

TRUMBULL PUBLIC SCHOOLS

District Improvement Plan

2026 – 2027

Mission

The Trumbull Public School System, in partnership with the community, strives to meet the educational needs of all students within a challenging and supportive academic environment that empowers each student to become a life-long learner and to live and participate in a democratic, diverse and global society.

Core Beliefs

- We believe that all individuals are capable of learning.
- We believe that all individuals should have the resources necessary to achieve success within a challenging curriculum.
- We believe that a family, school, and community partnership is essential to our success.
- We believe that a safe and orderly environment is critical to learning.
- We believe that there is strength in diversity and that all individuals are worthy of our respect and dignity.
- We believe that our school climate must be welcoming, caring, and supportive for all members of the learning community.
- We believe that a reflective evaluation of present practices and processes is necessary in order to plan for our future.

Executive Summary

The 2026–2027 District Improvement Plan organizes the district's work into three goals and 22 initiatives: Well-Being and Safety (6), Teaching and Learning (11), and Operational Excellence (5). Each initiative names the administrators responsible, the actions planned by quarter, and the data the district will report.

Three commitments shape the year. The district continues to build its safety and climate infrastructure recognizing that important iterative steps can be taken each year. That work includes piloting the SEL universal screener in all six elementary schools, formalizing the two-tier emergency communication protocol, restoring a third School Resource Officer, planning student safety through Hillcrest construction, and completing the restorative practices training required under state law.

Second, the district sharpens instruction and measurement. Gap-reduction targets are set for every grade 3–8 subject cell, a cohort growth measure is added for grades 4–8, and administrators will conduct more than 3,600 Learning Walks. Trumbull High School hosts its decennial NEASC accreditation visit in September 2026.

Third, the district strengthens operations. Transportation resets under new management and new routing software, the Hillcrest Middle School construction project moves into active tracking, and the district establishes its first formally reported staff retention metric.

Progress is reported to the Board semi-annually. Initiatives that become standard district practice are marked Embedded and move out of annual tracking.

*Embedded Initiative: an initiative that has become standard district practice and no longer requires annual Improvement Plan tracking.

GOAL 1 — WELL-BEING & SAFETY

#	Initiative	Description & Key Actions	Leading Indicators / Quarterly Data
1.1	Implement Pilot SEL Screener within MTSS Framework — Key Persons Responsible: Dean Catalano, Stacy Murphy, Building Leaders	Pilot the screeners for the SEL components of MTSS framework. The CASEL↔VoG crosswalk is complete; the TPS universal screener has been developed. This year's work focuses on piloting the screener at all six elementary schools. Key actions: Finalize universal screener protocol and train all relevant staff by Q1; launch pilot with fidelity checks by Q2; conduct mid-year data review with steering committee; complete end-of-year evaluation with clear recommendation for 2027–28 sustainability.	• Q1: Screener training completion rate (target: 100% of relevant staff) • Q2: 100% of elementary schools implementing screener with fidelity • Q3: Screener data reviewed; interventions adjusted • Q4: Districtwide implementation rate;
1.2	Emergency Communication Protocol — Communication App (Tier 1) & Infinite Campus (Tier 2) Key Persons Responsible:	Trumbull Public Schools is formalizing a two-tier emergency communication protocol that was piloted at the close of 2025–26. The protocol ensures that key district and community stakeholders are alerted rapidly and consistently whenever a potential safety issue arises. Tier 1 — Communication App (currently Remind): The Superintendent sends a concise, immediate alert to approximately 120 designated recipients including building principals, central office administrators, Town officials, police, and key staff members. This rapid notification puts all stakeholders on alert and allows each to begin taking appropriate preparatory action within their sphere of responsibility. Tier 2 — Infinite	• Q1: Written protocol finalized; recipient list confirmed and updated (~120) • Q2: After-action review of any activations; protocol functioning as designed • Q3: Recipient list updated; any protocol refinements documented • Q4: Tabletop exercise completed; Full-year evaluation complete; recommendation for Embedded* status 2027–28

