



Committed to Excellence

2025 - 2026 District Improvement Plan

Mid-year Update

The blue text in this document represents the midyear update completed in January 2026.

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, district, and town-based incidents that may affect safety

The District Safety Team meets regularly to discuss district and school safety measures. The yearly safety plan required by the State was completed and delivered on time. School level members of the District Safety Team report back to their colleagues at our monthly level meetings. We recently added Narcan to each AED machine at the high school and each house office at the high school. We hope to never have to use these but they could save a life, if needed. We look forward to a Table Top Drill in the Spring.

Parallel to our SEL work, we have strengthened district safety by establishing a District Crisis Response Team (DCRT). The District Crisis Response Team focuses on crisis prevention, intervention, and postvention. In this role, members develop and implement districtwide protocols, response plans, and communication tools, and convene during significant crises to ensure a coordinated and effective response.

This team has already begun developing a protocol library and has drafted a Crisis Climate Checklist. Looking ahead to the spring, the DCRT will undergo CSTAG (threat assessment) training in February to further refine our procedures.

Familiarize all employees with the latest legal mandates and procedures, especially if newly hired in the district

The Human Resources Department completed a comprehensive review of all state-required, mandated safety training to ensure Trumbull Public Schools remains fully compliant. This work provided clear guidance on which safety modules must be completed annually, every three years, and every ten years.

Building on this review, the Human Resources Department established a structured system within Vector Solutions, our mandated training management platform, to assign, track, and monitor required safety training. This process applies consistently to both new and veteran TPS staff, ensuring clarity, accountability, and ongoing compliance across the district.

Develop a systematic and cohesive approach to address Social Emotional Learning within the Multi-Tiered System of Support (MTSS) Framework

Trumbull Public Schools has made significant strides in building a systematic approach to Social Emotional Learning (SEL). A primary milestone was the formalization of the district-wide SEL Vision, which now serves as the foundation for our framework. To support our most intensive needs, we successfully completed a comprehensive Dialectical Behavior Therapy (DBT) training series for all mental health staff, transitioning now into monthly consultation and implementation phases to ensure these skills are integrated into student support plans.

In the area of Restorative Practices, we have delivered targeted professional development to high school and middle school staff. To ensure sustainability, we have initiated a "train-the-trainer" model with CES scheduled for Spring 2026. We are working on building the SEL/Mental Health section on the TPS website to better serve our families.

As we move into the second half of the year, we will look to finalize the SEL tiered intervention crosswalk and conduct a parent needs assessment to align future workshops with family priorities. To ensure these initiatives are implemented with fidelity, we are extending the timelines for horizontal alignment and District-wide RP Training to EOY 2027. This adjustment allows for a more deliberate rollout that fully integrates our MTSS goals across every building in the district.

The district is currently transitioning its Social-Emotional Learning framework into a data-driven system integrated directly into the MTSS model. By aligning with CASEL (Collaborative for Academic and Social Emotional Learning) Competencies, the district aims to ensure that behavioral and emotional growth is as quantifiable and structured as academic progress.

The immediate priority for the SEL committee is to explore viable universal screeners (specifically the BASC-3/BEES and SSIS-SEL) by the end of the third quarter to establish a

clear baseline for student needs. The process must ensure that the screener is aligned with Trumbull's educational philosophy and our Vision of a Graduate, as well as alignment with CASEL standards. This will be followed by the development of formal entrance and exit criteria for SEL- based short- and longer-term goals, which will be codified in the updated MTSS Handbook.

The team will review SEL resources and strategies to ensure they are seamlessly integrated into the existing literacy and math intervention flows. Ultimately, the goal is to build staff capacity so that teachers can confidently use SEL competencies to monitor behavioral growth and make informed decisions regarding tier movement and specialized support.

Schools will institute protocols that identify disengaged youth and methods to increase belonging and attendance

We are examining the process of identifying disengaged students through the MTSS system and refining procedures for early intervention with chronically absent youth. Identifying these patterns early is essential to help students before the problem intensifies. Current Dialectical Behavior Therapy (DBT) consultation groups provide a space for teams to talk through these cases, share ideas, and support one another with strategies that can make a real difference. Long-term, DBT will be implemented as a targeted Tier 3 intervention within the MTSS framework.

