

Trumbull Public Schools District Improvement Plan 2025-2026

Goal 1- Ensuring the Physical, Social and Emotional Well-Being of All Students and Staff

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 Strategy	Who Will be Responsible?	District Results-Based Accountability Indicator for 2025-26
Strengthen communication and tactical procedures for school, district, and town based incidents that may affect safety	Scott Sikora, SRO, District Safety Team, Marty Semmel	- Monthly- Representative from District Safety Team shares out at monthly Principal Meetings - Quarterly- Communication draft document library is expanded for principal/administrator reference by Assistant Superintendent - Changes to the district and school safety plans are initiated as needed - After Action Review is conducted after all major security concerns - Annually- conduct Table Top Exercise - Formally Establish District Crisis Response Team (DCRT) - Protocol library is started by DCRT - Identify and train members of DCRT in CSTAG - Crisis Climate Checklist is drafted for district crises and next steps
Familiarize all employees with the latest legal mandates and procedures, especially if newly hired in the district	Joe Chella/ Human Resources	- Monthly, the percentage of completed annual and required training modules with the latest legal mandates and procedures, especially if newly hired in the district, will be tracked for completion. - Implement and monitor a system for mandated trainings for all staff hired throughout the school year (trainings completed within 60 days of hire) 100% of all staff newly hired after September 2025 participate in required training and receive onboarding that aligns them with school staff. - All new employees complete mandated trainings within 60 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.
Develop a systematic and cohesive approach to address	Dean Catalano, Sue Iwanicki (for MTSS),	Create district-wide vision for Social Emotional Learning (mid-year)

Social Emotional Learning within the Multi-Tiered System of Support (MTSS) Framework.	Mental Health Supervisor, PPS Leadership, school administrators, educators and staff	• Develop SEL framework that incorporates CASEL's core competencies and TPS Vision of the Graduate (mid-year) • Create horizontal alignment at each level by establishing common SEL practices to include explicit and embedded SEL instruction (EOY 2026) • Create coherence and alignment between district and building-level working groups by developing expectations and common language for SEL and Restorative Practices (EOY 2026) • Define SEL interventions at each tier for each level (EOY 2026) • Develop or identify universal SEL screener (EOY 2026) • Develop district-wide expectations and common language for SEL and Restorative Practices (EOY 2026) • Train core group of staff in advanced restorative practices (train-the-trainer model) (EOY 2026) • Develop and implement a series of professional learning opportunities in restorative practices (EOY 2026) • Train all mental health staff in Dialectical Behavior Therapy (DBT) (EOY 2026) • Create SEL/Mental Health section on TPS Website to include resources for families (EOY 2026) • Create a schedule of opportunities of parent/families training or workshops aligned to SEL and Restorative Practices (EOY 2026) . • Conduct a year-end analysis report to include the next level of work (EOY 2026).
Schools will institute protocols that identify disengaged youth and methods to increase belonging and attendance.	Building Leadership Teams	• Each school above the 5% target will reduce their chronic absenteeism by 10%, as compared to the final chronic absenteeism rate identified for each school through the end of the year in Infinite Campus • By September 30, define and implement a universal process/procedures to be used at schools with regard to notifications, letters, contacts, and attendance meetings. Thresholds will be identified where an increase in the intensity of student and family support will occur. • Monthly Superintendent S'More will periodically include messaging on the importance of student attendance and how parents will be notified of attendance concerns. • Implement a 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 for each school building.
Implement strategies and supports to help promote a healthy digital balance for students in order to provide a school environment that is intellectually, physically, and emotionally safe and healthy.	Building Leadership, District Leadership	• For the Fall of 2025, implement a cohesive, comprehensive policy that includes language that incorporates age-appropriate restrictions that align with developmental considerations of students based on the State of CT position statement on personal technology use in schools. • Review the web filtering/monitoring settings in GoGuardian to put in additional safeguards as needed to promote student safety and a healthy digital balance including restricting device time, reviewing proxy settings, reviewing categories and alert notifications. • Incorporate new lessons from the State of CT Model Digital Citizenship curriculum at all levels and submit new library curriculum for K-5 to curriculum committee for review that focus on digital wellness.

