year this year.

School	Mid-Year 2023	Mid-Year 2024
BH	6.15%	6.49%
DF	5.06%	4.34%
FT	5.27%	8.48%
JR	8.21%	9.01%
MB	5.61%	8.15%
TA	3.10%	7.11%
HC	7.01%	5.02%
MAD	5.85%	6.23%
THS	15.36%	5.65%
Total K-12	8.61%	6.75%

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

School leadership has consistently incorporated at least two School Climate-based goals into their individual School Improvement Plans (SIPs). This requirement is crucial moving forward, as new school climate legislation effective July 1, 2025, will mandate this for all schools. School staff in each building have also received training in restorative practices, a key intervention model to be utilized in each building going forward.

The district-level school climate committee will commence the development of the school climate survey in February. Due to the significant changes in the School Climate legislation slated for next year, the district-level school climate committee has been consulting with the school climate consultant at the State Department of Education (SDE) regarding new definitions, mandates, and the school climate survey itself.

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.

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

This year, the larger work of the Vision of the Graduate is to intentionally interweave skills and dispositions into our curriculum guides. Additionally, teacher teams carefully look for ways to highlight these important skills and dispositions throughout the year. Finally, on a systems level, ensuring feedback for both students and families regarding the VOG continues to be updated at each level.

During the first half of the year, ensuring integration and feedback at all levels was the focus. Beginning in the elementary level, feedback is shared through report cards with families on each of the skills and dispositions. Additionally, educators have continued to teach dispositions and skills within units which are then shared by the principal through S'More newsletters with families. At the middle school levels, Vision of the Graduate skills and dispositions are also interwoven throughout the year and feedback will be specifically highlighted during March parent conferences. Not only can educators provide feedback, but students lead the process of sharing their growth. In this way, students take ownership of their growth and capture their learning through the process. Finally, at the high school level, this year, the VOG is not only included into any revised or new curriculum guides, but the skills and dispositions are also included within student report cards. During the second half of the year, a district committee will review current progress and determine next steps in gathering feedback to make further adjustments in our VOG process.

Further Implement practices to address factors which may contribute to differential outcomes among students

Building off of the administrators' retreat in May 2024, the August Administrator's retreat, focused on observing and providing feedback regarding best practices in teaching and learning. This work dovetailed with our fall districtwide Leading & Learning Professional Learning Community meetings in which each session involves exploring effective practices in leadership to address outcomes, data analysis and provides collaborative time for next step action planning which can be brought back to the school level. Highlighted as an effective resource at the latest national Association of Supervision and Curriculum Development (ASCD) conference, the book *Achievement Teams* was also provided as a reference for Leading & Learning members to reference in this work. Below is an outline of the major focus areas and data examination in those meetings:

- September Focus & Disaggregated Data- Summative Results
 - Explore factors that build collective efficacy and the use of effective teaming to address results
 - Examine Smarter Balanced Assessment (SBA) Next Generation Science
 - Standard (NGSS) Assessment, The Connecticut Physical Fitness Assessment (CPFA)
 - Identify sample Common Formative Assessments that can be used for next steps
- October Focus & Disaggregated Data Data- Benchmark Results
 - Define teacher clarity, success factors, and learning targets that lead to optimal student achievement
 - Examine fall i-Ready district outcomes for trends and next steps using a template that can be used by leadership teams on the school level
- November Focus - Instructional Rounds at Middlebrook Elementary School
 - Explore and observe effective teaching & learning practices and impact on students
 - Middlebrook's focus- cognitive planning and engagement of students

- Review observations as a team
- December Focus & Disaggregated Results- Revisiting Common Formative Assessments (School Level Targets)
 - Review of Common Formative Assessment (CFA) uses
 - Share of school level CFAs
 - Consider Pillars of Equity in determining actions and next steps

Analyze outcomes to regularly meet student needs and abilities through the MTSS process

In addition to the discussions of effective practices and outcomes at our district Leading & Learning PLC meetings, the district MTSS Committee and school based MTSS Committees regularly discuss outcomes and plans to address student needs on a tiered level.

