



Committed to Excellence

2024 - 2025 District Improvement Plan

End of Year Update

The **blue** text in this document represents the midyear update completed in January 2025. The **green** text in this document represents the final update on these goals completed in May 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.

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.

The work in this area continued for the remainder of the school year. The Tashua whole school generator was approved as part of the 2025 Capital Improvement Plan. In addition, members of the District Safety Team met to identify a list of additional improvements that should be considered for the future. Funding for these items will likely need to be part of future bonding considerations, future capital plans, or grant funded. In addition, the District Safety Team, under the leadership of our Supervisor of Mental Health, is developing a District Crisis Response Team that will support schools dealing with crisis situations.

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.

This work continued and now enters the funding phase. We are currently reviewing different grant opportunities and funding sources to help make these improvements a reality.

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.

We have instituted Stay Interviews throughout the district, engaging a representative sample of staff (over 40 certified teachers) from each building. The data collected is analyzed to inform data-driven decisions aimed at optimally supporting and retaining our exceptional staff. Feedback indicates that the interviewed staff felt valued and heard. Looking ahead, we plan to conduct Stay Interviews annually.

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.

We have successfully implemented our mandated training monitoring system for staff hired after the start of the school year. This system integrates the Vector Solutions platform, which tracks the completion of all modules, with our in-house onboarding process. Internally, we activate their Vector Solutions account, assign the required modules, and provide a 60-day period for completion. Additionally, we have developed a proprietary tracking system based on hire dates, which triggers reminder emails and, if necessary, follow-up meetings regarding module completion. To date, we have achieved 100% completion with this new system.

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.

A district-level SEL steering committee was formed with representatives from each building that includes administrators, social workers, psychologists, and teachers. Since March, the group has been meeting monthly to review current SEL practices across grade levels and develop a SEL vision for Trumbull Public Schools. The committee's next level of work will examine SEL standards through CASEL and the CSDE and draw connections to our Vision of the Graduate. Long term goals include developing consistent, tiered SEL practices across all schools that are aligned to SEL standards and support the TPS Vision of the Graduate.

Additionally, we successfully trained over 20 staff members across the district in Restorative Practices and several schools have begun integrating these practices in their classrooms. Our district-level school climate committee continues to examine SEL and restorative practices.

Our mental health professionals, social workers, psychologists and school counselors, were trained in the Columbia -Suicide Severity Rating Scale, a tool used to assess students who may be at risk for suicide. They also received the first level of training in CSTAG (Comprehensive School Threat Assessment Guidelines), a school-based threat assessment and response protocol designed to prevent violence and help youth who are struggling.

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%

Chronic absenteeism is tracking slightly higher than last year in April. Currently, only one school is below the 5% target for chronically absent students at this point in the school year. However, all schools are fluctuating between 3.7% and 8.5%, which is still significantly better than the state average. Below is a comparison based from 2024 end of year to April 30th of 2025.

School	End-of-Year 2024	April 2025
BH	4.95%	8.40%
DF	1.74%	3.70%
FT	3.39%	7.32%
JR	5.35%	7.69%
MB	5.66%	8.55%
TA	3.07%	5.54%
HC	4.13%	6.51%
MAD	7.17%	8.57%
THS	5.87%	7.20%
Total K-12	7.86%	7.37%

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.

This year, some improvements made to the School Climate Survey include revisions to the way certain questions were worded in order to emphasize clarity, while at the end of the survey participants were able to provide optional comments. Staff and Parents/Guardians were still required to provide a narrative when they chose 'Strongly Disagree' to any of the questions. Although the School Climate Surveys do not close until May 16, the results are trending similarly to last year with largely favorable responses from all stakeholders.

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.

