



**NEW LONDON
PUBLIC SCHOOLS**

DISTRICT IMPROVEMENT PLAN

Year 3 of 3

NLPS 2024



NEW LONDON PUBLIC SCHOOLS STRATEGIC PLAN 2022-2024 6 FOCUS AREAS



Strong Programs
for Early Childhood
Success



Equitable and
Culturally Relevant
Instructional
Practices for
Students' Academic
Achievements



Dedication
and Promotion of
our Innovative and
Expanding Magnet
Pathways



Welcoming and
Supportive Positive
School
Environments



Commitment to
Ongoing
Empowerment and
Engagement of
Families and
Partners



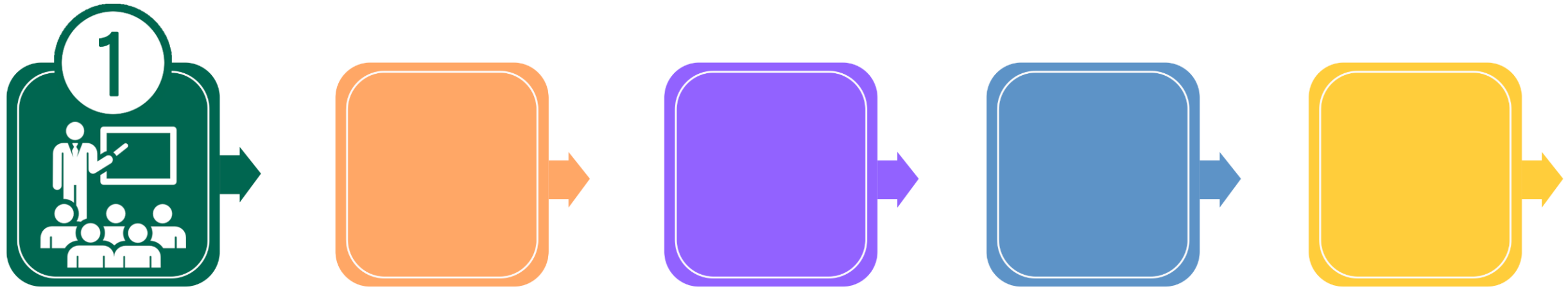
Recognition and
Appreciation of All
who Support the
Vision to
Unite in Excellence

VISION

United in Excellence

MISSION STATEMENT:

To educate and graduate students who specialize in one of the three themed Magnet pathways: International Education, STEM, and Visual & Performing Arts, who are well versed in the academic knowledge and practical experiences necessary to exceed beyond high school; who are critical thinkers and innovators; who are courageous and self-reliant; and who challenge the status quo while enriching their community, country, and global society.



THEORY OF ACTION 1: *Student Achievement*

If we design and implement rigorous, research-based instruction and interventions aligned with a viable standards-based curriculum and aligned assessments, then our students will achieve at higher levels.

Focus areas for work surrounding Student Achievement include:

- Strong Early Childhood + Elementary Education Programs
- Commissioner's Network/Turn-A-Round Goals
- Magnet Pathway Curriculum Development + Integration
- Differentiated Instruction
- Athletics
- After School Programming
- Innovation - Alternative Education, Dual Enrollment and College and Career Innovation Center
- Student Achievement Data Dashboards



Student Achievement

Curriculum, Instruction and Academics:

We will design and implement rigorous, research-based instructional practices to ensure the academic performance of all students.