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	Marty Semmel, Sue Iwanicki, District Safety Team	Campus: Once a fuller picture of the situation is available, the Assistant Superintendent (or Superintendent) sends a more detailed IC message to the same recipient group, providing situational context, confirmed facts, and the steps being taken by the district. Key actions: Q1 — finalize and publish the written protocol document including example trigger criteria, approved recipient list, and message templates for both tiers; Q2 — conduct the first formal after-action review of any real activations that occurred, at the District Safety Meeting; assess whether the protocol functioned as intended. Q3 — refine protocol based on after-action findings; confirm recipient list is current and accurate. Q4 — conduct a tabletop exercise with Cabinet and building principals to practice the protocol under a simulated scenario. Evaluate the protocol's effectiveness across the full year; prepare for transition to Embedded* status in 2027–28.	
1.3	Staff Wellness — Union Partnership & Collaborative Action Key Persons Responsible: Joe Chella	Staff well-being is explicitly identified as one of the district's Core Beliefs. During the 2026–2027 school year, Trumbull Public Schools will take a collaborative approach by partnering with the Teachers' Union and other employee bargaining units beginning in the first quarter to co-design wellness supports that are meaningful, practical, and trusted by the employees they are intended to serve. Key actions: Q1 — convene a joint district-union wellness working group; discuss and implement needs assessment; identify the top three priorities staff want addressed. HR Dept to engage in a campaign to ensure that staff are aware of EAP and Insurance Benefits. Q2 — launch the first round of collaboratively designed wellness supports (two events: examples may include peer recognition programs, physical wellness programs, emotional wellness programs, social opportunities, etc). Q3 — mid-year check-in with union partners; adjust supports based on participation data. Q4 — end-of-year wellness check-in; formal joint report to Cabinet.	• Q1: Joint working group convened; Brainstorm potential ideas and ask all staff to rank top choices. (Sept) • Q2/Q3: At least two wellness supports launched; participation tracked; Create a satisfaction survey and administer to participants • Q4: Review participation rates and satisfaction data and complete End-of-year evaluation; Discuss ideas for next year.
1.4	Safety, Security & Construction — SROs, CSTAG Implementation & Hillcrest Safety	2026–27 brings three significant safety-related developments that warrant a dedicated initiative: (1) the anticipated reinstatement of a third School Resource Officer (SRO) through the Trumbull Police Department, restoring full SRO coverage across the district; (2) proactive student safety planning during the construction of the new middle school replacing Hillcrest Middle School; and (3) continued districtwide	• Q1: Third SRO confirmed; Hillcrest safety plan drafted; CSTAG rollout plan and DCRT team assignments confirmed by building • Q2: SRO integration confirmed in all buildings; first CSTAG-informed review cycle complete

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	Key Persons Responsible: Marty Semmel, Kevin Dion, Bryan Rickert, Stacy Murphy	implementation of Comprehensive School Threat Assessment Guidelines (CSTAG) protocols by the District Crisis Response Team (DCRT), following completion of CSTAG training in March 2026. Key actions: Q1 — confirm third SRO assignment and integrate into building safety protocols; develop a Hillcrest construction safety plan including signage, traffic/pedestrian flow, emergency egress, and student supervision protocols during the construction period; confirm the CSTAG protocol rollout plan and multidisciplinary threat-assessment team assignments by building. Q2 — SRO integration check-in with principals; review Hillcrest construction safety plan with the building team; conduct the first full CSTAG-informed threat assessment review cycle with a DCRT debrief. Q3 — mid-year safety audit across all buildings; Hillcrest construction progress review; mid-year CSTAG fidelity audit across buildings. Q4 — full safety report to Cabinet and BOE; student and staff climate survey results; full-year CSTAG implementation review with a recommendation on DCRT's status (Embedded* vs. continuing) for 2027–28.	• Q3: Mid-year safety audit complete; Hillcrest construction safety reviewed; CSTAG fidelity audit complete • Q4: Annual safety report; student/staff climate survey; full-year CSTAG implementation rate reported; DCRT Embedded*-status recommendation for 2027–28
1.5	District Communication & Stakeholder Engagement Key Persons Responsible: Marty Semmel, Central Office Cabinet, Union Leadership	Further strengthening communication, collaboration, and stakeholder engagement across the district is a defining priority for 2026–27 — built on a consistent, visible presence in every building, regular structured dialogue with leadership from all bargaining groups, and a new direct channel for student voice at the secondary level. Key actions: Q1 — establish a recurring building-visit calendar for the Superintendent and Cabinet across all schools; launch the Superintendent's Council, a monthly student leadership group for grades 8–12 meeting at Trumbull High School; confirm a standing meeting schedule with leadership from each bargaining unit (Teachers Association, paraeducators, custodial/maintenance, administrators); Confirm bi-monthly meetings with the PTA Council and additional three meetings with the PTA General Council. Q2 — first full cycle of building visits complete; Superintendent's Council convenes at least twice; bargaining group meetings held on schedule; early themes documented; Superintendent and/or Assistant Superintendent Attendance at all PTA Council bi-monthly and general council meetings. Q3 — mid-year check-in on building visit consistency and stakeholder meeting attendance; Superintendent's Council gathers formal student feedback on a district topic. Q4 — full-year review of visit cadence, bargaining group meeting	• Q1: Building-visit calendar published; Superintendent's Council launched; stakeholder group meeting schedules confirmed • Q2: Building visits on pace; Council convened 2+ times; stakeholder meetings held as scheduled • Q3: Mid-year attendance/consistency check; Council feedback session completed • Q4: Full-year visit completion rate; Council participation summary; stakeholder group meeting fidelity report