Work continued in revising curriculum to include the Vision of the Graduate in assured assessments, on report cards for families, and within the fabric of school newsletters, assemblies, and recognitions. This February, THS collected feedback through the NEASC Committee visit regarding possible ways to strengthen Vision of the Graduate. As we look ahead to next year, one of the key questions at this point in our process will be to ask if students can answer the question “What does the Vision of the Graduate mean to you?” The district will be looking for ways we can ascertain the impact of the VOG beyond the completion of our curricular integration, activities, and recognitions.

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

The district continued to work together in our district Leading & Learning Professional Learning Community to explore effective practices and respond to areas that need improvement. Below are the topics of focus for the second half of the year. Additionally, one of the highlights was our Instructional Rounds process. In February, the group visited Hillcrest

Middle School and in April, Booth Hill Elementary School. This school year marks the first year that we have completed observing every school at least once through Instructional Rounds.

Below is an outline of the major focus areas and data examination in those meetings:

- January Focus- Mid-year i-Ready Results
 - Review of District Data Results & Growth Measures
 - Discussion of Growth Measures Target & Stretch
 - Longitudinal Exploration of Data
 - Examining Subgroups using i-Ready, EdSight, and Planning Ahead
- March Focus (rescheduled from Feb)- Instructional Rounds at Hillcrest Middle School
 - To what extent is our feedback aligned to the learning target?
 - To what extent are the levels and types of feedback used in the classroom feeding learning forward?
- April Focus- Instructional Rounds at Booth Hill Elementary School
 - What evidence indicates all students' learning needs have been considered in terms of grouping, strategy, technique, or assessment?
 - How does the class or group know the focus of instruction and/or learning target?
 - District Improvement Plan 2025-2026
- May Focus- Leading & Learning Retreat
 - Planning ahead for the 2025-2026

Lastly, the district continues to analyze sub group performance not only on a districtwide level in our Leading and Learning meetings, but in our elementary school-based leadership teams as well as our middle school and high school School-based Equity Leadership Teams. As a result of these discussions:

- Teams brainstormed techniques that can be used to educate families and increase understanding of the steps that lead to enrollment in advanced coursework over time.
- Schools identified and implemented strategies, based on need, to close the achievement gap for specific groups, K-3.
- Discussion and changes to the THS Program of Studies to reflect alignment of course requirements resulted in changes to three courses this January.

The Leading and Learning PLC continues to explore leadership actions that can be used to improve learning for all students.

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.

The second half of this year, schools continued to use the new MTSS forms for data collection within their google systems as established by each school. In January, several educators attended a workshop on the CT-SEDs form provided by the state. The tool provides many advantages such as a seamless integration for those students who move from the MTSS process to an identified special education identification. However, it does not allow teams and principals to plan for student groups based on need and does not integrate with Infinite Campus to record which students received support for historical purposes. The team is still looking for a low-cost solution to this problem of practice.

Within the PPS department, members have begun to consider social emotional support that can be provided at the different tiered levels. Stacy Murphy, our District Mental Health Supervisor has worked with support teams to examine building-based practices with respect to tiered social emotional interventions, supports, and strategies. SEL learning walks were conducted to look for indicators of social emotional learning, assess strengths, and areas to develop. The learning walks revealed that most teachers encouraged students to share their ideas and perspectives, fostering positive communication and appropriately responding to student needs. In almost all classrooms, activities were predictable, with teachers providing reminders as needed and promoting autonomy through flexible routines. Additionally, teachers modeled warm and respectful interactions and encouraged student dialogue. Classrooms were arranged to promote interaction, with notable strengths in teacher-student relationships, classroom routines, and community building. Areas for further exploration and development include explicit SEL instruction that is consistent across grade levels and buildings.

Additionally, at each grade level, literacy consultants, math specialists, and team leaders supported teachers in finding tools to use at the appropriate tiered level. Furthermore, our AI team examined Khan Amigo and other resources that could help in providing intervention and extension. As we move forward, we would like to further identify common e-locations to access high leverage tools that complement our curriculum as well as a more consistent way for educators to reference the historical participation in MTSS. At the end of May, time will be spent attending an MTSS conference to gather more intel on strategies, systems, and supports that may assist us in further strengthening this process.

