



Committed to Excellence

2025 - 2026 District Improvement Plan

End-of-Year Update

The blue text in this document represents the end-of-year update completed in May 2026. MID YEAR HIGHLIGHTED IN YELLOW.

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.

The District Crisis Response Team (DCRT) continued to refine district crisis response procedures through ongoing collaboration and feedback from building administrators, mental health staff, special educators, and the security team. As part of this work, the team researched suicide prevention programming, including QPR training and the Signs of Suicide program, and explored the possibility of piloting these initiatives during the upcoming school year.

In addition, the DCRT completed Comprehensive School Threat Assessment Guidelines (CSTAG) training on March 31, 2026. Looking ahead to the 2026–2027 school year, the district anticipates full implementation of CSTAG practices, further strengthening proactive threat assessment procedures, multidisciplinary collaboration, and the district's ability to provide supportive and inclusive practices for all students.

The district also hosted a Table Top Exercise in April. The exercise provided an opportunity for multiple members of the DCRT and members of the administrative team to work through a scenario involving a student crisis. In addition, a level one communication process has been developed that allows for immediate communication with important decision makers at the school and town level. This increased communication process ensures immediate communication can be provided in crisis situations.

On June 2, 2026, members of the District Safety Team and District Crisis Response team will attend a training session led by the Division of Emergency Management and Homeland Security. This training session will focus on a number of emerging safety considerations.

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.

The Human Resources Department successfully strengthened districtwide awareness and compliance with legal mandates and required procedures for all employees, with a particular focus on supporting newly hired staff. HR fully implemented a comprehensive training management system through Vector Solutions that standardized the assignment, tracking and monitoring of all mandated safety training across the district.

The department ensured that employees received clear guidance regarding annual, three-year and ten-year mandated training requirements, resulting in improved consistency

and accountability districtwide. In addition, onboarding processes for new hires were enhanced to ensure timely completion of all required training and familiarity with district expectations and procedures from the outset of employment.

Through ongoing monitoring, communication and collaboration with administrators, the district maintained 100% compliance with state-mandated training requirements while creating a more organized and sustainable process for both veteran and newly hired staff.

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.

This year, the Social-Emotional Learning (SEL) Steering Committee and the MTSS Collaboration Committee worked to move beyond treating SEL as an “add-on.” Instead, SEL has been positioned as the foundation that supports all academic instruction. The result of this collaboration is a more integrated, systematic approach to student support.

A cornerstone of this work was the creation of a district SEL Framework and accompanying “crosswalk” that aligns the five core CASEL competencies directly with the district’s Vision of the Graduate (VoG) competencies. The framework operationalizes these alignments through grade-band specific morning meetings, advisory lessons, bulletin board prompts, and restorative circle activities designed to embed SEL into daily school experiences.

To bring these concepts to life in the classroom, teachers also began developing a VoG Book Inventory. By identifying literature that features characters demonstrating the district’s graduate competencies, staff are building a district-wide instructional resource bank that supports authentic SEL integration across content areas and grade levels.

The district continued the development of a dynamic MTSS District Guiding Framework. This work focuses on creating greater consistency across all schools. As part of this effort, several social-emotional and behavioral components were added to strengthen alignment between SEL and MTSS practices districtwide.

Additionally, the district drafted an internal Universal SEL Screening process and established social-emotional and behavioral support criteria designed to reduce inconsistent practices across schools. These criteria move beyond reliance solely on attendance and behavioral incident data by incorporating a broader range of indicators to better identify and support students in need of intervention.

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.

As we track the attendance data on a monthly basis, the numbers continue to track in a similar pattern as last year, which would have most of the elementary schools end the year near the target of 5% or less chronically absent with the secondary schools slightly higher. The truancy rates in all schools have decreased or remained the same when compared to last year's data. Overall the district truancy rate has improved from 5.21% last year to 3.58% this year. Each school continues to implement strategies to improve attendance metrics within their buildings and emphasize the importance of consistent, regular attendance in order to support student learning. Trumbull's attendance rates continue to be one of the best in the state.