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		fidelity, and Superintendent's Council participation; student feedback synthesized and shared with Cabinet.	
1.6	School Climate & Restorative Practices Key Persons Responsible: Dean Catalano, Stacy Murphy	Trumbull Public Schools is developing a systematic and cohesive approach to enhancing school climate by integrating restorative practices and social-emotional learning — building positive school communities, strengthening relationships, and supporting well-being, belonging, engagement, and positive behavior. This work satisfies state requirements: school climate improvement plans must align to school climate standards (Sec. 10-222hh), and a core group of staff will be trained in advanced restorative practices (Sec. 10-222ii). The core-group train-the-trainer training is scheduled for July 13–16, 2026 (four full days), positioning the district to launch districtwide PL early in the school year. This work complements Initiative 1.1 (SEL Screener/MTSS rollout) by building the restorative-practices and school-climate infrastructure alongside it.	Key actions: Q1 — core group of staff completes train-the-trainer restorative practices training (July 13–16, 2026, four full days), satisfying Sec. 10-222ii; review and align school climate improvement plans to state climate standards (Sec. 10-222hh); convene SEL committee and set a regular meeting/feedback cadence to buildings; pilot the SEL screener at the elementary level. Q2 — trained core group launches the districtwide professional learning plan for restorative practices, building staff knowledge and capacity while creating engagement opportunities for students, families, and the community; continue MTSS-framework PL sessions on the SEL framework (CASEL/VoG) and SEB interventions at each tier. Q3 — mid-year review of restorative practices PL participation and elementary SEL screener pilot results; SEL committee reports feedback themes back to buildings; adjust PL plan based on findings. Q4 — end-of-year evaluation of climate plan alignment, restorative practices training completion, and SEL screener pilot outcomes; recommend next steps (expand pilot, Embedded* status, or continued monitoring) for 2027–28.

GOAL 2 — TEACHING & LEARNING

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2.1	Student Outcome Data (Lagging Data) Key Persons Responsible: Christina Hefele, Marty Semmel, Sue Iwanicki	Collect and analyze the District Performance Index (DPI) and each school's School Performance Index (SPI) from EdSight. The district will pull 3 years of historical DPI/SPI data alongside FY26 results (expected to be finalized by CSDE in late November 2026) to establish a multi-year trend, benchmarked against Trumbull's Connecticut District Reference Group (DRG B) peers. Key actions: In Q1, DPI data from FY23, FY24, FY25 for all DRG B districts will be collected in one location by Office of T&L. A "Reach" Elementary School, Middle School, and High School in DRG B or A will be identified. SPI data from those reach schools will be collected alongside Trumbull Schools for FY23, FY24, FY25. In Q2, FY26 DPI/SPI data will be added to the collection when available. In Q3, analyze opportunities for district and school improvement. In Q4, incorporate selected opportunities into 2027-2028 DIP.	• Q1: 3-year DPI/SPI trend pulled from EdSight, Reach schools identified for Elementary, Middle, and High School • Q2: Add FY26 DPI/SPI data • Q3: Opportunities identified through data analysis • Q4: Selected opportunities included in 2027-2028 DIP
2.2	Academic Benchmark (YOY and Cohort) & Gap Reduction (Lagging Data) Key Persons Responsible: Sue Iwanicki, Marty Semmel, Christina Hefele, Building Principals	For grades 3–8 scoring below 80% on SBA, the school strives to increase its score by at least 25% of the distance between its current score and 80%. For example, a school with 70% of students reaching goal on Grade 3 ELA would need to reach at least 72.5% ($70 + 0.25 \times (80 - 70) = 72.5$) the following year. Any grade/subject cell within 5 points of 80% (currently scoring 75–79%) has a target of 80% outright rather than 25% of its remaining gap. Schools already meeting or exceeding 80% will maintain or improve performance while increasing the percentage of students achieving the highest level of proficiency. This year, the district will also formally add a cohort-growth measure alongside the proficiency target for grades 4–8: Each school will track cohort data in Math and ELA for grades 4-8 as a parallel, separate metric. The same performance expectations as identified in the above paragraph are applied to this measure as well. Key actions: Q1 — calculate FY27 targets for every grade 3–8 school/subject cell using the two-tier structure above; communicate all targets to principals and teacher leaders through the PLC structure. Q2 — review i-Ready mid-year data as a leading indicator against each school's SBA target (grades 3–8); identify schools trending off-pace. Q3 — continue leading-indicator monitoring; prepare a root-cause-analysis protocol for any grade 3–8	• Q1: FY27 targets calculated for every grade 3–8 school/subject cell (gap-reduction, backstop, or elevation); • Q2: Review iReady midyear Data • Q3: Root Cause Analysis on missed targets in relation to iReady results • Q4: SBA results vs. targets; root-cause analyses initiated for any missed targets;