At the middle and high school levels, Advisory sessions frequently contain proactive strategies aimed at building belonging and giving students the tools they need to increase confidence and success in school. For example, this December, Trumbull High School provided grade-level activities such as:

- **9th Grade:** Creating a **Vision Board** focused on self-expression, identity, interests, and personal goals.
- **10th Grade:** Completing **My Life's Blueprint**, a structured reflection and goal-setting activity that builds on last year's Vision Board.
- **11th Grade:** Completing the **Naviance Career Interest Profiler** as part of their Mastery-Based Learning Assessment requirements. Students were able to reflect on strengths and purpose.
- **12th Grade:** Participating in the **THS Taboo Game** to build team building and belonging.

All sessions concluded with Student / Teacher Vision of the Graduate (VOG) Recognition.

As of the end of December, the district overall is tracking at a 6.47% chronically absenteeism rate which is 1.3% better than last year at this time. The target for all schools is no more than a 5% chronically absenteeism rate. Below are the numbers by school as of 12/31/2025:

School	Total Number of Students	December ADA	December Chronically Absent >9	December Truancy Unexcused
BH	505	91.37%	6.34%	1.98%
DF	467	94.01%	1.93%	0.64%
FT	519	92.52%	4.62%	0.58%
JR	438	93.03%	4.79%	0.00%
MB	499	91.75%	8.02%	1.20%
TA	399	94.49%	4.01%	0.25%
HC	783	91.82	4.47%	0.77%
MAD	861	89.37%	8.59%	2.21%
THS	2159	93.77%	5.74%	1.71%
TECEC	225	89.97%	18.22%	N/A
Total K-12	6673	92.40%	6.47%	1.41%

The average daily attendance and truancy rates continue to track similar to last year.

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

All of the Trumbull Public Schools began the school year with a new policy for Student Personal Device use. Elementary schools are phone-free; Middle schools have a bell-to-bell no phone policy; and High School has a no phone use policy during instructional class time. Students and teachers have reported that this effort decreased distractions in the classroom, improved student engagement, and has resulted in students having more conversations with peers throughout the school day. Additional settings have been implemented on the elementary and middle school Chromebooks to block more proxy servers that are designed to bypass our filters, and restrict more youtube content to ensure that chromebooks are used to support our instructional goals. Conversations are continuing to happen at all levels with teachers to make sure that we do not have an overreliance on technology, but are using the wealth of resources that the district has available and providing many opportunities for students that do not use digital resources.

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.

Empower students to develop skills that prepare them for after high school and beyond using the lens of the Vision of the Graduate

During the first half of 2025-2026, the TPS Vision of the Graduate (VOG) continues to be an important component of our teaching and learning. At each level, educators have integrated activities into curriculum guides and provided support that allow students to further foster the skills and dispositions aligned with the district VOG. Whether emphasizing critical thinking through Science or examining growth mindset in learning new skills, teachers are providing opportunities and feedback at each level.

Additionally, this fall, our October Superintendent's newsletter featured resources for families that highlighted Vision of the Graduate. It described the dispositions of self-efficacy, integrity, and growth mindset and supplied links to family-friendly resources that parents could access in order to support these concepts at home. In combination with the work being done in school, it is our hope that these newsletter VOG tips will help build further partnership towards further attainment of the Vision of the Graduate skills and dispositions.

Use professional learning and student outcomes to assess practices and address factors which may contribute to differential outcomes among students (Sue and Marty)

An updated K-8 MTSS Collaboration Committee was formed this summer and has already met 7 times since July. Meetings have been used to share information and communicate about ways in which the MTSS process can be strengthened to meet the needs of all learners while in alignment with Special Education processes and supports.

The team identified a few areas for the first semester to be addressed, such as: reviewing legal requirements for MTSS as students move through the process, ensuring documentation is in place for schools as students move through the tiers, analyzing the needs of learners within the process and tools used to address them, and clarifying the rate of progress within the MTSS process and assessments used to determine such progress. Lastly, the members are also hopeful to add more information regarding socioemotional supports into the handbook.

As a first step in professional learning this fall, all building principals supported staff through tiered intervention processes at the building level. To ensure equitable access for all students, district and school leadership integrated topics aligned with School-based Equity & Leadership Teams into their meetings to review data and address concerns across subgroups. In district-wide professional learning communities, as well as school-based leadership teams, school leaders have reflected on trends, addressed student needs, and integrated direction into professional learning community discussions that improve strong instructional practices aimed at higher results for all.

During the fall Multilingual Learner Parent Night, Dr. Iwanicki, the English as a Second

Language (ESL) Department Chair, and many members of the ESL Team presented to parents about resources and strategies that can support their students' learning and communication with our schools. While an annual event, each year the resources are improved and are aimed at helping families access all the academic options available to their children.