The MTSS Committee is pleased to have a complete MTSS Handbook which not only addresses academic concerns, but social emotional and behavioral concerns as well. Within the MTSS forms, social-emotional and behavioral areas are listed to ensure we are encompassing all areas of educational functioning, and subsequently ensuring our strategies are aligned with best practices.

Feedback was received over the summer that the electronic data collection aspect of the handbook needed to be reviewed before moving the handbook further forward. With this in mind, schools have continued to use the district form criteria while further e-options are explored for data collection. At the building level, leadership teams continue to meet regularly using the district criteria to identify students for tiered intervention.

Beginning this summer, a new Google Form format template was drafted. This version was presented to the larger MTSS committee this fall, while simultaneously receiving the news that the Connecticut State Department of Education (CSDE) released their new MTSS system which is receiving positive feedback and also aligns with the special education e-system CT-SEDs. Members from the team are attending a workshop presentation this January to explore this resource and plan next steps.

Ensure high-quality teaching and learning of Reading K-12 as well as compliance with state mandates related to literacy

This year, Trumbull Public Schools continued to ensure high quality teaching and learning of Reading while also ensuring compliance with state mandates related to literacy. See below for some of the key actions accomplished so far:

Elementary Level

- Revised Grades 4 and 5 ELA Curriculum Guides to include key aspects of the Science of Reading and align with practices in Grades K-3
- Trained teachers, provided resources, and implemented a full districtwide pilot of two new core ELA resources, K-5
- Collected, analyzed data, and selected *Bookworms* as the new core resource
- Provided updates for principals of interim assessment results on the DIBELS for use at the building level.
- Selected and presented for Cooperative Educational Services (CES) including members of the CSDE, as a spotlight school for best practices regarding our pilot process

- Used the results of the elementary pilot to expend all funds associated with the *Right to Read* grant.

Middle School Level

- Met as a district vertical team, the Middle School ELA Alliance, to analyze curricular, instructional, and support goals in providing optimal programming.
- Surveyed local school district regarding their current middle school programmatic model, middle school schedule (time allotted to ELA per day and per grade,) level of tiered instructional support for students, level of instructional coaching support roles, and intervention methods
- Developed a plan to further identify strengths and areas of need with middle school educators that includes informal instructional observations and a survey of need. Click [here](#) to access the letter sent in December to Middle School ELA and Reading teachers.
- Met vertically Grade 8 to 9 to consider key areas needed to strengthen teaching, learning, and the middle school to high school transition (see high school level for more).

High School Level

- Identified key areas of curriculum revision to best serve students.
- Revised Grade 10 English ACP/CP, AP Literature and Composition, and Poetry Curriculum Guides
- Drafted guides for a revised African American Literature and Story of Self Curriculum Guides
- Collaboratively identified key areas in placement testing and assessment that need to be vertically discussed and addressed.
- Worked with middle school grade 8 teachers to identify a) Areas of Strength and Weakness b) Annotation Methods and Strategies c) Recommendations for next steps in the Grade 8 to 9 transition
- Sent a team that presented at the National Council of Teachers of English (NCTE) locally in Boston and took part in conference topics which can be shared out with secondary ELA educators.

Ensure high-quality teaching and learning of K-12 Mathematics

At each level, actions have been taken this year to further ensure that high-quality teaching and learning of Mathematics is in place. At the elementary level, professional learning and support has been provided around leverage topics, such as Building Thinking Classrooms (BTC,) K-8, Math Fact Fluency (K-2,) and Building Multiplicative Reasoning (Gr 3-5). At the core, each of these professional learning areas is complemented by the focus of building math strategies, critical thinkers and problem solvers.

At the middle school level, the current core text *Big Ideas* expires at the end of this year. With this in mind, middle school math teachers were recruited to discuss priority aspects of a high quality program and pilot programs that would best meet the rigor needs of Trumbull's middle school students enrolled in the core Mathematics program. Similarly to the pilot of a new ELA text at the elementary level, steps were taken to ensure the middle school pilot was successfully implemented. A list of middle school programs was compiled; research regarding successful impact was researched; two new programs (Eureka Squared and Ed Gems,) were piloted in various classrooms at both middle schools; teachers were observed and surveyed for impact of the pilot; costs for each program were gathered. The middle school Mathematics Pilot Team is currently preparing a summary of the results to be presented to the Curriculum Committee during the second half of the 2024-2025 school year.