Goal 2: Optimize Teaching & Learning

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 Strategy	Who Will be Responsible?	Results-Based Outcomes
Empower students to develop skills that prepare them for after high school and beyond using the lens of the Vision of the Graduate.	Marty Semmel, Dean Catalano, Sue Iwanicki, Stacy Murphy, principals, curriculum developers, educators and staff	• To ensure consistency, districtwide, a skill or disposition will be recognized, according to a district calendar, each month by faculty and staff. Resources for families will be included in the district newsletter as appropriate. • Vision of the Graduate (VoG) highlights will continue to be reflected at each grade level through: ○ Elementary school newsletters and report cards (once per trimester,) Also suggest teachers mention at Back to School Night ○ Middle school assignments with one featured in the student portfolio,

		○ High School staff will monitor and measure VOG skills and dispositions as outlined in the THS improvement plan. Families will be made aware of outcomes at the conclusion of each course on their digital report card. ○ Integration within curriculum as revised will continue, school-based restorative practices, as well as school assemblies.
Use professional learning and student outcomes to assess practices and address factors which may contribute to differential outcomes among students	Dean Catalano, Marty Semmel, Sue Iwanicki, Christina Hefele, Principals and members of the district and school-based leadership teams	● The MTSS committee will meet once a trimester to reflect on progress and identify professional development needs. ● By May 2026, MTSS district handbook (K-8) will be further revised with strategies to address identified needs. ● A minimum of one strategy per semester will be identified and implemented to increase family education regarding academic pathways and advanced coursework. ● By mid-November 2025, a further update will be implemented in the 2026 THS Program of Studies that will reflect analysis of prerequisites and adapt/eliminate language that is unnecessarily restrictive across course requirements. ● By the end of November 2025, each of the SELT goals will have their focus area developed with outcomes to share by May 2026.
Ensure high-quality teaching and learning of Reading PREK-12 as well as compliance with state mandates related to literacy	Sue Iwanicki, Marty Semmel, principals, K-5 ELA Program Leader, literacy consultants, instructional team leaders, K-12 educators of literacy	● Elementary schools will demonstrate the impact of improved instruction with the full implementation of Bookworms through: ○ Instructional coaching cycles connected to student learning outcomes ○ Refinement of mechanical and routine uses of the new materials to integration of instructional materials ○ Systematic progress monitoring tied to professional learning (coaching, grade level meetings, faculty meetings, professional learning days) ○ Efforts to engage families in supporting student learning ● Middle schools will begin revision and pilot of the new ELA and Reading Curriculum in grades 6-8. Revised units will be presented by May 2026 or sooner. ● K-8 will have continued exposure to professional learning regarding the Science of Reading and other high-impact literacy practices. ● An ELA Curriculum Map for grade 6-8 will be drafted. ● K-8, 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 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. $(70 + .25(80-70) = 72.5$ • Using the NEASC Collaborative Conference Report, THS will implement consistent tiered support in all classes to support students based on their individual needs. • THS will ensure high-quality teaching and learning in all academic content areas and achieve targeted student academic improvement in literacy. • For grades 9-12, the THS improvement plan will specifically identify target goals for students reaching at least a 600 on the Reading portion of the SAT and the overall Average score in reading for any grade taking a form of the PSAT/SAT. • For grades 9-12 students will achieve in the 70th percentile on the PSAT8/9 • For PSAT 10/11, at least three metrics will be identified in the THS School Improvement Plan with targeted increases that focus on increasing the overall average score, the percentage of students achieving the State benchmark, and decreasing the percentage of students earning below an identified threshold. • For grades 9-12, develop semester based common formative assessments that encompass important skill bands (problem solving, data analysis, expression of ideas, craft and structure) • Additional evidence may be shown through IABs, common formative assessments, unit tests, or i-Ready as applicable
Ensure high-quality teaching and learning of Pre K-12 Mathematics	Sue Iwanicki, Marty Semmel, K-5 Math Program Leader, Principals, Math Specialists, Middle School Instructional and Team Leaders as well as K-12 Math Teachers	• Each grade level band, PreK-12, teams will identify at least 3 effective Tier 1 instructional strategies that promote high expectations for all and require that students make their thinking visible, which could include play-based learning and Building Thinking Classrooms. • Communication regarding Mathematics Pathways will be updated via parent presentations, flyers, programs of study, and updates to the district website. • The new core mathematics text EdGems will be fully implemented along with a corresponding pilot 6, 7, and 8th grade curriculum. • For K-8, 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 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. $(70 + .25(80-70) = 72.5$ For grades 9-12, the THS improvement plan will specifically identify target goals for students reaching at least a 600 on the Math portion of the SAT and the overall Average score in Math for any grade taking a form of the PSAT/SAT.
Ensure high-quality teaching and learning of Science in grades and reinvigoration of Science opportunities PreK-12	Sue Iwanicki, principals, K-5 Science Program Leader, Middle School Team Leaders and K-12 Science Teachers	- By September 2025, grades 5-8 will have identified a calendar to discuss common assured assessments. - District Science Leaders will meet three times a year to analyze outcomes and make recommendations for next steps. - Articulation between levels, which include opportunities for classroom visits across schools and grade levels (5-6, 8-9) as possible - A calendar for the use of The Hillcrest Planetarium and Middlebrook Observatory will be analyzed for impact on student learning and a report will be produced by June 2026 indicating strengths, weakness, needs, and next steps. - Schools 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. $(70 + .25(80-70) = 72.5$ - For grade 11 NGSS, scores will remain in the top 10% of DRG's B and A.
Enhance learning outcomes and improve instructional effectiveness through the purposeful and ethical integration of technology to personalize learning, provide access to a wider range of resources, and create more engaging and interactive learning experiences	Christina Hefele, Technology Integrators, Library Media Specialists	- By August 2025, Revise AI Framework for Teacher Usage of AI to include updated student facing AI tools that are currently aligned with CT Data Privacy laws. - By Fall 2025, obtain approval of the Curriculum Committee of the revised K-5 Library curriculum which includes ethical use of AI and Digital Citizenship in the AI Age. - During school year 2025-2026, rollout access to district-wide, selected AI tool (selected by teachers in the AI pilot) to teachers that are looking for a solution that is aligned with their curriculum goals and provides supports for all students in an ethical and responsible way. - During the 2025-2026 school year 100% of students that are utilizing the district AI tool will need to first complete the student AI ethics module prior to their first classroom AI activity. - Provide ongoing professional learning opportunities for teachers to learn