The MTSS Collaboration Committee noted that K-8 schools are consistently collecting the needed information to track and address specialized support needs and supports aligned with the MTSS district handbook. Literacy consultants, math specialists, and instructional team leaders have been integral in assisting in the tracking and progress of student growth. At the high school level, Principal Todd Manuel has led this work with the building principals who hold regular meetings to address needs.

Additionally, the team identified that ensuring that our special education staff K-5 had training in the new *Bookworms* program so that they could align specialized instruction with the new program needed to be in place. As a result, our August Professional Learning schedule was arranged so that all K-5 teachers could attend the training with the official Bookworms presenters. Feedback regarding being included was positive. From Speech Language Pathologists mentioning the usefulness of the Bookworms Vocabulary Cards to special education educators recognizing the importance of understanding the cadence of the program, it was a helpful collaboration.

In November, the team examined MTSS and Special Education caseloads so far, by school, to ensure that our resources district-wide are supporting students to the best of our ability. The committee noted that as a result of the MTSS Collaboration Committee meetings, more schools are on the same page, communication is clearer, and confidence in the process is stronger.

The December meeting concentrated on sharing the "Adequate Rates of Progress" for common areas within literacy, math, and behavior. The team noted that more time is needed to address this topic, particularly in the area of socioemotional learning during the second half of the year.

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

The Office of Teaching and Learning is pleased to share that high-quality teaching and learning of literacy continues to be a strength of our PreK-12 programming. Our goal is to ensure that every student has access to high-quality, evidence-based reading instruction.

At the K-5 level, we updated all K-5 curriculum guides this summer to include the *Bookworms* literacy program. With strong leadership from our K-5 ELA Program Leader, building-based literacy coaches, and highly effective principals, our educators across our K-5 schools are now implementing our improved curriculum and practices in alignment with new state mandates. Some of the key milestones for our K-5 progress include:

- Mid-year student assessment data shows encouraging trends in student growth.
- The majority of our elementary teachers report feeling confident in the instructional shifts grounded in the Science of Reading.
- Our elementary literacy consultants worked in side-side-side partnerships with teachers to ensure *Bookworms* materials are being used effectively to drive student growth.

- While the fall was focused on learning the "mechanics" of our new materials, our teachers are transitioning into integrated instruction. This means more time is spent on comprehension and student discussion.
- We have established a systematic progress-monitoring calendar. Teachers meet multiple times monthly in Professional Learning Communities (PLCs), faculty meetings, and grade level meetings, to analyze student data and adjust their teaching strategies in real-time.
- We continue our school-home connection efforts to ensure families have the tools to support their children's reading journey at home.
- By focusing on consistent coaching, rigorous questions and tasks, and authentic literature, we are not just meeting state requirements, we are building a culture of literacy that prepares our students for long-term success.

At the middle school level, Instructional Team Leaders from both schools helped to lead the revision and alignment of new 6-8 ELA and Reading Curriculum Guides for fall implementation. The process of this revision and implementation of updated curricula has cultivated student engagement by providing high interest and diverse texts that offer a variety of opportunities for rigorous instruction. Due to a stronger focus on prioritized standards, teachers report higher motivation to incorporate new discussion strategies, as well as new evidence-based-learning strategies, specifically using SBA style question stems on a regular basis and replacing *Performance Coach* materials with skills lessons.

At the high school level, the department chair worked with the English Department to strengthen vertical alignment and data-informed instruction across grades 9–11. All three grade levels administered a written baseline assessment using a new common text and prompt, scored with a shared rubric. Teachers analyzed performance across rubric domains to identify student strengths and areas for growth. They also used these findings to guide instructional conversations and inform the design of a second Common Formative Assessment (CFA), the midterm. As part of this process, assessment questions were revised and refined for tighter alignment, and a common rubric was fully adopted across grades 9–11. Data from these assessments will continue to guide instructional planning and the development of the next CFA.

In addition to assessment work, department meetings featured a second year of Knowledge Shares, including presentations on Narrative 4 and Literature Circles. The department also collaborated to develop the December Spotlight Share, building on Instructional Rounds to highlight examples of student-centered, teacher-designed learning that demonstrate active student engagement. These examples not only showcase student learning in English but also offer transferable strategies that can be applied across disciplines.