THEORY OF ACTION	If we design and implement rigorous, research-based instruction and interventions aligned with a viable standards-based curriculum and aligned assessments, then our students will achieve at higher levels.
STATEMENTS OF RATIONALE	“The single most important initiative a school or district can engage in to raise student achievement is to implement a guaranteed and viable curriculum.” (Marzano, 2003) Quality instruction has consistently been found to have cumulative and long-lasting positive effects on student learning. identified a significant school-based factor in student achievement (EdWeek Special Report, 2011)

			Fall, 2023	Winter, 2023	Spring, 2024
District Focus Areas:	District Strategies/Actions:	S.M.A.R.T. Goals (where applicable)	Beginning of-Year Data	Middle-of-Year Accomplishments	End-of Year Results
1 A Commitment to Fostering Strong Early Childhood and Elementary Education	<p>PreK-Grade 3 Early Childhood Education: NLPS believes in the importance of capitalizing on early childhood initiatives, as supporting young children’s healthy growth and development puts them all on track for life-long successes.</p> <p>NLPS has taken action to begin and lead several early childhood initiatives as outlined next.</p>	<p>PreK: NLPS will expand PreK offerings to be able to serve more young children and families.</p> <p>By the end of SY 24, students in the PreK program will demonstrate increases in both their overall growth and proficiency levels, regarding phonological awareness skills and phonics skills</p>	<p>NLPS was able to gain additional spaces at Shaw’s Cove with the Board’s support. The design of this space is currently under construction.</p> <p>Play-based learning and language development continue to be a grounding tenant of the PreK program.</p> <p>Baseline data for PreK students is in the process of being collected now.</p>	<p>We are gathering State and City construction guidelines and have been surveying staff for their input on design, programming, etc.</p> <p>Play-based learning and language development is ongoing with resources being shared with certified and non-certified staff to support students' development of communication skills.</p> <p>Mid-year data for Pre-K students is in the process of being collected. Baseline data showed a need to continue to focus on phonological awareness skills.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: BP Mission has served young children at its capacity and maintains a wait list. Additional families have been served through partnerships with Child and Family, New London Youth Affairs, Birth Support, Education, and Beyond (BSBE), and through visits to the site for speech, OT, and PT services (PALs programs).</p> <p>GOAL ONGOING: PreK students demonstrated the following growth in their overall phonological awareness and phonics skills as follows:</p> <p><u>Phonological awareness:</u></p>

					<p>Fall = 0% students at Emergent or Consistent for 4-5 years old, 36% at Emergent or Consistent for 3-4 Years <u>Spring</u> = 29% Emergent or Consistent for 4-5 Years and 55% at Emergent or Consistent for 3-4 Years.</p>
	<p>K-3 Literacy Plan: By the end of SY 24, students in grades K-3 will demonstrate increases, in both their growth and proficiency levels, as measured by the iReady and DIBELS assessments.</p>	<p>The district’s comprehensive K-3 Literacy Plan remains in place and active. It will be implemented with fidelity. Elementary classroom walk-throughs will continue.</p> <p>Students are being assessed now to gain baseline data in iReady and DIBELS.</p>	<p>The K-3 Literacy Plan continues to be implemented with fidelity. Walkthroughs are ongoing. The baseline data was reviewed by the Instructional Leadership Team and building principals.</p> <p>The following were reviewed – typical growth, stretch growth, progress in reading and math domains through the iReady assessment.</p>	<p>GOAL ONGOING: K-3 Literacy Growth and Proficiency Level Gains: <u>Kindergarten- iReady Scores</u> Fall, 2023 – June 2024 Growth: 70% Proficiency: 62% <u>Kindergarten – DIBELS Scores</u> Fall = 21% Proficient Spring = 37% Proficient</p> <p><u>Grade 1- iReady Scores</u> Fall, 2023 – June 2024 Growth: 76% Proficiency: 43% <u>Grade 1 – DIBELS Scores</u> Fall = 27% Proficient Spring = 39% Proficient</p> <p><u>Grade 2- iReady Scores</u> Fall, 2023 – June 2024 Growth: 64% Proficiency: 37% <u>Grade 2 – DIBELS Scores</u> Fall = 30% Proficient Spring = 33% Proficient</p> <p><u>Grade 3- iReady Scores</u> Fall, 2023 – June 2024 Growth: 82% Proficiency: 43% <u>Grade 3 – DIBELS Scores</u> Fall = 36% Proficient Spring = 45% Proficient</p>	