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2.3	Leading Measures Towards EOY Growth Key Persons Responsible: Sue Iwanicki, Dean Catalano, Building Principals	school/subject cell projected to miss its target. Q4 — SBA results reviewed against gap-reduction targets; any school/subject cell that misses its target enters the root-cause-analysis protocol rather than a repeated flat target, with findings presented to Cabinet and a support plan developed for 2027–28; K-8 Schools will use rich systems of Multi-Tiered Systems of Support to identify students in need of intervention. Based on progress monitoring data and data from leading indicators, teams will collaborate to provide high-quality instruction and improve student learning. The following key assessments will be used: DIBELS Progress Monitoring will be used to systematically progress monitor foundational skills and IABs will be used to monitor grade level standards mastery. TNTP K-5 ELA Observation Protocol Rubric and TPS K-8 Teacher Clarity Instructional Rounds Observation Protocols will be used to measure teacher refined instruction. iReady and PSAT will be used to identify specific domains in need of increased instructional support.	ELA Growth Goal for Grades K,1, and 2 Foundational Skills and Fluency Students performing <u>one-to-two grade levels below benchmark</u> (below and well below) will be measured in decoding accuracy and automaticity in biweekly intervals to reach: 80% or above at the next progress level band (or more) on Nonsense Word Fluency (NWF) in K or Oral Reading Fluency (ORF) in Grade 1 and 2 by end of year. ELA and Math Growth goals for Grades 3-8. Students performing <u>Below Standard</u> as measured by Interim Assessment Blocks (IAB) will be measured on grade level standards on an additional IAB to demonstrate growth in the next performance band to reach: 80% or above will achieve standard mastery on the additional Focused Interim Assessment Block by End of Year. 75% or more of students performing one or more grade levels below benchmark as measured by the iReady benchmark assessments will achieve their Annual Typical Growth by End of Year.

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2.4	Ensuring High-Quality Teaching ELA Key Persons Responsible: Sue Iwanicki, Building Principals	K-8 schools will demonstrate the impact of improved literacy instruction by: - Supporting teacher capacity to refine instruction and respond to student needs while remaining grounded in the TPS curriculum guides and pacing. - Targeted collaborative planning and peer observations that optimize the delivery of the TPS compendium of resources - Ongoing professional learning, PLCs and staff meetings. THS will demonstrate the impact of improved literacy instruction by: - A focus on Tier 1 instructional strategies and data analysis (PSAT, SAT, Common Summative Assessments Q1, Midterm, Q3, Final) - For PSAT 8/9 and PSAT 10/11, the THS improvement plan will specifically identify target goals for students reaching at least a 600 on the Reading portion of the SAT and the overall Average score in reading for any grade taking a form of the PSAT/SAT. - For PSAT 8/9, the THS improvement plan will analyze past performance and identify targets based on performance bands	To accomplish Growth Goals in 2.3: - Tri1: Administer baseline DIBELS, iReady, and IAB assessments and begin biweekly progress monitoring. - Tri2: Analyze data from Trimester 1 to assess student needs. Re-administer DIBELS, iReady, and IAB assessments to determine growth. Monitor and adjust accordingly. - Tri3: Re-administer DIBELS, iReady, and IAB assessments to determine growth. Produce EOY results.
2.5	Ensuring High Quality Teaching Math Key Persons Responsible: Sue Iwanicki, Building Principals	K-8 schools will demonstrate the impact of improved mathematics instruction by: - Supporting teachers to consistently implement Tier 1 mathematics program grounded in high-quality curriculum, strategy-based fluency, and intentional use of mathematical models. Through three district Tier 1 Mathematics Instructional Practices, students will engage in rich problem solving, explain and justify their thinking, and communicate mathematical understanding using multiple representations. THS will demonstrate the impact of improved mathematics instruction by: - A focus on Tier 1 instructional strategies and data analysis (PSAT, SAT, Common Summative Assessments Q1, Midterm, Q3, Final) - For PSAT 8/9 and PSAT 10/11, the THS improvement plan will specifically identify target goals for students reaching at least a	To accomplish Growth Goals in 2.3: - Tri1: Administer baseline skills assessments, iReady and IAB assessments and begin regular progress monitoring. - Tri2: Analyze data from Trimester 1 to assess student needs. Readminister skills assessments, iReady and IAB assessments. Monitor and adjust accordingly. - Tri3: Re-administer skills assessments, iReady, and IAB assessments to determine growth. Produce EOY results.