School	Total Number of Students	May ADA	May Chronically Absent >17	May Truant Unexcused
BH	505	96.02%	5.54%	4.95%
DF	467	96.79%	1.07%	1.07%
FT	519	95.69%	6.17%	5.97%
JR	438	96.00%	6.39%	1.60%
MB	499	95.65%	7.82%	3.81%
TA	399	96.23%	4.01%	2.01%
HC	783	95.64%	5.24%	2.94%
MAD	861	94.75%	8.94%	6.16%
THS	2159	95.07%	7.32%	2.59%
TECEC	225	92.44%	24.00%	N/A
Total K-12	6673	95.32%	7.51%	3.58%

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.

Our library media programs continue to implement lessons from common sense media to support both digital citizenship and promoting a healthy media balance for students at all levels. Some examples include: Device Free Moments, Finding My Media Balance, The Power of Words, The Attention Economy. In addition, we continue to adjust our web filters and monitoring tools to promote appropriate use of technology in schools. Our digital learning team has also included information in our parent newsletters to encourage parents to become part of the conversation of promoting a healthy digital balance with your child both at school and home. Our personal device policy is in its first year of implementation, and as you walk

through classrooms, you see students talking and interacting more with peers, as well as being more focused on what is going on in the classroom. The high school team will assess this year's implementation of the policy and make tweaks necessary for the coming school year.

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.

This work of empowering students to develop Vision of the Graduate Skills has continued into the second half of the year. At each grade level, educators have edited curriculum for further integration into curriculum guides, particularly at the high school level. Many guides featured a section highlighting the manner in which each of the VOG skills and dispositions are applied within the course overall. Several have taken the next step by also including VOG projects and skills specifically within each unit. Our commitment is to ensure the VOG continues to grow with our curriculum revisions and their implementation as we further imagine the possibilities that every child can attain.

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

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.

In January, our MTSS Committee observed that for K-5, most schools have now integrated a visual representation of Adequate Rate of Progress within the MTSS process, particularly in

ELA. This “visual representation” has been helpful to teams in tracking and supporting individual student growth. Further work is being done to see how this same format can be used in other disciplines. Electronic platforms such as *Branching Minds*, which can automatically produce growth and progress graphs, were discussed by the team. A subgroup with a cross section of teachers and administrators participated in a product review and found that *Branching Minds* merges well with Infinite Campus, produces rates of progress, and links with potential supports that can be used, depending on the outcome. In particular, the social emotion resources offered by the program are promising. The committee would like to do more research and, given the current budget, did not elect to move forward at this time.

Further revisions were also made to the MTSS District Guiding Framework. The language around programs, procedures, and timelines were revised and many of the social emotional components updated. While there is still one more meeting left this year, more time will be needed to finalize the socioemotional aspects before a finalized document can be rolled out and implemented with fidelity.

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.

Over the second half of the year, educators and leaders took careful steps to further implement reading and writing curricula and programming. At the K-5 level, the district used survey data to collect information from teachers about their implementation of the new *Bookworms* program and then catered professional learning support based on educator feedback.

The data were, overall, very encouraging for the first year of implementation. In a February survey regarding Module 2 of *Bookworms* completed by classroom teachers, 82% expressed feeling confident in their abilities to adapt the *Bookworms* scripts to meet their students' needs while still maintaining the integrity of the program. In the Module 3 Survey, when asked where teachers are seeing the most significant student growth within the module learning targets, teacher responses indicated growth in:

Writing about Reading/Written Responses: The most significant growth was observed in students' writing about reading, particularly in their written responses. Students demonstrated improvement in providing evidence-based answers, writing complete sentences, increasing writing independence and stamina, and connecting their writing to the text, sometimes even referencing previous texts.

Vocabulary Development: Significant growth was noted in students' vocabulary, with many students showing excitement for new words, using vocabulary frequently in daily language, and applying the learned words outside of the lesson and connecting them back to past texts.