	<p>K-3 Numeracy Plan: By the end of SY 24, the district, in collaboration with teacher teams, will have written, trained, implemented, and monitored a new district K-3 Numeracy Plan. This plan will follow the successful steps previously taken to create and implement a K-3 Literacy Plan in SY23.</p> <p>By the end of SY 24, students in grades K-3 will demonstrate increases, in both their math growth and proficiency levels, as measured by the various domains in iReady and other assessments as appropriate.</p>	<p>The district is in the initial stages of pulling groups of teachers together to develop a draft plan.</p> <p>“Kickstart” is a brand-new math intervention program chosen to be used as an intervention K-2 (after demonstrating success in its pilot trial program last school year.) This has been rolled out for use.</p> <p>Students are being assessed now to gain baseline data in iReady and Acadience (where appropriate). We have identified “numbers and operations” as a critical area for focus in our new K-3 Numeracy Plan, based on last years’ data.</p>	<p>Work on the early numeracy plan is almost complete and it will be rolled out to staff once it is completed.</p> <p>Kickstart (supplemental program) is being implemented with fidelity in small groups at the elementary level. Students in these groups are showing growth in base ten number concepts.</p> <p>Groups were made from the baseline data in the beginning of the year. Mid-Year data has been reviewed, new small groups have been formed and Cycle 3 has begun.</p>	<p>The district’s Numeracy Plan can be found here.</p> <p>GOAL ONGOING: Below are details regarding Growth and Proficiency in Numeracy Skills: <u>Kindergarten- iReady Scores</u> Fall, 2023 – June 2024 Growth: 100% Proficiency: 55%</p> <p><u>Grade 1- iReady Scores</u> Fall, 2023 – June 2024 Growth: 91% Proficiency: 38%</p> <p><u>Grade 2- iReady Scores</u> Fall, 2023 – June 2024 Growth: 58% Proficiency: 25%</p> <p><u>Grade 3- iReady Scores</u> Fall, 2023 – June 2024 Growth: 70% Proficiency: 29%</p>
	<p>Multi-age and Year-round Schooling: Offer unique multi-age and multi-year elementary schooling choices for young children and families.</p> <p>Increase magnet participation in these programs by 5%.</p>	<p>Year-round classrooms, for grades K/1, 2/3 and 4/5 are now in place and continue to gain popularity across schools and pathways.</p> <p>Year-round program options will be marketed in a variety of ways to surrounding districts.</p>	<p>Current enrollment for year-round is 90 students. Recruitment is ongoing.</p> <p>Year-round is currently marketed through all of our magnet recruitment events as well as when people register at the Welcome Center. An introductory video is being made to have a visual tool to also advertise this opportunity.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Increased registrations continue in year-round classes. One hundred seven families are now participating with more in the pipeline for beginning in July.</p> <p>Year-round programs continue to support magnet aims exceeding 25% out of district and R.I. compliance requirements.</p> <p>Year-round students are making incredible gains, outpacing peers.</p>