		from teachers throughout the district who participated in the AI pilot during the 2024-2025 school year to understand what works, potential pitfalls and limitations. • Continue to offer teacher choice options on PD days on a variety of technology topics requested by teachers throughout the district. • Provide on-going support for parents regarding AI and digital tools via newsletter articles and workshops by issuing at least one newsletter and offering at least two workshops during the 2025-2026 school year.
Strengthen collective efficacy of educators and leaders through meaningful professional learning, goal setting, and feedback	Sue Iwanicki, Marty Semmel, Christina Hefele, Joe Chella, Admin Team and PDEC committee	• The district PDEC will meet a minimum of three times a year to discuss professional learning goals, outcomes, and next steps. • The district Leading & Learning PLC will meet monthly to analyze outcomes, explore strategies, share effective practices, and provide feedback on key district levers towards students' success. Instructional Rounds will be implemented 3 times a year, with revisions based on data collected from stakeholders in 2025.

Goal 3: Operational Excellence & Continuous Improvement

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 Strategy	Who Will be Responsible?	Results-Based Outcomes
Ensure hiring and retention of high-quality, effective staff as positively contributing members of Trumbull Public Schools	Joe Chella/Admin	• TPS will promote our district openings to a diverse candidate pool to ensure the best additions to our school community, in accordance with our Increasing Educator Diversity Plan • All TPS administrators, leading the hiring process, will complete the state mandated workplace diversity training module if not completed during 2024-2025