Inferencing and Predictions: Students showed strong growth in their ability to make inferences and predictions while reading, often backing up their conclusions with textual evidence, and improving their reasoning skills.

Engagement and Interest: High student engagement was noted with the Module 3 texts, such as *Hatchet* and biographies, which contributed to stronger written responses and interest in books, as well as an improved ability to discuss ideas and share thinking orally.

At the middle school level, teachers continued to experience success in implementing the pilot version of revised ELA and Reading curriculum guides. The grade level ELA and Reading teams will be coming together at the end of the school year to add final revisions before bringing their revised curriculum guides to the Curriculum Committee for approval.

At the high school level, a number of guides were also revised and approved. Courses such as *Honors Dramaturgy*, *Honors Shakespeare*, *Honors World Literature*, *Literature of Peace, Protest and Tolerance*, and *Story of Self* were not only updated in their modernization of essential questions for each unit, their resources, and their activities, but also in their alignment with our Vision of the Graduate.

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.

Much of the work started in the first half of the year was continued into the second half. The fall strategies that were identified as effective were applied and extended throughout the new units and supplemented by additional practice and resources during professional learning.

At the elementary level, math specialists used the March professional learning day to offer targeted support for teachers in instructional strategies that could be used in Grades 1 and 3. In Grade 3, teachers did a deep dive into the Depth of Knowledge (DOK) and the use of Interim Assessment Block (IAB) as a way to help provide students with feedback about the top 5 skills students know well and where they can improve. As the year ends, fact fluency in Grades 3 and 4 has become the heart of mathematics instruction. Having been exposed to the principal concepts, classrooms are now reviewing the fluency in order to solidify its

integration with math concepts and problem solving. Grade 5 will soon embed in a review unit intended to prepare students for the middle school. The combination of strategic strategies and review has helped to keep our math programming strong at the elementary level.

At the middle school level, teachers continued to implement the new EdGems units and meet regularly about their impact. Grade level math teams will be coming together at the end of the school year to add final revisions to their new pacing guides. Grade 7 math teams, in particular, will also be taking time to consider which of the approved supplemental resources will assist students in mastering the spiraling of core concepts.

At the high school level, the math department explored the collaborative examination of SAT questions as a teaching tool in terms of language and format. Educators shared that taking the general idea of the question to a conceptual level, and challenging students to think more deeply, has been impactful.

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.

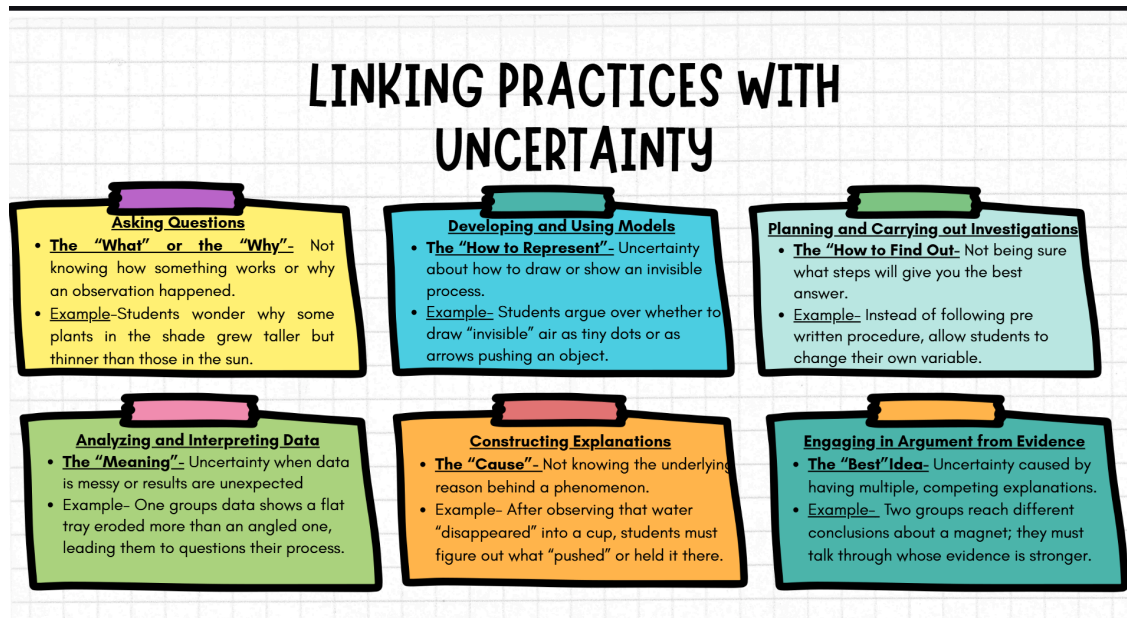
At the K-5 Level, standards-aligned planetarium visits for Grade 1 and Grade 5 were planned, organized, and implemented. Through exposure to the unique immersive planetarium experience, students were exposed to learning that peaked curiosity and complemented their classroom units.