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

Mathematics instruction has also continued to blossom throughout the district. The strong focus on professional learning practices and communication with families about student progress has allowed students to continue to access high-quality mathematics instruction within the Trumbull Public Schools.

At the K-5 level, with strong leadership from the K-5 Mathematics Program Leader, building-based mathematics specialists, and highly effective principals, have helped educators to access and implement:

- Fluency and Strategy Instruction
In Grades K–2, classrooms are implementing regular fluency routines and a weekly fluency day that build number sense, flexibility, and efficiency. In Grades 3–5, fluency

instruction focuses on strategy-based work that strengthens reasoning and conceptual understanding. Across all grades, students explain and represent their thinking using models, drawings, and mathematical language, with support from building-based Math Specialists.

- Visible Thinking Strategies
Classrooms are using Building Thinking Classrooms principles to promote visible thinking within the core math curriculum. Instruction allows for multiple approaches, encourages collaboration, and makes student reasoning visible through discussion, shared representations, and workspace use. Math Specialists support this work through modeling, co-planning, and in-class support.
- Play-Based and Inquiry-Based Learning
In Kindergarten and Grade 1, play-based and inquiry-based learning supports early mathematical thinking through game-based math workplaces within the Bridges curriculum. In Grades 2–5, these principles are modeled and encouraged through fluency routines and board work that promote exploration, choice, and discussion. Math Specialists support implementation across grades as needed.
- Enrichment for All
Standards-aligned enrichment opportunities are in place in Grades 2–5 to extend thinking and deepen understanding while remaining connected to grade-level expectations. Development of enrichment resources for Kindergarten and Grade 1 is ongoing. Math Specialists support planning and use of enrichment to promote access and consistency across classrooms.

We are continuing to embed these Tier 1 instructional strategies across all six elementary schools, with a focus on consistent, high-quality K–5 instruction that increases student engagement and visible thinking.

At the middle school level, Trumbull Public Schools updated all 6-8 mathematics curriculum guides for implementation of the EdGems program in core classes. With strong leadership from our math instructional team leaders and highly effective principals, our educators across our 6-8 schools are now implementing our improved curriculum and practices in alignment with Common Core State Standards. Some of the key milestones for our 6-8 progress include:

- Improved Quality of Core Instruction: Implementation of EdGems has strengthened Tier 1 math instruction through problem-based lessons that emphasize conceptual understanding, reasoning, and mathematical discourse.
- Increased Student Engagement and Rigor: Classrooms demonstrate higher levels of student participation, perseverance, and explanation of thinking, supporting our goals related to rigor, building thinking classrooms, and the Standards for Mathematical Practice.
- Greater Coherence: EdGems has a vertically-aligned instructional framework for grades 6-8, improving consistency in instructional strategies, models, and academic language across middle school math courses.
- Expanded Access and Differentiation for All Learners: Built-in scaffolds, visual models, and language supports improve access for Multilingual Learners and students with disabilities, while extension tasks and open-ended problems provide meaningful enrichment for advanced learners. The program comes with differentiated practice, tiered assessments, and classroom activities with an increased progression of difficulty for teachers to utilize.
- Targeted Remediation and Enrichment: Embedded formative assessments allow teachers to respond in real time with small-group remediation for students who need additional support and enrichment opportunities for students ready to extend their learning.

- Access to Increased Teachers Resources: EdGems provides us with a comprehensive, standards-aligned math resources (CCSS), including print/digital tools, ready-made activities (called Teacher Gems), extra opportunities for student practice (Student Gems), professional development (webinars, coaching), research-based strategies, and differentiation for all learners (ELLs, struggling, advanced), which boosts engagement and proficiency by using hands-on tasks, online practice, and support to meet diverse student needs.

And last, but not least, the math department at Trumbull High School has focused on purposeful collaboration to strengthen teaching and learning. During Professional Learning Community (PLC) time, course teams used common formative assessment data to identify misconceptions and adjust instruction through targeted reteaching and small-group support. During department meetings, teachers engaged in aligned unit planning and reflection around the New England Association of Schools and Colleges (NEASC) priorities, strengthening consistency in instructional strategies and assessment practices across courses.

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

Carl Sagan noted that, “Science is a way of thinking much more than it is a body of knowledge”, and keeping “natural curiosity alive” is at the heart of Science instruction in our schools. Trumbull Public Schools is pleased that through the support and leadership of our K-5 program leader, our middle school instructional team leaders, as well as our high school department chair, our Science educators continue to expose our students to Next Generation Science Standards and activities that allow them to thrive in their experimentation, observation, and knowledge building.