		<p>Development of a “Portrait of a Third Grade Graduate”: We aim to develop a resource guide for families and staff that outlines critical milestones young students should master at the end of each school year, K-3. This “Portrait of a Third Grade Graduate” will be completed by the end of SY 24.</p>	<p>Survey data, which aims to engage others in sharing input, will be gathered by the end of November. Focus groups will begin in January. A draft vision will be completed by March. A final Portrait of a Third-Grade graduate will be completed by June.</p>	<p>The timeline for this initiative is behind, however it seems this goal should really be in SY25. Informal conversations have occurred with families and staff, but a formal survey has not gone out.</p> <p>We are leveraging shared understandings of the CT ELDs (Early Learning Development Standards) and are co-developing and sharing a variety of home-school activities to help build a baseline for how we can work as a community to identify core indicators we value for PreK-3. We are also becoming NAEYC accredited at our PreK, which will drive some of these indicators. Therefore, continued work in building a shared understanding will continue with the outcome of this goal occurring in SY25.</p>	<p>GOAL ONGOING: This work continues. Drafts of visuals outlining the Portrait of a Third Grade Graduate are available this month. Teams will work to evaluate and refine the design and content over the summer with a full launch expected in SY2025.</p>
	<p>Grades K-5 Core Curricular & Instructional Initiatives: NLPS worked very hard over the past three years to ensure that a high-quality and well-balanced core curriculum is in place in all core content areas.</p> <p>Literacy skills are taught using authentic books, in multiple languages. Phonemic awareness and phonics are taught utilizing the <i>Foundations</i> word fluency program. Comprehension and writing are taught using the <i>Schoolwide</i> units of literacy instruction.</p> <p>Mathematics skills are taught highlighting students’ abilities to collaborative, think, and problem solve aligned to mastering conceptual understandings. The</p>	<p>New Curricular Goals: The district will train and support teachers with implementing the aims of “Building Thinking Classrooms” to align with Illustrative Math in grades K-12 by the end of SY 24.</p> <p>The new TCI Social Studies curriculum will be implemented, K-12, by the end of the 23-24 SY.</p> <p>The district will establish a committee to design a vision for science curricula criteria PreK-12, which offers a variety of enrichments in addition to Mystery Science and Catalyst Science.</p>	<p>A PD plan has been established and books are being purchased for teams to use. The study of “Building Thinking Classrooms” will begin to take place in late September at the secondary level, and in October at the elementary level.</p> <p>TCI has been purchased for all grades K-12. Secondary staff have been trained as it is the program they have previously used. A rollout for elementary schools will begin in the fall.</p> <p>We are currently exploring science programs beyond Mystery Science for elementary and beyond Catalyst Science for secondary. The shift from Catalyst is to find a program that has resources available in Spanish, as</p>	<p>Building Thinking Classroom training has occurred at all schools throughout the year. There is evidence of strong usage of the strategies in many classrooms throughout the district.</p> <p>No rollout has occurred for TCI at the elementary level due to the release of the new Social Studies Standards that do not directly align with TCI. We are in the planning phase of curriculum for the upcoming year.</p> <p>We continue to explore options that meet the needs of all our learners. There are a limited number of options that provide the support of a</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Small group instruction has remained the expectation and has been rolled out and supported across the district.</p>

	<p>district uses <i>Illustrative Mathematics</i> (I.M.) as its core program for teaching mathematics.</p> <p>A workshop approach, featuring a core mini-lesson followed by small group differentiated instruction and activities is the instructional model adopted by the district.</p>	<p>The district will explore and transition from Catalyst science.</p>	<p>well as more tiered instruction as a part of its core components.</p>	<p>bilingual text and/or sufficient support for MLL learners.</p>	
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<p>2</p> <p>Implement Commissioner’s Network Turn-A-Round Plans with Excellence, across both Secondary Schools</p>	<p>Commissioner’s Network State Department Turn-A-Round Plans: NLPS has partnered with the CT State Department of Education to design, develop, and implement solid school success plans for both Bennie Dover Jackson Middle School and New London High School Multi-Magnet Campuses.</p> <p>Both campuses are now supported by high amounts of funding as well as technical services of state personnel and instructional consultants who co-partner with NLPS’ secondary staff sharing in goals for student and staff achievements.</p> <p>Progress will continue to be made on the TACO (talent, academics, culture and climate, and operations) goals of the Commissioner’s Network Plan. Site visits with the State Department</p>	<p>Grades 6-8 Literacy Targets: Based on the previous year’s data, an emphasis will be placed on building vocabulary with a focus on differentiated instruction for all students, regarding literacy instruction.</p> <p>By the end of SY 24, students in grades 6-8 will demonstrate increases in both their ELA growth and proficiency levels, as measured by the iReady assessment.</p>	<p>Professional development has begun with the CN consultants on differentiation in the Tier 1 classroom. This is a continuation from last year with a focus on intentional planning.</p> <p>A group of teachers have also attended the first session of the state sponsored ReadConn training.</p>	<p>This focus continues. Evidence from the Commissioner’s Network mid-year audits show we have grown in Tier 1 instruction at the middle and high school levels. Survey responses from the audit also show teachers feel supported in this area.</p> <p>ReadConn training continues and has been done consistently at all three elementary schools, as well as the middle school.</p>	<p>GOAL ONGOING: Success continues in all areas of our Commissioner’s Network plan.</p> <p>The CT State Department is pleased with the continuous growth and progress of Bennie Dover and has blessed year 4 of our grant.</p> <p><u>Growth and Proficiency in Literacy:</u></p> <p>Grade 6 – iReady: Fall 2023 – June 2024 Growth Scores: 55% Proficiency Scores: 20%</p> <p>Grade 7 – iReady: Fall 2023 – June 2024 Growth Scores: 66% Proficiency Scores: 26%</p> <p>Grade 8 – iReady: Fall 2023 – June 2024 Growth Scores: 64% Proficiency Scores: 18%</p>