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.

Elementary Science was boosted this March by professional learning called "Embracing the Messy." Based on research by K-5 Science Program leader, Liz Doherty, and the article *Planning for the Unexpected: How Uncertainty Drives Scientific Practice* from the national journal, *Science and Children*, educators explored six practices in which uncertainty

can assist students in learning scientific concepts. The session also involved taking a deep look at priority Science standards by grade level. Teacher leaders helped lead the session at various grade levels; 40 respondents mentioned the session in the exit survey provided at the end of the day. See below for a slide that highlighted one part of the presentation.



Middle school science teams continued to implement units in conjunction with the curriculum, looking for ways to extend learning across the concepts. Further incorporation of the planetarium was also integrated. Lastly, Inner Orbit was used as a short dipstick measure to assist in ascertaining areas in which students might need more support in their learning of the NGSS standards.

The work of the K-8 teams is well aligned with the high school where teachers used professional learning about Building Thinking Classrooms to amplify their already strong practices. The department engaged in conversations about "making thinking visible" vertically and the impact that it can have for students. By allowing students to reflect on their thinking, students experience a rise in their confidence about the concepts. The high school team also noted that continued focus on raising scientific literacy, hands on application, and connecting contents to careers in Science have been effective strategies this year.

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.

Our digital learning team continues to support teachers in their effective use of technology in the classroom, while emphasizing a healthy media balance and designing lessons that promote conversation, collaboration, academic integrity and critical thinking skills. Our AI lessons this year in the classroom have been designed to get students to understand the larger implications of AI use including: how AI works, its inherent biases, ethical implications, and to better educate students to make smarter decisions about their AI usage.

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 (TNP)-

To support our rollout of *Bookworms*, the district also took advantage of state-funded professional learning through the reputable education nonprofit, TNP, that brings research, policy, and consulting together to improve teaching. Facilitators from TNP 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 TNP 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 TNP 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.

Professional Learning during the second half of the year mirrored the first half of the year with continued implementation of:

- District Professional Learning Community: Leading and Learning
 - District Learning Walks
 - Instructional Rounds- at Jane Ryan
- K-12 Professional Learning Meetings
 - March Professional Learning Day
 - K-5 Bookworms Learning Walks
 - Districtwide PLC Tuesdays
 - Teacher Collaboration Time

Key Results of Professional Learning

Leading & Learning

The district *Leading & Learning PLC* continued to meet and raise educator and leader efficacy through meaningful engagement in professional learning. The team explored District Learning Walk data and engaged in professional learning gathered from district leaders and presented by peers from national conferences, in addition to examining data from learning walks and common district assessments, to monitor teaching and learning on building and district levels. As a result of these examinations, making learning visible through learning targets and success criteria is a potential future focus for the district next year.



Principal, Pat Horan, Shares Jane Ryan's Focus for Instructional Rounds



Principals, Peter Sullivan and Jimmy Sapia, Present their Instructional Focus during a Monthly Spotlight

K-12 Professional Learning Meetings

The March Professional Learning Day was able to meet a breadth of needs across the district. Survey data collected from participants was very similar to data collected from other professional learning sessions.