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		600 on the Math portion of the SAT and the overall Average score in Math for any grade taking a form of the PSAT/SAT. For PSAT 8/9, the THS improvement plan will analyze past performance and identify targets based on performance bands	
2.6	Ensuring High Quality Teaching Science Key Persons Responsible: Sue Iwanicki, Building Principals	K-8 schools will demonstrate the impact of improved Science instruction by: Supporting teachers to consistently implement Tier 1 Science program grounded in high-quality curriculum, exploration of cross-cutting concepts, disciplinary ideas, as well as the Science & Engineering processes. Through three grade level band specific NGSS dipsticks, students will engage in-depth understanding of content and develop the key skills of— communication, collaboration, inquiry, problem solving, and flexibility in science.	- Tri1: Administer baseline skills assessments such as dipsticks and/or Inner Orbit assessments. - Tri2: Analyze data from Trimester 1 to assess student needs. Readminister dipsticks and/or Inner Orbit assessments. Monitor and adjust accordingly. - Tri3: Re-administer skills assessments, dipsticks and/or Inner Orbit assessments. Produce EOY results.
2.7	The Balanced Classroom: Intentional Tech in the Age of AI Key Persons Responsible: Christina Hefele, Marty Semmel, Sue Iwanicki, Technology Committee	To re-envision technology use in Trumbull Public Schools with a focus on intentional and purposeful use to support student learning outcomes. To help educate students, parents, and teachers on how to promote a healthy media balance. - Establish a districtwide technology committee to include a variety of stakeholders including teachers, admins, technology representatives, BOE representation, student representation, parent representation to create the new 3-year technology plan with a redefined vision that supports purposeful and intentional use in our classrooms. - Complete device analysis for each grade level in elementary, middle, and high school levels and implement changes as needed for the 2027-2028 school year in alignment with providing a healthy digital balance in schools. - Create a crosswalks document that outlines the assured digital citizenship experiences for each level K-12 to ensure responsible, ethical use of technology in an ongoing changing digital world.	- Q1: Establish a districtwide technology committee to include a variety of stakeholders to create the new 3-year technology plan and publish the monthly meeting dates and topics for the 2026-2027 school year. - Q2: Complete device analysis for each grade level in elementary, middle, and high school levels and implement changes as needed in the 2027-2028 budget. - Q3: Create a crosswalks document that outlines the assured digital citizenship experiences for each level K-12. - Q4: Present the new 3-year technology plan to the Board of Education with the redefined vision for technology in our schools with a focus on a healthy media

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		- The technology committee will create a new 3-year technology plan with a focus on a healthy media balance with planned intentional use of technology incorporating stakeholder feedback. - Provide ongoing professional development for teachers and staff in implementing technology with purpose and intention and deciding when technology is the best tool and when off-line activities are better suited for the task. - Provide ongoing support to teachers and staff on best practices to navigate student technology use in the age of AI aligned with curriculum goals. - Provide on-going support for parents regarding promoting a healthy digital balance via newsletter articles, workshops and current trends in educational technology throughout the 2026-2027 school year.	balance with planned intentional use of technology.
2.8	NEASC Accreditation Visit — Final Preparation & Response Key Persons Responsible: Todd Manuel	Trumbull High School will host its decennial NEASC (New England Association of Schools and Colleges) accreditation visit in September 2026, the culmination of several years of self-study work already reflected in past District Improvement Plans, including NEASC-aligned curriculum evaluation, common formative assessment work, and vertical alignment in the English and Mathematics departments. A successful visit and accreditation outcome is a high priority for the Board of Education. Key actions: Q1 — complete final school summary report and submit to NEASC leadership and host logistics ahead of the September visiting-committee visit; ensure staff, students, and facilities are fully prepared; respond promptly to any preliminary feedback shared by the visiting committee at the close of the visit. Q2 — review the visiting committee's formal written report once received; develop a response and action plan for any recommendations or areas for growth identified. Q3 — implement priority actions from the NEASC report; update the Board on progress. Q4 — full-year status report to Cabinet and the Board on accreditation outcome and follow-up action completion.	- Q1: School summary report finalized; visit hosted successfully in September; preliminary committee feedback received and initial response underway - Q2: Formal NEASC report received; action plan developed for any recommendations - Q3: Priority actions from the report implemented; Board updated on progress - Q4: Full-year status report on accreditation outcome and follow-up completion
2.9	Special Education Transition	Trumbull Public Schools is developing a special education transition program aligned with newly issued state standards and professional development expectations. This work aligns post-high-school programming (e.g., ELITE) with the new state framework and builds	Q1: State standards reviewed; ELITE alignment gap analysis complete; brochure drafted