At the K-5 Level, standards-aligned planetarium visits for Grade 1 and Grade 5 were planned, organized, and implemented. Through exposure to the unique immersive planetarium experience, students were exposed to learning that peaked curiosity and complemented their classroom units.

At the middle school level, science teams are completing a pacing guide that coordinates units and assessments. Plans are in place to finish the pacing guide in January of 2026. Additionally, coordination is being strengthened through use of the Inner Orbit Inventory Assessments as a baseline of student understanding of Next Generation Science Standards (NGSS). With this information, teachers can determine target areas that need support and discuss teaching and learning strategies they have found helpful in building understanding. The middle school will also be incorporating planetarium trips, scheduled to begin in January.

Lastly, at the high school level, Science continues to thrive through hands-on, engaging opportunities across courses and scientific disciplines. The department has been busy ensuring horizontal alignment across multiple sections of core courses, in both planning and grading. Through PLC time, teams have also been developing and implementing Qtr. 1 and Qtr. 3 common formative assessments with an eye on SAT type questions. Additionally work has been done to update formative and summative assessments that reinforce common NGSS experiences across sections. Overall, the THS educators have continued to deliver high-quality, TPS Board-adopted, curricula in alignment with the NGSS paradigm.

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

A variety of professional development options have been offered during the first half of the school year to improve the effective use of technology. These sessions have been offered by technology integration specialists, administrators, library media specialists and classroom teachers. During our EdCamp PD in November, over 30 sessions were offered to staff around the purposeful integration of technology to create interactive learning experiences. Some of the topics included: Canva, Padlet, Teaching with Brisk, Using AI as a teacher as a tool to personalize learning for each student, Kami, Pear Deck Assessment, Rethinking Assessments in the Age of AI. The feedback from teachers was overwhelmingly positive indicating that many teachers learned strategies that they could use with students right away.

Strengthen collective efficacy of educators and leaders through meaningful professional learning, goal setting, and feedback

Trumbull Public Schools is pleased to provide a variety of modes for educators and leaders to connect and increase their professional learning. Through professional learning days, professional learning committees, and regular meetings, educators and teams consider best methods to use district resources and deliver high-quality teaching and learning of the approved curriculum across the age-levels, abilities, and interests of our students.

Instructional Learning Walks for Leadership Reflection-

This summer, all administrators were able to participate in an Administrative Retreat which emphasized the Common Core of Teaching (CCT) and leverage areas leaders should look for in high-quality classrooms. The day set the foundation for district *Learning Walks*, which were then collected throughout the fall to reflect on those same indicators. These data are being used as a reflection tool for our districtwide Leading & Learning Professional Learning Community.

Instructional Rounds with Teams from the Leading & Learning Professional Learning Community

During the fall, the Leading & Learning Professional Learning Community continued to explore these concepts while reflecting on baseline data, conducting Instructional Rounds, and planning professional learning to support staff. Trumbull High School hosted the first set of Instructional Rounds. Their rounds were designed around the Theory of Action, "If we invest in professional learning that equips teachers to design and deliver more student-centered, actively engaging lessons that intentionally integrate VOG skills (collaboration, communication, critical thinking, and problem solving) and Tier 1 instructional strategies, then teachers will create learning experiences that promote student voice, choice, and agency, leading to greater ownership of learning and improved student performance."

Professional Development for Educators Committee (PDEC), Feedback, Goal Samples, and Districtwide Professional Learning-

Feedback needed for growth in practice was also emphasized in our August Administrators' Retreat. It is an important part of our approved Educator and Leader Evaluation and Support Plan. The district Professional Development for Educators Committee (PDEC) recognized that feedback needs to go beyond simple references to scores.

Goal Setting Samples- PDEC members also agreed to approve the sharing of sample professional goals along with a new "Q & A" document. These new documents are posted on

our website and aimed at assisting educators and leaders in setting meaningful goals aligned with student learning.

Professional Learning Days- The committee annually reviews feedback from professional learning days. The district continued to receive extremely positive feedback regarding the offerings provided on our professional learning days. The committee reviewed results of November's professional learning in December and plans to meet again in the new year.