Professional Learning Staff Exit Survey Results Summary Overview			
The Day(s) Successfully Included:	August Days	November Day	March Day
Key Relevant	87%	81%	77%

Information			
Learned Strategies that will Positively Impact Students	82%	91%	80%
Collaboration with Others About Our Impact on Students	81%	86%	87%
Relevant Learning to Role/Job	82%	82%	82%

Themes about the effective elements of the day included:

- **Time Allocation and Structure:** The format was effective due to shorter, concise sessions (1-2 hours each), which allowed for managing instructional time and provided a manageable flow broken into sections. Many respondents appreciated the generous amount of "WIN time" (What I Need time) and self-directed time built into the afternoon, allowing for planning, grading, preparing for upcoming lessons, and completing necessary tasks like IEP paperwork or certification requirements.
- **Collaboration and Discussion:** Collaboration with colleagues was highly valued, especially meeting with grade-level teams, content area peers, department members, or cross-discipline groups (e.g., Humanities, K-12 Art, special educators). This time was used for sharing resources, discussing student work and rubrics (like the Bookworms culminating task), calibrating scoring, brainstorming, and applying learned strategies.
- **Engagement and Presentation Style:** Effectiveness was tied to interactive, hands-on activities, and engaging presentations that involved group work, movement (such as moving around during sessions or gallery walks), and discussion. Presenters who were in-person, used real-world examples, modeled strategies, and provided visuals/handouts were preferred.
- **Content Relevance:** Sessions specific to teachers' content area or grade level, such as the Bookworms sessions, were considered the most relevant and beneficial, especially when focusing on specific components like DI Block or curriculum adaptations. Time spent on department-specific professional development was also highlighted as valuable.

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.

Trumbull Public Schools continued to prioritize the hiring and retention of high-quality, effective staff members who positively contribute to the district's culture, mission and student success. The district maintained a comprehensive and rigorous hiring process that included multiple levels of screening, committee interviews, demonstration lessons, reference checks and knowledge assessments. This process ensured that all recommended candidates possessed the qualifications, professionalism and interpersonal skills necessary to be successful members of the TPS community.

Throughout the year, the Human Resources Department also focused on strengthening staff retention efforts and enhancing the overall employee experience. Stay Interviews, conducted collaboratively by district leadership including the Superintendent, Assistant Superintendent, Director of PPS, and Director of Human Capital and Talent Development, provided meaningful opportunities to gather employee feedback, identify organizational strengths and better understand staff needs and perspectives. Also, Exit Interviews continued to provide valuable information regarding employee experiences and areas for continued growth and improvement.

Information gathered through these processes helped guide ongoing efforts to foster a positive workplace culture, strengthen employee engagement and support staff retention across the district. As a result, Trumbull Public Schools continued to build and maintain a strong workforce dedicated to supporting students, colleagues and the broader school community.

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 has built 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 with district administrators continue to support regular communication, helping align budgets with instructional needs. Monthly Business Office meetings are held, creating a more collaborative work environment and improving communication and coordination across daily tasks. Proactive PO management has allowed for more accurate year-end projections.

The Business Office has worked to build a collaborative and supportive team focused on improving day-to-day operations. Financial procedures and workflow were reviewed and updated to improve consistency and better align with district policies. Increased

communication across departments has helped improve consistency and collaboration. Quarterly budget meetings with district administrators and school leadership provide opportunities to review spending trends, address budget concerns proactively, and align financial decisions with instructional priorities and district goals.

Monthly business office team meetings have allowed for improved communication, clarified roles and responsibilities, supported cross-training opportunities, and strengthened coordination between payroll, accounts payable, benefits, accounts receivable, and staff.

Additional improvements include a more proactive purchase order management and regular budget review to help improve year-end projections and overall budget oversight. The Business Office has also focused on better customer service to our schools by offering clearer guidance to school administrators and staff on purchasing procedures, budget questions, and other financial-related processes.