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	Programming — State Standards Alignment Key Persons Responsible: Dean Catalano, Special Education Administrators, Building Principals	staff capacity across grades 6 through post-high-school to deliver state-mandated transition models. The district is also preparing documentation for an anticipated State site visit. Key actions: Q1 — review new state transition standards; align post-high-school programming (ELITE) to the updated framework; develop the informational brochure outlining program components and standards alignment. Q2 — develop and launch a professional development schedule for relevant certified and non-certified staff, grades 6 through post-high-school, incorporating state-mandated transitional models. Q3 — build out the full alignment matrix mapping programming aspects to corresponding standards; refine brochure based on Cabinet/PPS feedback. Q4 — finalize all alignment documentation, brochure, and matrix; confirm staff and materials are ready for the anticipated State site visit.	• Q2: PD schedule finalized and launched; % of grades 6–post-HS staff trained • Q3: Alignment matrix complete; brochure finalized • Q4: Final alignment documentation complete; site visit readiness confirmed
2.10	High-Quality IEP Goals & Objectives (SMART) Key Persons Responsible: Dean Catalano, Special Education Administrators	Trumbull Public Schools is working to ensure IEP goals and objectives are high-quality, SMART, and consistently aligned to student data — with regular progress monitoring and instructional adjustments based on that data. A Fall/Winter 2025–26 baseline review of 55 goals identified clear areas of relative strength (standards alignment) and clear areas needing support (scaffolded progression, defined baseline data, progress-monitoring schedules). Rather than set fixed percentage targets against a first-year baseline, the district will run a consistent quarterly review-and-adjust cycle, using the same rubric each quarter to track where goals stand and what instructional support is being provided in response. Key actions: Q1 — review baseline IEP audit data by category; identify staff/teams with greatest need; design training sequence targeting scaffolding, baseline data, and progress-monitoring schedules. Q2 — deliver training with modeling and immediate feedback on writing measurable, data-based goals; launch ongoing coaching cycle with PPS Leadership. Q3 — conduct mid-year IEP goal review using the same rubric; identify goals/staff needing follow-up support; document specific instructional adjustments made in response to review findings. Q4 — conduct end-of-year IEP goal review; summarize movement by category since baseline; identify remaining priority areas and carry them into 2027–28 planning.	• Q2: Training delivered (% of relevant staff attending); coaching cycle launched with defined follow-up protocol • Q3: Mid-year review completed using same rubric; # of goals/staff flagged for follow-up; documented instructional adjustments made • Q4: End-of-year review completed; category-by-category comparison to baseline (directional, not target-based); priority areas carried forward to next year's plan

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2.11	District Wide Learning Walks Key Persons Responsible: Marty Semmel, All Administrators	District and School administrators are actively engaged in the teaching and learning process through Learning Walks. Each administrator will actively complete 10 Learning Walks per month (September through May). These learning walks will use the District-Wide Learning Walk Google Form and last for approximately 10 minutes per Learning Walk. With over 40 administrators conducting 10 Learning Walks per month, the district will have an opportunity to see over 3600 classroom snapshots and provide information that will support future professional development opportunities. In addition to other key instructional components, learning walks will focus on the use of Learning Targets by all teachers. These Learning Targets are part of the district's work on Teacher Clarity. Key Actions: Q1 – Review Learning Walk Google Form and Expectations with all TPS Admin. Q2 – Review and analyze aggregate data from collective Learning Walks during PLC. Identify strengths and weaknesses and possible next steps. Data is shared with BOE. Q3 – Review and analyze updated Learning Walk Data during PLC and identify strengths, weaknesses and possible next steps. Q4 – Complete a final review of Learning Walk data and use the information to inform the 2027-2028 District Improvement Plan and Professional Development Planning.	Q1: Learning Walk expectations reviewed along with Learning Walk Google Form Q2: Learning Walk Data is analyzed and possible next steps are discussed in PLC. Data is shared with the BOE Q3: Learning Walk Data is analyzed and possible next steps are discussed in PLC Q4: Final Learning Walk Data is reviewed by PLC and DIP 27-28 considers the data.