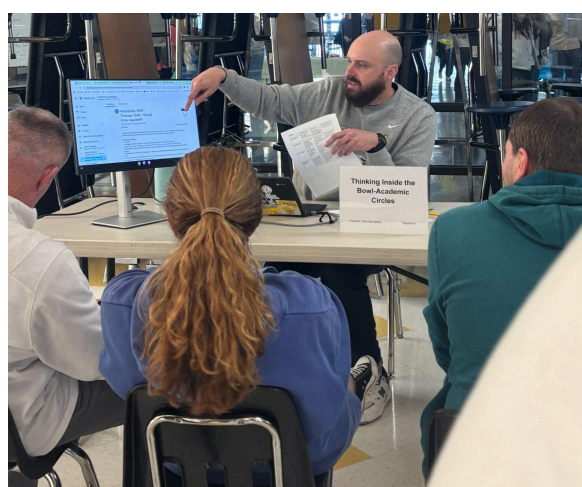
Professional Learning Staff Exit Survey Results Summary Overview		
The Day(s) Successfully Included:	August Days	November Day
Key Relevant Information	87%	81%
Learned Strategies that will Positively Impact Students	82%	91%
Collaboration with Others About Our Impact on Students	81%	86%
Relevant Learning to Role/Job	82%	82%

EdCamp Captures Educators and Inspires Future Sessions

Of particular note was Trumbull Public Schools' first ever EdCamp style professional learning afternoon. Inspired by a professional learning day attended by a TPS teacher-leadership team at Sacred Heart University last May, district leadership took key notes learned from East Lyme Public Schools (see photo on right) and years of experience from our Director of Technology, Christina Hefelee, to "Trumbull-ize" the format and make it work within our scheduling and contract parameters. We met with the Teacher Education Association (TEA) in September and then planned the day to ensure that a wide variety of options were offered. In the end, 36 applications were accepted to present 45-minute classroom sessions or



10-minute table top shares. Click [here](#) to view a copy of the schedule of the sessions offered. Below are a few photos of our educators from one another.



K-3 Literacy & The New Teacher Project (TNT)-

To support our rollout of *Bookworms*, the district also took advantage of state-funded professional learning through the reputable education nonprofit, TNT, that brings research, policy, and consulting together to improve teaching. Facilitators from TNT joined teams of principals and teachers from three of our schools, (Booth Hill, Frenchtown, and Jane Ryan), to do learning walks in K-3 classrooms observing for leverage practices using a vetted protocol and look for rubrics. Our TNT team performed these learning walks in September, and again in December, to reflect on practices and next steps. Participation in this process allowed us to identify change management practices to support teachers in deeper unit and lesson internalization, enhancing their understanding of the *Bookworms* curriculum. Below is a list of the participants in the TNT Learning Walk Process this fall.

Elementary School	Leader Representative	Educator Representatives	District Leader and Educator Representatives
Booth Hill	Kevin Chase	Cheryl Pontonio	Sue Iwanicki and Kate Engeldrum
Frenchtown	Randi Petersen	Jen Crawford	
Jane Ryan	Pat Horan	Mikki Iannacone	

At the end of the last session, the district was provided with recommendations from TNTP, as well as resources to support next steps in our continued work. The team looks forward to continuing with our collaboration together during the second half of the year.

Goal 3: Operational Excellence & Continuous Improvement

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

Ensure hiring and retention of high-quality, effective staff as positively contributing members of Trumbull Public Schools

Trumbull Public Schools employs a rigorous and thoughtful hiring process that includes multiple screenings, committee interviews, demonstration lessons, reference checks, and knowledge assessments. By the time a final recommendation for hire is submitted, supervisors are confident in each candidate's qualifications and in the positive contributions they will bring to Trumbull Public Schools.

To further understand and strengthen the employee experience, the Human Resources Department organizes Stay Interviews and conducts Exit Interviews. Stay interviews are conducted by the Superintendent, Assistant Superintendent, Director of PPS, and Director of HR. These conversations provide valuable insight into staff perspectives and workplace experiences. Stay Interviews, in particular, help us identify what we are doing well to retain our current employees, as well as opportunities to continue improving and enhancing the overall employee experience across Trumbull Public Schools.

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

The Business Office is making steady progress toward becoming a cohesive, high-functioning team under new leadership. Financial processes have been reviewed and adjusted to improve internal controls, maintain compliance, and shorten turnaround times. Quarterly budget meetings have been implemented to support regular communication with school and department leaders, helping align budgets with instructional needs. Regular Business Office meetings are now held, creating a more collaborative work environment and improving coordination across daily tasks.