	<p>will be conducted on a bi-weekly basis and feedback will be provided.</p>	<p>Grades 9-12 Literacy Targets: Based on the previous year’s data, an emphasis will be placed on building vocabulary with a focus on differentiated instruction for all students. For students not taking iReady, a focus will be placed on utilizing PSAT results to assist with guiding instruction. We will also be closely monitoring success within grade levels and individual courses based on summative and formative assessments.</p> <p>By the end of SY 24, students in grades 9-10 will demonstrate increases, in both their growth and proficiency levels, as measured by the iReady assessment. Student achievements in literacy in other grades will be measured by PSAT scores.</p>	<p>Professional development has begun with the CN consultants on differentiation in the Tier 1 classroom. This is a continuation from last year with a focus on intentional planning.</p> <p>Teachers and students are preparing to take the PSAT in October. This assessment will provide us with a large amount of data to guide planning and instruction.</p>	<p>This focus continues. Evidence from the Commissioner Network mid-year audits show we have grown in Tier 1 instruction at the middle and high school level.</p> <p>Survey responses from the audit also show teachers feel supported in this area.</p> <p>PSATs occurred in October. We reviewed the data and it was consistent with SBA scores from the previous year. We are seeing an increase in the number of students in the “close to being on track range” compared to last year.</p> <p>More students have taken iReady with consistency at the HS level this year more than any other year. We are also seeing more growth in proficiency at the HS level than in years past.</p>	<p>GOAL ONGOING: Success continues in all areas of our Commissioner’s Network plan.</p> <p>The CT State Department is pleased with the continuous growth and progress at NLHSMC and has blessed year 4 of our grant.</p> <p><u>Growth and Proficiency in Literacy:</u> Grade 9 – iReady: Fall 2023 – June 2024 Proficiency Scores = 25%</p> <p>Grade 10 – iReady: Fall 2023 – June 2024 Proficiency Scores: 12%</p>
		<p>Grades 6-8 Numeracy Targets: Based on the previous year’s data, an emphasis will be placed on numbers and operations and algebraic thinking with a focus on differentiated instruction for all students.</p> <p>By the end of SY 24, students in grades 6-8 will demonstrate increases, in both their growth and proficiency levels, as measured by the iReady assessment.</p>	<p>Professional development has begun with the CN consultants on differentiation in the Tier 1 classroom. This is a continuation from last year with a focus on intentional planning.</p> <p>Shifts in the master schedule this year were made to better meet the needs of all students. A focus on “Building Thinking Classrooms” is also beginning in September.</p>	<p>This focus continues. Evidence from the Commissioner’s Network mid-year audits show we have grown in Tier 1 instruction at the middle and high school levels.</p> <p>Survey responses from the audit also show teachers feel supported in this area.</p> <p>Building Thinking Classroom training has occurred at all schools throughout the year. There is evidence of strong usage of the strategies in many classrooms throughout the district.</p>	<p>GOAL ONGOING: Success continues in all areas of our Commissioner’s Network plan.</p> <p>The CT State Department is pleased with the continuous growth and progress of Bennie Dover and has blessed year 4 of our grant.</p> <p><u>Growth and Proficiency in Numeracy:</u> Grade 6 – iReady: Fall 2023 – June 2024 Growth Scores: 43% Proficiency Scores: 12%</p> <p>Grade 7 – iReady: Fall 2023 – June 2024 Growth Scores: 57% Proficiency Scores: 10%</p> <p>Grade 8 – iReady:</p>