GOAL 3 — OPERATIONAL EXCELLENCE

#	Initiative	Description & Key Actions	Leading Indicators / Quarterly Data
3.1	Transportation Reliability & Communication Key Persons Responsible: Kirsten Burgos, Kevin Dion	Transportation was the district's most visible operational challenge in 2025–26, with significant issues in routing and parent communication. 2026–27 marks a fresh start: a new Transportation Manager, new routing software, tablet-equipped buses for drivers, and two additional buses to address overcrowding. Key actions: Q1 — establish baseline metrics for on-time arrival and parent app adoption; confirm overcrowding resolution with the two new buses; confirm tablet rollout to all buses. Ensure that Durham provides summer support per contract; Review and confirm routes and hours before the start of the school year; Review and confirm regular transportation routes are on budget from the start of the school year; Review current external	• Q1: Baseline on-time %; app adoption %; overcrowding status; Confirm route status; confirm budget • Q2: Mid-year route audit; parent satisfaction survey • Q3: Routing adjustments made; tablet utilization confirmed • Q4: Full-year on-time rate; app adoption; parent survey results

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		transportation request process and ensure timely and effective response from Transportation staff. Q2 — mid-year review of routing software effectiveness; parent satisfaction survey; Review current monthly invoicing information provided by Durham and modify if needed to make invoices easier to identify costs and prepay reductions. Q3 — refine routes based on mid-year data. Q4 — full-year evaluation; report to BOE.	
3.2	Staff Retention & Culture Metrics — Exit Data Baseline & Expanded Stay Interviews Key Persons Responsible: Joe Chella	Beginning in the 2025–2026 school year, the district implemented a systematic process for categorizing certificated staff departures, including retirements, departures to other districts (with documented reasons), and other forms of separation. While this information has been collected, it has not yet been formalized into a reported retention or turnover metric. During the 2026–2027 school year, FY2026 will serve as the district's official baseline year, with FY2027 performance measured against this baseline to establish Trumbull Public Schools' first formally reported staff retention metric. Key actions: Q1 — finalize the FY26 exit-reason categorization (retirement / another district / other) as the official baseline, including the top cited reasons staff give for leaving for another district; establish a consistent retention-rate calculation methodology; expand the Stay Interview program beyond teaching staff to include all union groups (paraeducators, secretaries, custodians/maintenance, and other bargaining units), with a target of 40 total Stay Interviews for FY27; review and revise the current Stay Interview question set so it more directly surfaces actionable input for the district's wellness and retention strategies (Initiative 1.3). Q2 — Stay Interview data collection gets underway across all union groups using the revised question set. Q3 — Stay Interview themes reported to Cabinet; Exit Interview themes and FY27 departure data reviewed against the FY26 baseline; wellness supports from Initiative 1.3 cross-referenced against retention trends. Q4 — FY27 (to date) retention rate reported and compared to the FY26 baseline; Stay Interview completion rate reported against the target of 40; recommendations for FY28 Stay Interview scope and question set. This initiative connects directly to Staff Wellness (Initiative 1.3) — the wellness supports launched there will be evaluated in part through their impact on retention data here, and the expanded Stay Interview scope	• Q1: FY26 exit-data baseline finalized; retention-rate methodology established; Stay Interview scope expanded to all union groups; question set revised • Q2: Stay Interview data collection underway across all union groups • Q3: Stay Interview themes reported to Cabinet; Exit Interview themes and FY27 data reviewed against FY26 baseline • Q4: Full-year retention rate vs. FY26 baseline; Stay Interview completion vs. target of 40; FY28 recommendations

#	Initiative	Description & Key Actions	Leading Indicators / Quarterly Data
3.3	Hillcrest Middle School Construction — Capital Project Tracking Key Persons Responsible: Kevin Dion, Alison Pierce, Bryan Rickert	ensures that all union groups, not just teaching staff, have a voice in shaping those wellness supports. The new Hillcrest Middle School is the district's largest active capital project. Phase I and Phase II design were both completed under budget, and the project carries a 44% state construction reimbursement rate — well above Trumbull's typical 26% rate. 2026–27 is expected to bring the project from design into active construction, and the Board needs regular, structured visibility into budget, schedule, and milestone status throughout this phase. Key actions: Q1 — confirm construction start date, contractor mobilization, and referendum/funding status; establish a standing budget-to-actual reporting format for the Building Committee and BOE. Q2 — first formal construction progress report (percent complete vs. schedule, budget variance); confirm coordination with the student-safety plan tracked under Initiative 1.4. Q3 — mid-year construction and budget review; flag any schedule or cost risks to Cabinet and the Board. Q4 — full-year construction status report; updated occupancy/completion timeline for 2027–28. This initiative is intentionally scoped to project tracking — budget, schedule, and milestone status — and works in tandem with Initiative 1.4, which covers day-to-day student and staff safety during construction. Other items in the district's 5-Year Capital Plan (routine paving, HVAC, roofing, etc.) continue to be managed through the standard annual Capital Plan process and are not tracked individually in this Improvement Plan.	• Q1: Construction start date and funding status confirmed; budget-to-actual reporting format established • Q2: First formal progress report (% complete, budget variance) • Q3: Mid-year construction/budget review; risks flagged if any • Q4: Full-year status report; updated occupancy/completion timeline for 2027–28
3.4	Business Office – Good to Great Key Persons Responsible: Alison Pierce	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. During the 2025-2026 school year steps were taken to improve these processes and continue to build a strong, collaborative relationship between the Human Resources Department and the Business Office. This goal works to further develop our processes and develop this collaboration.	Q1-Q4: • Improve the accuracy and reliability of budget projections through proactive PO monitoring with quarterly administrator meetings • Increase capacity within the business office through professional development opportunities through Munis PACE training and cross-training to ensure staff are equipped to perform critical functions across all areas. • Strengthen communication, coordination, and shared accountability between Finance & Human Resources