		At least 40 “Stay” interviews are conducted which include a diverse cross-section of teaching staff
To build a cohesive, high-performing Business Office that ensures fiscal integrity, supports educational excellence, and empowers schools through transparent, efficient, and compliant financial operations	Business Manager, Assistant Business Manager	- Establish regular team meetings with clear agendas focused on strategic priorities and cross-training - Implement monthly budget monitoring protocols with variance analysis by object and line item - Develop a financial forecasting model that predicts year-end available balance with stated variance - Create a budget calendar with clear milestones and responsibilities - Provide quarterly budget status reports to school leaders and the Board of Education - Develop and deliver annual training for school secretaries and administrators on procurement, payroll, and budget procedures - Beginning in January make budget projections until year end, use spreadsheets detailing monthly spending in current and prior years - Implement quarterly meetings with School Administrators and Department Heads regarding a review of school/department budget and open PO's.
Provide high-quality physical learning spaces for students with a wide-variety of needs	Facilities Committee, Kevin Dion, Marty Semmel	Provide one update per semester to inform and update the Trumbull Community on both the Master Facilities Plan and Capital Plan
Continue improving communication and response times to the schools and administrators. Review all routes and invoices for efficiency and accuracy.	Transportation, Kevin Dion, Marty Semmel	- Ensure that Durham provides summer support per contract. - Review and confirm routes and hours before the start of the school year. - Review and confirm regular transportation routes are on budget from the start of the school year - Review current external transportation request process and ensure timely and effective response from Transportation staff. - Systematic review of special transportation with flowchart for helping to determine appropriate transportation needs
Create an effective building use process that captures all activities in the district and all costs associated.	Facilities, Kevin Dion, Marty Semmel	Use existing software to create an automated process for requests, approvals, notifications, and invoicing. Update the software data to include current usable hourly rates.

		• Provide needed training to support staff to implement the system with fidelity • Communicate process changes to the district staff.
Maintain audit readiness and review all Food Service documentation in schools to ensure compliance and accuracy. Review current kitchen equipment and needs.	Food Service, Chris Molyneux, Kevin Dion	• Monthly onsite audits and discussions with kitchen staff specifically on procedures, log books, equipment, and training needs. Ensure that documents are retained in a safe location and audit ready.
Review the expense reductions and operational efficiencies that the Custodial Manager position has identified and implemented.	Facilities, Kevin Dion, Marty Semmel	• Provide Quarterly updates to the Board on the Custodial Manager position's effectiveness and savings. Review Supply and OT savings.
Review building schedules to ensure optimization of teaching and learning that considers the current staffing, curriculum goals, and budgeting parameters	Marty Semmel, Sue Iwanicki, Christina Hefele, Joe Chella and building principals, department chairs, program leaders and instructional leaders (as needed)	• Recommendations for changes to master schedule and/or staffing for 26-27 will be requested into the budget for consideration where needed by October 17th, 2025. • Supplies that will be expected will be approximated by October 17th, 2025.
Further develop the capacity for paraeducators to effectively deliver services to students.	Dean Catalano, PPS leadership, principals and staff	• All secondary certified and non-certified staff undergo mandated transition training. • Development of PD schedule that includes evidence-based SEL intervention
Improve access to consistent, transparent, and easily navigated resources that support compliance and best practices in Special Education and Section 504 through digital innovation and staff empowerment	Director of PPS, PSAL Leadership	• By September 2025, provide professional development for PPS staff in use of the PPS digital space revisions. • Review the suitability of a Google Drive for our O.G. scope and sequence • Update the space and provide staff with information based on legal changes in real time. • Further revise the 504 section by December 2025.

Improve alignment between human resources, budgeting, and school operations by enhancing the accuracy and functionality of the Position Control system	Joe Chella	• By November 2025, capture position control numbers for budget preparation • By December 2025, and March 2026, prepare a report that using the Position Control platform that indicates the staff tracking
Advance operational effectiveness by leveraging technology to support seamless personnel management and onboarding practices	Joe Chella	• By October 2025, provide a summary of high leverage takeaways to streamline, ensure efficiency, and modernize practices as a result of the use of Personnel Actions and Onboarding platforms through Munis
Ensure accountability systems are in place for special transportation requests	Dean Catalano, PPS Leadership	• Develop a flow chart for when special transportation should be considered • Professional development around special transportation.