Provide high-quality physical learning spaces for students with a wide variety of needs

The REACH program focused on enhancing its physical learning spaces. A comprehensive plan was developed that included expanded instructional spaces for the middle school population, facility upgrades, and programmatic enhancements. An abatement was completed in the multipurpose room, which serves as a classroom, transition/vocational space, art room, cafeteria, and common meeting area. The entire building was repainted, and a new kitchen was installed. New flooring was added in four major areas of the main building, as well as in the new middle school space at Madison. Additionally, three learning spaces received updated window treatments, and Smartboards were installed in three classrooms.

These physical improvements directly support the REACH program's longstanding mission of nearly 30 years, serving students with social, emotional, and behavioral needs that significantly impact their ability to succeed in their home school environment. By creating a safe, welcoming, and engaging learning environment, these facility upgrades help students reestablish school as a place where they can learn, grow, and experience success.

Continue improving communication and response times to the schools and administrators. Review all routes and invoices for efficiency and accuracy.

Operations continues to look for opportunities and feedback on communication improvements. At the start of the school year, the district Transportation Action Form was changed to allow easier entry of requests and better tracking of outcomes.

Transportation invoices are reviewed by multiple administrators to ensure that prepay discounts, contract pricing, and services provided are accurately reflected in the invoices and accurate transportation costs are captured and anticipated.

Multiple meetings and email threads have been started this year to ensure that the school administrators, athletics department staff, custodians, and facilities management are all in agreement of the school event and after hour needs of the schools. This allows for better management of needs, expectations, and actual overtime required to complete the event. Facilities will continue to maintain and encourage effective communication with building administration and staff as it relates to operational needs and execution.

Create an effective building use process that captures all activities in the district and all costs associated (Kevin)

The building use process has been reviewed and changes have been made in event planning and scheduling, quoting, communication, and invoicing. The Facilities Department has increased followup and communication with building use requesters. The facilities staff calls requesters regularly to discuss their event needs and quoting costs, if applicable. As events are scheduled, the facilities staff then has meetings with requesters, administrators, and custodial staff to plan and schedule overtime and equipment needs for events. This increased communication allows the district to ensure that operational costs stay within budget and that events are successful. The district is also reviewing the possibility of moving to an online building request form. The online form will allow for easier completion and better tracking of approvals, event needs, and costs.

Maintain audit readiness and review all Food Service documentation in schools to ensure compliance and accuracy. Review current kitchen equipment and needs.

Audit findings and compliance requirements continue to be addressed in a timely manner, reinforcing operational integrity. Capital kitchen needs continue to be reviewed on a regular basis. Refrigeration and oven equipment upgrades continue to be priorities.

Review the expense reductions and operational efficiencies that the Custodial Manager position has identified and implemented (Kevin)

The Custodial Manager has been tasked with ensuring improvements in training, hiring, and building cleanliness, as well as reducing custodial operating costs. The manager started on

9/2/25. The manager has increased communication between custodians and building administration and continues to review school building overtime needs, keep overtime hours to exactly what is needed, and maintain clean schools. Through better oversight and approval, we have seen a 40% reduction in school event overtime costs relative to the same period last year in November and December 2025. We anticipate that we can continue to maintain overtime savings using the same review and authorization procedure that was started in October 2025.

The Facilities Department has started using multiple vendors for custodial supplies and negotiating better pricing amongst these multiple suppliers for the same products. The Custodial Manager has continued a review of current supplies and pricing negotiations on many custodial supplies. We have been able to achieve 15% savings on paper and plastic products. Facilities will continue to review products in the market that are lower cost while maintaining the quality and effectiveness we need to operate safe and sanitary buildings.

Review building schedules to ensure optimization of teaching and learning that considers the current staffing, curriculum goals, and budgeting parameters

Initial review of building schedules began with consideration of current staffing, curriculum goals, and budget parameters; however, the depth of this work was limited due to time constraints and competing priorities. This preliminary review helped identify key questions and areas for further analysis. At the elementary level, discussion focused on shifts needed for the new literacy program. At the middle school level, requests to ensure alignment across the two schools helped to synchronize instructional leadership positions. And at the high school, several section adjustments were made this year resulting in more purposeful use of student time during the school day as opposed to extraneous study halls. The district will continue this work with greater focus in the upcoming year.

Further develop the capacity for paraeducators to effectively deliver services to students

Throughout the first half of the year, the district has focused on developing the capacity of our paraeducators to effectively deliver specialized services. The PPS Department has successfully implemented an asynchronous professional development framework during our conference days. This format provided our paraeducators with the flexibility to engage in various learning modules, including Proactive Behavior Support Strategies, Safe and Supportive Environments, and Trauma-Informed Practices.