The high school level Identified key areas of curriculum revision to best serve students. Modernizing the Algebra curriculum has been a focus. Indeed, the curriculum guides for Algebra I CP, Algebra I ACP as well as Algebra II were revised over the summer and this fall. Teachers shared that ensuring that activities are engaging and contain applications within the units were just a few of the areas of focus when updating the units of study.

Ensure high-quality teaching and learning of Science in grades and reinvigoration of Science opportunities PreK-12

TPS is proud to maintain a high-quality Science program with strong resources that align with the Next Generation Science Standards (NGSS). At the elementary level, final edits were put on the last two curriculum guides at the primary level which will be presented later this year. Additionally, Grade 5 educators received training and successfully used *Inner Orbit* as an e-tool that provides common formative assessment feedback specific to the NGSS.

At the middle school level, Science teachers are fully implementing Amplify as the primary resource. Team Leaders from both schools collaborated with teacher teams to create new drafts of Grades 6, 7, and 8 Science curriculum which are currently being piloted. Materials have been inventoried in order to ensure supplies are in place for implementation. Additionally, a curriculum map of units with lab experiences, common formative assessments, and dissections, has been created as an internal document for teacher teams and instructional leaders. Lastly, *Inner Orbit* is also being used in Grade 8 as an additional dipstick measure to inform teaching and learning.

THS identified 9th Grade Integrated Physical Science as a curriculum for revision over the summer. They have also continued to successfully integrate several new elective classes within the Science Department.

Strengthen the current PDEC Committee model to better support the implementation of our high-quality evaluation system for certified teachers and administrators that attends to both professional learning and accountability needs

This summer, professional development facilitator and author Amy Tepper, led a professional development session for administrators in methods to provide effective feedback. Additionally, members of the PDEC committee were all able to review the slidedeck for the roll out of the new Educator & Leader Evaluation Plan. Feedback from members of the committee was that for the majority of educators and leaders, the new plan has been an effective tool in setting goals for professional growth that will have positive impacts on student achievement and learning.

Communicate ways in which A.I. can be navigated and used as a benefit to TPS teaching and learning PK-12

The AI Cohort of teachers continues to explore how AI can help support student learning in the district. Recently, a few educational technology tools that have an AI component have been approved for CT Data Privacy compliance. As a result, the district currently has approximately a dozen teachers doing pilots with these student-facing AI tools and are collecting data and samples of student work so we can evaluate the effectiveness of these tools. It is important to note that the district is not using the commercial version of CHATGPT with students, but instead using AI tools that are embedded in educational technology tools that were designed for the education market. All of the tools currently being used with students are data privacy compliant and have guardrails to allow teachers to monitor and view what students are doing when they are accessing these tools. In addition, we are currently

using a variety of lessons from common sense media to instruct students on the responsible and ethical use of using AI tools in the classroom.

The cohort team will continue their work during the second half of the school year as planned.

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.

Implement the TPS Increasing Educator Diversity (IED) plan

On Friday, January 3 we received an email from the State Department of Education that our IED plan has been approved. We had already started implementing the plan prior to receiving approval in order to meet the goals of the plan. We have trained all supervisors regarding hiring strategy best practices to support increasing educator diversity. This training module was provided by the CSDE. We are now prepared to implement Stay Interviews this coming spring. We plan to use this data to help support our continued work in keeping our outstanding staff here in Trumbull. Lastly, we are planning to attend multiple recruitment fairs this spring. Our goal is to expose our wonderful school system to a larger number of diverse candidates.