Together, these efforts have created a more collaborative, efficient, and responsive Business Office that can better support the daily operational needs of the district.

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.

By the end of the 2025–2026 school year, the REACH program successfully completed several planned facility and program enhancements focused on improving the overall learning environment for students. The enhanced physical learning environment helped create more welcoming, functional, and engaging spaces where students can continue to build academic, behavioral, and social-emotional skills. The upgrades reinforce the program's commitment to providing students with a supportive setting where they can reestablish school as a place for growth, connection, and success.

The REACH program also continued its partnership with the Monroe Public Schools, further expanding regional collaboration and programming opportunities. During the 2025–2026 school year, the program experienced its highest enrollment rates to date, reflecting both the growing need for specialized social-emotional and behavioral programming and the district's continued confidence in the effectiveness of the REACH model.

A major highlight of this work was the expansion of instructional programming for the middle school population through the successful opening of a middle school REACH cohort located on the Madison campus. The development of this program space created increased opportunities for students to access support within their home district and increasing inclusion

opportunities throughout the school day. As a result of the program expansion, the district was able to transition one student back from an out-of-district placement and accept an additional middle school student into the program. Continued work in this area includes ongoing development of the middle school schedule, entrance and exit criteria and procedures, and logistical planning to ensure long-term program sustainability and effectiveness.

The success of this continued work is a direct reflection of the dedication, flexibility, and collaborative efforts of the REACH staff, who continue to build strong relationships with students while providing highly individualized academic, behavioral, and social-emotional support. Their commitment to creating a supportive, student-centered environment has been instrumental in helping students experience increased success, connection, and engagement within the school setting.

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.

A new transportation manager, Kirstin Burgos, started on April 8, 2026. Kirstin continues to advance the improvements in communication and response times with administrators as well as our busing vendor, Durham. The Transportation cell phone, log sheet, and updated online action form continue to be effective by providing information quickly to schools and Durham to ensure more efficient responses and changes to operational needs.

The Transportation Department started the implementation and training of the new routing software, TraVersa/Student Transportation, in April 2026. The software training will be completed by June 2026 and will be used to route busing at the start of the 26/27 school year. This upgrade will allow for more efficient routing and will also see the implementation of GPS routing tablets in all buses to provide real time updates and changes to routes if needed. The GPS component of the tablets will allow our transportation team to have a secondary GPS system on all buses that is integrated into the routing software and can be shown in real time on screen during AM and PM routes.

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

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.

The Facilities Department is in discussions to upgrade the current work order and building use software. This upgrade will include an online building use form that applicants can submit electronically. The approval process would be completed and approved electronically, minimizing the use of paper while providing more real time information on the event needs and contact person for the event. The goal of the facilities department is to make the building use form more accessible for applicants and approvers as we can quickly capture the necessary information electronically and approve the building use request in a timely manner.

During the 25/26 school year, the facilities department implemented better control over building use requests and invoicing for building use based on policy group pricing. Facilities staff improved communication with applicants and school administration to ensure that each event's needs and hours were communicated, quoted prior to the event, and invoiced after the event. The Facilities department communicated with both internal and external applicants after their application submission and we have seen an increase in event use invoicing. This increase in invoicing allows the district to pay for custodial and security overtime, utility use, and rental space repairs/improvements with minimal to no impact to the budget.

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.

An internal audit of recipe books and refrigeration logs that are state audit requirements was completed in April 2026 by the Food Service Department management. All required documentation was found to be in compliance. Food service management continues to inspect and ensure that all items cited in the 2024 audit are in compliance and is confident that they are ready for a state audit in the Fall of 2026.

Kitchen refrigeration and storage room upgrades continue in the kitchens. Shelving upgrades, from wood to metal, continue to be implemented in our school kitchens in order to comply with updated state health code requirements. Food service management continues to work with the Health Department to ensure that our kitchen equipment and supplies are stored in a safe and compliant manner.

Review the expense reductions and operational efficiencies that the Custodial Manager position has identified and implemented.

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.