					Fall 2023 – June 2024 Growth Scores: 56% Proficiency Scores: 6%	
		<p>Grades 9-12 Numeracy Targets: Based on the previous year’s data, an emphasis will be placed on building foundational skills with a focus on pre-algebra skills for students in need. For students not taking iReady, a focus will be placed on utilizing PSAT results to assist with guiding instruction. We will also be closely monitoring success within grade levels and individual courses based on summative and formative assessments.</p> <p>By the end of SY24, students in grades 9-10 will demonstrate increases, in both their growth and proficiency levels, as measured by the iReady assessment. Student achievements in math in other grades will be measured by PSAT scores.</p>	<p>Professional development has begun with the CN consultants on differentiation in the Tier 1 classroom. This is a continuation from last year with a focus on intentional planning.</p> <p>Shifts in the master schedule this year were made to better meet the needs of all students. A focus on “Building Thinking Classrooms” is also beginning in September.</p> <p>Teachers and students are preparing to take the PSAT in October. This assessment will give us a large amount of data to guide planning and instruction.</p>	<p>This focus continues. Evidence from the Commissioner’s Network mid-year audits show we have grown in Tier 1 instruction at the middle and high school level. Survey responses from the audit also show teachers feel supported in this area.</p> <p>Building Thinking Classroom training has occurred at all schools throughout the year. There is evidence of strong usage of the strategies in many classrooms throughout the district.</p> <p>PSATs occurred in October. We reviewed the data, and it was consistent with SBA scores from the previous year. We are seeing an increase in the number of students in the “close to being on track range” compared to last year.</p>	<p>GOAL ONGOING: Success continues in all areas of our Commissioner’s Network plan.</p> <p>The CT State Department is pleased with the continuous growth and progress at NLHSMC and has blessed year 4 of our grant.</p> <p><u>Growth and Proficiency in Numeracy:</u> Grade 9 – iReady: Fall 2023 – June 2024 Proficiency Scores: 42%</p> <p>Grade 10 – iReady: Fall 2023 – June 2024 Proficiency Scores: 15%</p>	
	<p>Grades 6-12 Core Curricular & Instructional Initiatives: NLPS worked very hard over the past three years to ensure that a high-quality and well-balanced core curriculum is in place in all core content areas.</p> <p>Literacy skills are taught using authentic books, in multiple languages. Literacy skills are taught using the <i>Schoolwide</i> units of literacy instruction. Academic vocabulary is a focus area across all contents.</p> <p>Mathematics skills are taught highlighting students’ abilities to collaborative, think, and problem</p>	<p>New Curriculum to be Produced: By the end of the 23-24 SY World Language Units will be developed. A Culture Course Curriculum will kick things off at the elementary level at Jennings, Spanish at the Middle School and Spanish and French at the High School.</p>	<p>The Director of Academics will lead curriculum writing teams to develop units. Scope, sequence and materials are being identified.</p> <p>Updates will be shared with the BoE Curriculum Committee regularly.</p>	<p>The Director of Academics has hired a team of staff to work on World Language curriculum. They have met to review resources, establish meeting dates and map out Spanish curriculum work. Work is being done on the curriculum and a draft will be presented to the Curriculum Committee in late Spring.</p>	<p>GOAL ONGOING: Curriculum work began in the World Language Department in January. Scope and Sequences for Spanish I – Spanish IV have been developed and more work is being done this summer.</p>	
		<p>Development of a “Portrait of an Eighth Grade Graduate”: We aim to develop a resource guide for families and staff that outlines critical milestones young teens should master by the end of a school year. This work will be completed in SY24.</p>	<p>Survey data, engaging others in sharing input, will be gathered by the end of November. Focus groups will begin in January. A draft vision will be completed by March. A final Portrait of an Eighth-Grade graduate will be completed by June.</p>	<p>The timeline for this initiative is behind. Informal conversations have occurred with families and staff, but a formal survey has not gone out.</p> <p>We are leveraging shared understandings of the standards and instructional aims and are co-developing and sharing a variety of</p>	<p>GOAL ONGOING: This work continues. Drafts of visuals outlining the Portrait of an Eighth Grade Graduate are available this month. Teams will work to evaluate and refine the design and content over the summer with a full launch expected in SY2025.</p>	