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.

The district has continued to make significant strides in our efforts to further strengthen the high-quality teaching and learning of ELA within our schools. At the elementary level, while we initially intended to pilot our new program for the first few units, we were able to continue to pilot *Bookworms* throughout the year with the addition of several additional pilot teachers across the district. As we move into full implementation, the more teachers with familiarity with the program, the more likely our collective efficacy in using this tool to effectively reach students will remain strong.

At the middle school level, our district vertical team, the Middle School ELA Alliance, continued to analyze curricular, instructional, and support goals in providing optimal programming. The committee chose additional classroom teachers and conducted classroom observations of both middle schools around the focus area “How is the lesson structured with an explicit literacy goal? How is it aligned to grade-level standards and designed to support student progression and mastery of specific skills?” After the observations were concluded,

the team looked for themes across both schools and identified next level areas of work. One of the first focus areas will be to revise the middle school curriculum in both ELA and Reading.

At the high school level, the department continued to work under the direction of Principal Manuel and Department Chair Anne Rizza to identify ways to strengthen Tier 1 instruction. In addition, curriculum revisions, such as African American Literature and ACP Honors English 10 were approved by the Board this February.

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.

Mathematics has been a continued area of focus over the second half of the year. At the elementary level, Math Fluency was a topic of the professional learning communities in addition to a focus area of district wide professional development. Teachers were able to investigate strategies within this specific area of focus that helped students to develop automaticity without a reliance on memorization.

Lastly, a small group of Trumbull mathematics educators also *attended* the Central Connecticut State University and Connecticut State Department of Education evening showing of the film *Counted Out* with a keynote by Stanford University Professor, Jo Boaler. Through a mosaic of personal stories, expert interviews, and scenes of math transformation in action, *Counted Out* highlights the need to improve mathematics instruction and ensure we are reaching all students. It asks the questions: *Do we want an America in which most of us don't consider ourselves "math people"? Where math proficiency goes down as students grow up? Or do we want a country where everyone can understand the math that undergirds our society—and can help shape it?*

At the middle school level, several teachers continued to pilot aspects of the new math program Ed Gems, which was approved by both the Curriculum Committee in March and the Board, this April. The educators are looking forward to planning around this new resource and updating our curriculum guides accordingly.

Trumbull High School continued to update our Mathematics curriculum. Both CP Algebra II and ACP Algebra II curriculum guide updates were approved by the Board this February. Additionally, the department examined common formative assessments to determine key skills that need further reinforcement in instruction.

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. More importantly, the department investigated strategies to build understanding of non-fiction text and applied Algebra in those courses where these skills are most needed.

Science instruction continued to be strengthened during the second half of the with the support of our K-5 Elementary Science Program Leader, Liz Doherty. Many teams were able to implement hands-on learning. From examining plant life cycles with live plants to the dissection of squid, K-5 science was alive with standards-aligned, deep exploration. Additionally, *Inner Orbit* data were collected in Grade 5 to further examine student mastery of NGSS standards and skills.

Throughout each of the content areas, many of our elementary teachers were also inspired to use information from our March Professional Learning Day session on Play-based Learning. For example, these pictures display a kindergarten classroom exploring animal habitats through play-based learning. From bee-hives to bird's nests, students were able to build further understanding of animal habitats.



At the middle school level, our Science Team Leaders arranged for students from each grade level to visit the Hillcrest Planetarium in addition to checking in with teams regarding the newly drafted 6-8 Science Curriculum Map. We are excited to see how this resource can impact students in ways that go beyond “showing a film,” and create an immersive learning experience over time.

At the high school level, Grade 9 Integrated Science was updated to reflect the modern evolution of scientific information as well as the updated school schedule. The Forensics class was also able to incorporate new speciality microscopes for use within their course. Under the direction of Tom Edwards, the department continues to implement high quality programming.