Based on exit survey data, feedback from our paraeducators has been positive, highlighting a strong connection between the training and their daily work with students. Participants reported that the modules reinforced critical skills, such as building consistent routines and establishing clear expectations to support student regulation. This asynchronous model has proven to be an effective and practical vehicle for delivering evidence-based academic and SEL-based interventions that paraeducators can immediately apply in their support roles.

In addition to these broad professional learning opportunities, the district continues to provide intensive, specialized training tailored to specific student needs. This includes monthly Applied Behavioral Analysis (ABA) training for paraeducators within our ABA programs and ongoing Psychological and Physical Management Training (PMT) for those requiring initial certification or annual refreshers.

With the addition of new paraeducators, REACH staff have delivered professional learning aligned with best practices for working in a therapeutic environment. Staff have been introduced to Dialectical Behavior Therapy (DBT) principles, with ongoing reinforcement of

skills throughout the year. In addition, our BCBA provides monthly training to ABA paraprofessionals focused on differential reinforcement, skill acquisition, and proactive behavior support strategies.

As we look toward the second half of the school year, we will continue to utilize the asynchronous framework for our March conference days to further expand the paraeducator toolkit. Contingent on the State Department of Education providing the necessary information and tools, we are preparing to provide specialized training to paraeducators working with students who require transitional programming (ages 14–22). We will also maintain our consistent schedule of monthly ABA sessions and PMT training to ensure all paraeducators are fully equipped to support the safety and behavioral needs of the students they serve.

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

During the first half of the 2025–2026 school year, the department successfully transitioned from foundational training to the implementation of a dynamic, digital-first resource model. A cornerstone of this progress was the launch of the Digital Case Manager Manual on the PPS Digital Space, which now provides staff with a centralized and easily navigable "single source of truth" for daily operations. This effort was paired with a comprehensive overhaul of the Special Education Operating Procedures, ensuring that all 2025–2026 legal and regulatory changes were fully integrated and accessible in real time.

As we move into the second half of the year, our efforts will focus on archiving institutional knowledge by integrating all recent professional development sessions into the digital space to create a permanent "Learning Library" for staff. Simultaneously, we are initiating a targeted revision of our Section 504 resources to ensure that content in this area reaches the same level of depth and transparency as our Special Education materials. These initiatives ensure the department remains on track to meet its goal of a fully modernized digital environment by December 2025.

Improve alignment between human resources, budgeting, and school operations by enhancing the accuracy and functionality of the Position Control system

The Human Resources Department has strengthened its use of Position Control, the platform that manages all staffing and full-time equivalent (FTE) data. Position Control provides a real-time overview of current staffing levels, ensuring accurate and reliable information. This accuracy is essential to effective budget development and fiscal planning.

Both Human Resources and the Business Office rely on this shared platform to maintain alignment and consistency in staffing data. Utilizing a common system across departments promotes accuracy, transparency, and operational efficiency throughout the district. Human Resources and Business Office administrators now hold weekly meetings to actively manage staffing levels and provide budget oversight.

Advance operational effectiveness by leveraging technology to support seamless personnel management and onboarding practices

The Human Resources Department has made significant strides in implementing a fully electronic onboarding process. This transition provides a streamlined, user-friendly experience for all new employees and supports clear, timely communication across Long Hill

departments regarding personnel actions within the district. Moving from a predominantly paper-based system to an electronic process represents a meaningful advancement for Trumbull Public Schools.

In addition, Human Resources has implemented a new electronic Entry/Exit Inventory process. This system ensures that all incoming Trumbull Public Schools staff receive the tools and resources needed to be successful in their roles, while also providing accountability by confirming that district-owned resources are properly returned by employees prior to separation.

Ensure accountability systems are in place for special transportation requests

We have successfully completed the foundational phase of this goal by developing a standardized flowchart to guide the consideration of special transportation requests. This tool ensures a consistent, district-wide decision-making process.

For the remainder of the school year, our focus shifts to implementation and oversight. Accountability will be reinforced through targeted reviews during department meetings, where PPS leadership will monitor the application of these new protocols. Additionally, we are ensuring all staff are trained in the "progressive supports" model. This emphasizes that recommendations to the PPT must be backed by rigorous documentation, ensuring that special transportation is reserved for cases of legitimate and significant need.