	<p>solve aligned to mastering conceptual understandings. The district uses <i>Illustrative Mathematics</i> (I.M.) as its core program for teaching mathematics.</p> <p>Our new science curriculum, <i>Catalyst Science</i>, will continue to be implemented with fidelity, grades 6-12.</p> <p>A workshop approach, featuring a core mini lesson, followed by small group differentiated instruction and activities is the instructional model adopted by the district.</p>			<p>home-school activities to help build a baseline for how we can work as a community to identify core indicators we value for grades 6-8.</p> <p>Therefore, continued work in building a shared understanding will continue with the outcome of this goal occurring in SY25.</p>	
	<p>Development of a “Portrait of a Twelfth Grade Graduate”: We aim to develop a resource guide for families and staff that outlines critical milestones young adults should master by the end of a school year. This work will be completed in SY24.</p>	<p>Survey data, engaging others in sharing input, will be gathered by the end of November. Focus groups will begin in January. A draft vision will be completed by March. The final Portrait of a Twelfth-Grade graduate will be completed by June.</p>	<p>The timeline for this initiative is behind. Informal conversations have occurred with families and staff, but a formal survey has not gone out.</p> <p>We are leveraging shared understandings of the standards and instructional aims for college and career-readiness and are co-developing and sharing a variety of home-school activities to help build a baseline for how we can work as a community to identify core indicators we value for grades 9-12. Therefore, continued work in building a shared understanding will continue with the outcome of this goal occurring in SY25.</p>	<p>GOAL ONGOING: This work continues. Drafts of visuals outlining the Portrait of a Twelfth Grade Graduate are available this month. Teams will work to evaluate and refine the design and content over the summer with a full launch expected in SY2025.</p>	

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<p style="text-align: center;">3</p> <p style="text-align: center;">Magnet Pathway Curricular Coursework Development and Integration of Magnet Themes Across Core Content</p>	<p>Develop Third and Final Magnet Pathway; International Education: Engage staff, students, and families in a series of focus groups to develop a robust and exciting vision for the district’s third magnet pathway. Leverage teacher curriculum writing groups to develop high-quality curriculum and learning activities. Build extended partnerships with various local and regional partners to extend learning objectives beyond the classroom walls.</p>	<p>Develop Third and Final Magnet Pathway; International Education: Engage staff, students, and families in a series of focus groups to develop a robust and exciting vision for the district’s third magnet pathway. Leverage teacher curriculum writing groups to develop high-quality curriculum and learning activities. Build extended partnerships with various local and regional partners to extend learning objectives beyond the classroom walls.</p>	<p>Focus groups began last year and a high-level overview of the vision for the program is complete. This was presented to the Board of Education in September.</p>	<p>We continue to build the outline of this pathway by engaging additional partners and building curriculum. We are actively writing the operation plans for CB Jenings K-5, IE at BDJ and 9-12 at NLHSMMC.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: The final outline of our third magnet pathway, International Education, is completed! This was presented to SDE Magnet Office leaders in June and they, too, were very excited and impressed. Curricular content work will continue this summer as we prepare to fully launch this pathway in SY2025.</p> <p>On June 18th we received a call from the SDE that they are approving our request to fully magnetize Jennings School starting immediately. We are so proud and excited!</p>
	<p>Magnet Curricular Units of Instruction: New London Public Schools seeks to offer unique magnet theme courses and embedded theme integration units in each of our three pathways STEM, Visual and Performing Arts, and International Education.</p>	<p>Magnet Course Curriculum: STEM: By the end of the 23-24 SY, an additional 3 STEM magnet courses will have an updated and completed curriculum. These will be brought forward to the Board of Education’s Curriculum Committee.</p>	<p>Work has begun on completing the LEGO curriculum at the MS.</p>	<p>This work is ongoing.</p>	<p>GOAL ONGOING: Final units will be completed by the end of the summer.</p>
		<p>Magnet Course Curriculum: Visual and Performing Arts: By the end of the 23-24 SY, an additional 3 Visual and Performing Arts magnet courses will have a complete curriculum. These will be brought forward to the Board of Education’s Curriculum Committee.</p>	<p>This work began over the summer. Work is currently being reviewed and edited as needed.</p>	<p>This work is ongoing.</p>	<p>GOAL ONGOING: Staff have been hired to complete at least two units this summer. This will provide completed course curriculum for theater, media arts and photography.</p>