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

A number of steps were taken to ensure that the Trumbull Community had information related to the Hillcrest referendum. The Trumbull Public Schools Master Plan website was updated with a great deal of information. We held a joint Community Forum with the Town and invited the community through both a Town-wide communication and District-wide communication. The staff, students, and families at Hillcrest did an excellent job attending the forum and providing tours of the building before, during, and after the forum for interested community members. The PTA's did a wonderful job getting the word out about the referendum through the lawn signs, buttons, and attendance at the polling locations on the days of early voting and on election day itself. Given that this was a Presidential election, turnout at the polls was high and we were all pleased that the community supported the Hillcrest project with an overwhelming majority. The Town has named a building committee and we anticipate that the committee will begin earnestly working in the new year. We have added a link to the Hillcrest Building Committee agendas and minutes to our Master Plan website to provide easy access to our community to read the information and attend these public meetings if they choose.

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

While there are no plans to reinvent our schedules at any grade levels, throughout the school year, school schedules have been considered in relation to programmatic decisions. For example, at the elementary level, the new core ELA texts required different timing in terms of teacher directed learning, small group instruction, and independent practice. Sharing these

parameters with principals, and ensuring that literacy consultants are in place to coach educators regarding the timing, has been an important part of transitioning to the new resource, *Bookworks*. At middle school level, ELA models were considered in terms of time spent in Reading classes versus ELA classes as students progressed through the grades. Area middle school schedules were also gathered for comparison purposes in the discussion. At THS, educators continue to discuss effective planning and implementation in Year 2 of the new bell schedule.

Further develop systems for paraeducator accountability and effective service delivery

Systems directly related to paraeducator accountability have been implemented with fidelity this school year. Specifically, when a student requires paraeducator support, a form must be completed documenting the need. This documentation must be supported by both quantitative and qualitative data. To complement this process, teachers receive support and oversight. Every student requiring shared or 1:1 paraeducator support must have an "Independence" goal included in their IEP. This ensures our intended outcome is always to develop skills that enable the student to access their education in the Least Restrictive Environment. As observed last year, the volume of paraeducator service requests remains low. Those submissions typically demonstrate a genuine need to ensure student access to their program and/or to maintain a learning environment as free from disruption as possible for all students.

Develop alignment of MTSS resources, forms, and procedures through CTSEDS, IC or Google

The MTSS Committee is currently reviewing electronic resources. This January, several overviews are being provided for districts regarding the MTSS module within the CT SEDS platform. If this module proves to be a viable solution for the District, we will consider joining the CT SEDS MTSS cohort in the near future.

Rollout of PPS Digital Space for all guidance and procedures related to Special Education, Section 504

The Digital Space continues to evolve as more documents are integrated into the website. Staff utilization has been minimal during the development phase. This initiative is crucial for the PPS department, as it will serve as a centralized repository for current forms and information, which are subject to frequent change due to legislation or committee work. A key component of this initiative will be a dedicated "hub" that links critical case management documents and information, enabling quick and easy access. Before the full rollout at the beginning of the 2025-2026 school year, we plan to gather feedback from educators by the end of the 2024-2025 school year to implement any necessary website modifications.

Refine our use of the Position Control platform

We are still learning and navigating this new platform. Some initial benefits are that we can run a vacancy report at any time to identify how position control numbers are not filled. We can also calculate a savings amount based on this vacancy report. Our next step is to expand the platform to have more of a role in our budgeting process. This will enable us to track FTEs more efficiently.

Begin implementing the Personnel Actions and Onboarding platforms through Munis

We have worked hard this fall to update our onboarding process. The current system was antiquated with hard copy forms and having to manually import all information. Personnel Action went live on 11/25/24 with the electronic platform housed in Munis. We are monitoring and tweaking as we navigate this exciting update. New staff will now receive an email welcoming them to TPS. This email will include a link that will bring them to all required forms. These forms are now electronically fillable and will be immediately imported into Munis. This important step will help to modernize our onboarding process for a more user-friendly and efficient hiring experience.

PPS Clerk/case manager alignment of roles and responsibilities

The task forces for PPS clerks and case managers have been progressing, though more slowly than initially projected due to the time demands of these initiatives and the need to ensure adequate representation. We remain confident that by the conclusion of the 2024-2025 school year, the department will realize the benefits of this work. These benefits will include a new PPS Case Manager Manual and guiding documents for PPS clerks. These documents will outline their scope of practice and establish an onboarding process for new clerks.