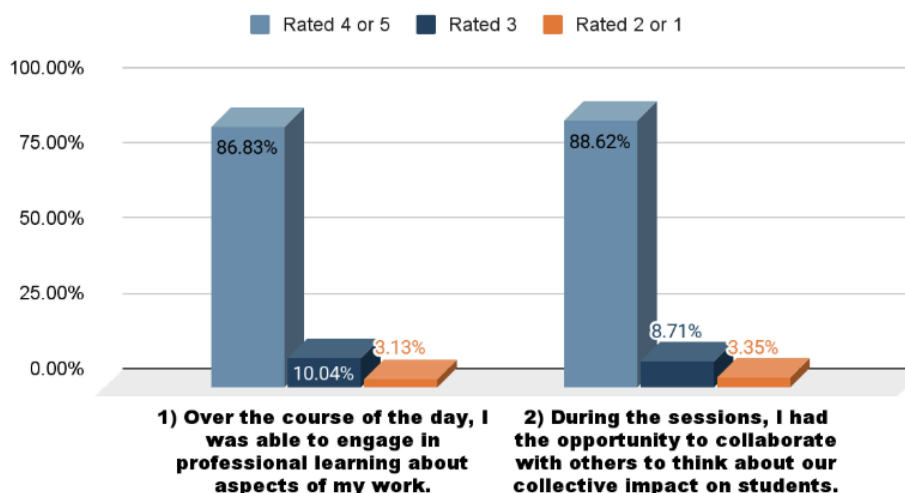
Strengthen the current PDEC Committee model to better support the implementation of our high-quality evaluation system for certified teachers and administrators that attends to both professional learning and accountability needs

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.

During the second half of this year, the PDEC committee met to review the progress in goal setting and mid-year meetings. An additional meeting was held to discuss compiling sample model goals as a bank for reference. Lastly, a professional learning opportunity was offered for members to attend a regional session this May. Unfortunately, funding for the session was cut due to changes in legislative allocations.

At each of these meetings, the team discussed feedback regarding professional learning on professional learning days. The results of each day have been overwhelmingly positive with many educators sharing they learned new techniques or collaborated with others in ways that will impact their teaching. Below are the data from the overarching questions after our March Professional Learning Day.

Percentage Ratings



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.

Beginning in January of 2025, 12 teachers throughout the district at all levels participated in a pilot using either MagicSchool AI or SchoolAI as a student-facing tool to help support curricular goals. These tools were used to provide students and teachers feedback within student writing, bringing historical characters to life, supporting intervention students with homework help, preparing students for a debate, and providing a virtual AI coach to help students when they became stuck on an assignment. Results from the pilot have been promising and are currently being aggregated to determine the district's next steps. The cohort team will be meeting again prior to the end of the year.

In addition, the district piloted a number of lessons on the ethics of AI provided from Common Sense Media and embedded in the State of CT Model Digital Citizenship. Trumbull librarians are in the process of updating the district curriculum to include updated content around the ethics, responsibility and the limitations of AI.

This year due to some positions being vacant in the Digital Learning Department we were unable to offer our parent workshops again this year on Technology in the Trumbull Public Schools which was supposed to include an AI for Parents workshop. It is expected that once

our Technology Integrator position is filled at the high school, we will be able to offer this workshop in the 2025-2026 school year.

The cohort team looks forward to continuing to provide additional professional learning opportunities to staff and further look for ways to embed AI in a responsible way to support curriculum and differentiated learning for students.

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.

The Trumbull Public Schools' Increasing Educator Diversity (IED) Plan received approval from the Connecticut State Department of Education (CSDE) in January. The plan is now available on the TPS website. All supervisors have completed training using the CSDE-provided module on Diversifying the Educator Workforce. As outlined in a previous goal, Stay Interviews have been fully implemented this school year. Additionally, TPS participated in four recruitment fairs this year, aiming to introduce our district to a broad and diverse pool of 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.