By continuing to use multiple vendors and negotiating pricing lower than state contract pricing, when feasible, we continue to see a reduction in custodial supply costs. The reductions in year-over-year costs were also attributed to controlled buying by implementing custodial management approval and reduction in individual requests to purchase very large amounts of product before they are needed. This levels out monthly costs while reducing the need to store large quantities months before they are actually needed.

<u>Custodial Supply Costs</u>	<u>2025</u>	<u>2026</u>	<u>Difference</u>	<u>% reduction</u>
February	\$28,539	\$18,625	\$9,914	34.7%
March	\$20,672	\$10,168	\$10,504	50.8%
April	\$24,658	\$17,122	\$7,536	30.6%

We also continue to see a 30-40% reduction in overtime. Overtime continues to need approval prior to events and use. The custodial manager maintains constant contact with the administration at each school and the custodial staff to ensure the OT hours needed are the proper and most effective amount of hours to complete the task quickly and effectively.

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.

During the second half of the semester, schedules were reviewed to look for optimal efficiencies at each grade level band. At the elementary level, changes will be made in the approach to phonemic awareness and phonics instruction which will allow for more time to be dedicated to differentiation, Science, and Social Studies. Additionally, redefining the “DI” block will allow for more consistency in meeting student needs.

At the middle school level, staffing has been analyzed to reconfigure intervention across both schools. The goal will be to have a dedicated ELA/Reading interventionist that can more efficiently provide strategic, specific methods over time. The teams are still in discussion about a different middle school level schedule for the 27-28 school year. More work will be done in this arena over the summer.

Lastly, Trumbull High School has taken a deep dive to look at class sizes and ensure that budgetary elements are considered when scheduling course offerings. As a result, several classes were not able to run for the fall of the 26-27 school year. Overall, 19 courses were not high enough in enrollment to run.

High School Classes Not Running in Fall 2026		
Spanish 5 Honors	Theatre Exploration: Plays	Adv Arch
AP French	Theatre Exploration: Amer Musical	Adv Arch 2
French 5 Honors	Shakespeare	Sculpture
Italian C& C 2	Modern Drama	AP 3-D Art
AP African American History	Multicultural Literature	AP Music Theory
AP Euro	Culinary 2	Robotics II
	UConn Pop Music & Diversity	

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.

Throughout the 2025–2026 school year, the Department of Pupil Personnel Services prioritized building paraeducator capacity through a highly effective, dynamic professional learning model. During the first half of the year, the department successfully launched an asynchronous professional development framework during district conference days, delivering modules on Proactive Behavior Support Strategies, Safe and Supportive Environments, and Trauma-Informed Practices. Qualitative staff feedback was overwhelmingly positive, with paraeducators reporting that the asynchronous flexibility strongly supported their daily instructional and behavioral work. This broad framework was successfully paired with consistent, intensive programmatic training, including monthly Applied Behavior Analysis (ABA) training led by our Board Certified Behavior Analyst (BCBA) and ongoing Psychological and Physical Management Training (PMT) to ensure continuous certification compliance. Specialized therapeutic learning rooted in Dialectical Behavior Therapy (DBT) principles was also delivered by REACH staff to ensure high-quality service delivery within specialized environments.

The department maintained this comprehensive training momentum through the 25-26 school year, further expanding the paraeducator toolkit. While the State Department of Education released its mandated transition training modules only a few weeks prior to the close of the school year, the department immediately established a strategic priority to deliver this specialized curriculum to all certified and non-certified staff serving transition-age students (ages 14–22) at the start of the upcoming school year. Looking ahead, the department is prepared to maximize the district's newly instituted half-day professional development calendar to deliver targeted, evidence-based training specifically focused on advanced behavior management practices and systematic data collection strategies. This continuous, structured approach to building staff capacity directly ensures our essential support staff possesses the precise resources and skills necessary to foster student success within a safe, welcoming, and challenging learning community.

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.