#	Initiative	Description & Key Actions	Leading Indicators / Quarterly Data
			to foster seamless and efficient business operations. • Increase financial integrity by strengthening districtwide financial knowledge through proactive communication, support, and guidance of purchasing protocols, Board policies, budget monitoring, year-to-day reporting, year-end procedures, and business office best practices. • Enhance communication and transparency regarding the annual budget process by delivering timely updates, budget presentations, financial workshops, and easily accessible public budget resources that clearly communicate budget assumptions, financial trends, and district priorities and financial stewardship.
3.5	Building Use – Upgrade process Key Persons Responsible: Kevin Dion	The building use process in Trumbull has been completed using a paper and pencil process for years. Besides this being inefficient, this also creates multiple paper trails whereby needed signatures are returned to Long Hill on different paper copies. While we have improved our paper process and communication process during 2025-2026, there is still room for significant progress. In 2026-2027 we will create an effective building use process that captures all activities in the district and all costs associated and use an upgraded version of the School Dude software that will eliminate the need for paper copies and routing processes.	• Q2: Upgrade SchoolDude Software by Nov 2026 • Q3: Use existing software to create an automated process for requests, approvals, notifications, and invoicing. Update the software data to include current usable hourly rates. • Provide needed training to support staff to implement the system with fidelity • Communicate process and entry changes to the district staff and ensure staff can enter building use applications correctly. ex FAQ sheet • Q4: Evaluate effectiveness of new process and software and identify next steps

Appendix: Embedded Initiatives

The following initiatives have reached Embedded status — they are fully operational, sustained as standard practice, and no longer require active monitoring within the District Improvement Plan. They are preserved here to honor the substantial work that brought them to completion and to provide institutional memory for future planning.

These initiatives will continue to be maintained by their respective departments. Any significant deviation from embedded status would prompt their return to the active plan.

Initiative	Goal	Summary of Achievement	✓
District Safety Meetings	Safety and Wellness	Principal representatives from District Safety Team report out updates and initiatives at their respective Principal Level meetings	✓
Annual Table Top Exercise	Safety and Wellness	Annual District Wide Table-Top exercise conducted with presentation from multiple stake-holders	✓
Student Engagement	Safety and Wellness	Schools will institute protocols that identify disengaged youth and methods to increase belonging and attendance. Universal process/procedures have been identified for notifications, letters, contacts, and attendance meetings. Thresholds have been identified where an increase in the intensity of student and family support will occur. Goal is for every school to reduce chronic absenteeism to 5% or fewer.	✓
Vision of the Graduate	Teaching and Learning	The Vision of the Graduate for the Trumbull Public Schools is now embedded in the daily work of the district. All curriculum development will include the VOG as an important component in the development process. The skills and dispositions of the VOG a key component of the progress reports and/or report cards of all students. HS Counselors will intentionally reinforce VOG competencies through developmental lessons, individual planning, student goal setting, and college and career planning. Advisory at the high school will focus on one attribute to the VOG each month ensuring a school wide focus.	
Position Control System	Operational Excellence	Launched January 2024; now fully embedded. Weekly HR/Business Office meetings use the system for routine staffing and budget oversight. Accurate vacancy reports and savings calculations are standard practice.	✓
Electronic Onboarding (Munis Personnel Actions)	Operational Excellence	Went live November 2024. Fully electronic onboarding now standard, including Entry/Exit Inventory process. No longer requires active monitoring.	✓
PPS Digital Space (Case Manager Manual, 504, MTSS)	Operational Excellence	Built on Google Sites; Section 504 fully revised digitally; Learning Library in progress. Digital-first model embedded across Pupil Personnel Services.	✓
Educator & Leader Evaluation Plan (PDEC)	Operational Excellence	New plan written by ELESC, approved by Board, fully rolled out. Sample goals and Q&A guidance published on website. Feedback positive.	✓