The Hillcrest Building Committee has selected TSKP as the project architect, Bismarck as the construction manager at risk, and Arcadis as the owner's project manager. After Town Council approval of contracts in late May/early June the design development process will begin. TSKP will be meeting with stakeholders during May and early June. Traffic study will be completed in late May. All vendors will be onsite throughout the summer surveying the existing building as well as the surrounding grounds. Project is still on target for a 17-18 month construction cycle and Fall of 2027 completion.

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, *Bookworms*. 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.

We continue to consider ways to effectively use our time while maximizing efficiencies and keeping "fun" during our school day. We reviewed our bus tiers to determine if there were financial savings and the corresponding impact to the school schedules and families. There is significant concern about how a 4-tier bus system would impact the overall schedule of our day, especially the impact on half of our elementary students, staff, and parents. Bus schedules will continue to be reviewed in the coming year but no changes will be made for 25-26.

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.

Significant progress has been made in IEP independence goal development throughout the school year. Random audits reveal that over 90% of IEP goals and objectives now include at

least one independence goal. These goals demonstrate a commitment to fostering student autonomy, ranging from independent participation in specific activities to demonstrating academic skills without staff prompting. Furthermore, paraeducator accountability remains strong, with all instances of changes in adult support rigorously reviewed through the Paraeducator Acquisition form. While the number of paraeducator support requests has increased this year (27), the vast majority of these requests are directly attributable to typical transitions from TECEC to Kindergarten and the enrollment of new students with pre-existing IEPs requiring this level of support.

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.

The second half of this year, schools continued to use the new MTSS forms for data collection within their google systems as established by each school. In January, several educators attended a workshop on the CT-SEDS form provided by the state. The tool provides many advantages such as a seamless integration for those students who move from the MTSS process to an identified special education identification. However, it does not allow teams and principals to plan for student groups based on need and does not integrate with Infinite Campus to record which students received support for historical purposes. The team is still looking for a low-cost, effective solution to this problem of practice.

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.

The PPS Digital Space is live and fully functional, offering a centralized location for essential resources. We are actively working to update the space with links to the most current documents and forms. Notably, the 504 Procedures Manual has already been integrated, and the new PPS Case Management Manual will be added in the coming months. Due to the current inability to track usage through Google Analytics, PPS leadership will monitor the frequency of use during department meetings.

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 many 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.

We have implemented our Position Control platform this school year. We are able to utilize this new platform to run accurate vacancy reports with the push of a button. This allows us to calculate accurate savings connected to vacancies. Position Control also allows us to pull accurate staffing numbers at all times. Moreover, as we have spent time navigating this platform, we have learned to pull accurate rosters by groups (ex. certified staff, paras, etc).

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.

We have significantly enhanced our confidence and efficiency with the Personnel Actions platform, resulting in a more streamlined and modern onboarding process. As mentioned in the mid-year update, all new hires now receive an email containing a link to fillable employment forms. These forms are subsequently uploaded to Munis, greatly reducing the margin for error. In addition to providing a user-friendly experience for new staff, the Personnel Actions platform serves as an electronic and highly accurate communication tool for hiring information across all required departments at Long Hill. This transition to electronic processes has eliminated the need for departments to manually transport hard copy documents, thereby minimizing any potential for error.

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.

Significant progress will be made by the end of the 2024-2025 school year with the completion of a draft PPS Case Manager Manual, slated for case manager review prior to its full roll-out in Fall 2025. This proactive initiative also encompasses the creation of a task chart for PPS Clerks and a "Standard Operating Procedures" document, ensuring clear articulation of responsibilities for these vital professionals. This key developmental stage will be finalized in early May at the team's concluding meeting. In our commitment to strengthening case management practices, this year we strategically focused on out-of-district placements, establishing a system for monthly monitoring of responsibilities. Instead of a traditional checklist, PPS leadership adopted a more direct and interactive approach through monthly meetings with these case managers to guarantee timely and effective case management.