During the 2025–2026 school year, the Department of Pupil Personnel Services successfully transitioned from foundational planning to a fully operational, digital-first resource model. Building upon the launch of the centralized Digital Case Manager Manual and real-time legal summaries, the department successfully expanded this digital space to include the fully revised Section 504 handbook, establishing a comprehensive "single source of truth" for daily compliance and operational procedures. Targeted professional development on these digital space revisions was successfully delivered to staff during the August professional development sessions, driving immediate systemic alignment. We will continue to reinforce the usage of this resource over the next school year.

To further empower staff and support high-paced instructional delivery, the department has been actively compiling structured literacy (Orton-Gillingham) resources into a centralized Google Drive. This digital repository is specifically designed to allow special education teachers and literacy consultants to quickly isolate and access targeted skills within the instructional scope and sequence. Moving into the summer of 2026, select structured literacy teachers will focus on refining and finalizing this resource space to ensure a seamless, district-wide rollout for the launch of the 2026–2027 school year. This comprehensive modernization of our instructional toolkits directly reflects our commitment to ensure that our educators have the precise resources necessary to foster student success within a challenging academic environment.

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.

The Human Resources Department continued to strengthen alignment between human resources, budgeting, and school operations through the enhanced implementation and ongoing management of the Position Control system. The district successfully utilized Position Control as a centralized, real-time platform for monitoring staffing levels, FTE allocations, vacancies and personnel changes across all departments and schools.

The continued collaboration between HR and the Business Office ensured consistent and accurate staffing data throughout the budget development and operational planning processes. Consistent meetings between HR and Business Office administrators became an integral part of maintaining oversight of staffing changes, reviewing vacancies, monitoring allocations and supporting informed fiscal decision-making.

As a result of these efforts, the district improved the accuracy, transparency and efficiency of staffing management and budget planning. The enhanced use of Position Control supported stronger communication across departments, reduced discrepancies in staffing data and provided district leadership with more reliable information for both operational and financial planning purposes.

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.

The Human Resources Department successfully advanced operational effectiveness through the continued implementation and refinement of technology-based personnel management and onboarding practices. The transition to a fully electronic onboarding process significantly improved efficiency, organization and communication for new hires and district departments. The streamlined system provided employees with a more user-friendly onboarding experience while allowing HR to process personnel actions more accurately and efficiently across Long Hill departments and Trumbull Public Schools.

Throughout the year, the department continued to expand and strengthen the use of electronic systems to reduce reliance on paper-based processes and improve overall operational workflow. Communication between HR, building administrators and district departments became more timely and consistent as a result of these improvements.

Additionally, the implementation of the electronic Entry/Exit Inventory process enhanced accountability and operational consistency districtwide. The system ensured that newly hired staff members received the necessary district resources and technology to support success in their positions while also establishing clear procedures for the return of district-owned property upon employee separation.

Collectively, these efforts improved operational efficiency, strengthened interdepartmental coordination, enhanced accountability and modernized personnel management practices across Trumbull Public Schools.

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.

During the 2025–2026 school year, the Department of Pupil Personnel Services successfully executed a comprehensive, reflective evaluation of its specialized transportation referral practices. This systematic review culminated in the development and finalization of a standardized decision-making flow chart designed to establish rigid accountability and administrative oversight. This new operational tool ensures that future Planning and Placement Team (PPT) recommendations are strictly data-driven, consistent across all school buildings, and perfectly aligned with the criteria for transportation as a necessary related service.

To ensure seamless systemic alignment and compliance prior to enforcing the tool, the department formulated a strategic professional development plan. A mandatory, targeted training curriculum covering the new flow chart and accountability standards has been fully structured and is scheduled to be delivered during the August 2026 professional development days to all certified PPS staff, including those assigned case management duties. While the department anticipates a year-over-year stabilization or reduction in specialized transportation requests for the 2026–2027 school year, staff is currently in the active intake and tracking phase for upcoming requests. However, the foundational administrative infrastructure is now fully operational. This proactive, two-phase implementation approach demonstrates how the district systematically evaluates present practices to plan for, and protect, our operational future.