		<p>Magnet Course Curriculum: International Education: By the end of the 23-24 SY, all International Education magnet courses will have been identified and a plan will be in place to write the curriculum for identified courses. Curriculum for specialty courses, K-2, will be completed.</p>	Work has begun to develop a scope and sequence and possible resources for courses. Once the first unit is complete, we will look for alignment across the grade levels.	This work is ongoing.	GOAL ONGOING: The first unit for every grade level will be completed by the end of the summer.
	<p>Magnet Integration Units: Magnet programs excel as instructional units come alive with theme-based enrichments overlaid, whereby students can make connections between lessons learned in the classroom and the real-world.</p>	<p>STEM Integration Units: Work that began over the summer will continue throughout this year. By the end of this year two full units at the MS and HS level will be completed for the STEM Pathway.</p>	This work began over the summer. Work is currently being reviewed and edited as needed.	This work is ongoing.	GOAL ONGOING: This work will continue over the summer and older units will be reviewed and updated.
		<p>Visual and Performing Arts Integration Units: Work that began over the summer will continue throughout this year. By the end of this year two full integrated units will be completed for the Arts Pathway at the MS and HS level.</p>	This work began over the summer. Work is currently being reviewed and edited as needed.	This work is ongoing.	GOAL ONGOING: This work will continue over the summer and older units will be reviewed and updated.
		<p>International Education Integration Units: Work that began over the summer will continue throughout this year. By year's end, two full units will be completed for the IE Pathway at the MS and HS level.</p>	Integration units exist at the elementary level and are refined yearly. Additional work has begun at the MS and HS level.	This work is ongoing.	GOAL ONGOING: This work will continue over the summer and older units will be reviewed and updated.

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<p style="text-align: center;">4</p> <p style="text-align: center;">Differentiated Instruction and Extended Supports</p>	<p>General Education Student Supports: We are very proud and grateful to now have general education interventionists in place, at all schools, to offer additional support to our students.</p> <p>These staff work under the direction of Instructional Coaches (PreK-8) and department leaders (HS) to implement small-group SRBI interventions, as needed.</p>	<p>SRBI Interventions: By the end of SY 2024, Academic Interventionists in the general academic and MLL department will have serviced and provided evidence of student progress for 600 students.</p> <p>New procedures for SRBI referrals to Related Services will be rolled out to all schools.</p> <p>By the end of SY24, students in the SRBI process will demonstrate growth in their identified goals.</p>	<p>SRBI meetings are occurring at all the schools and the process is being refined at the HS level.</p> <p>SRBI training will also be rolled out at BP Mission this year. Training will begin this fall.</p>	<p>SRBI meetings continue to happen regularly. Cycles are in place and being adhered to. Data is being collected and students are showing growth.</p> <p>SRBI has not been rolled out at the PreK level as the focus has been on NAEYC accreditation.</p>	<p>GOAL ACCOMPLISHED</p> <p>IMPLEMENTATION TO CONTINUE: SRBI systems of support (and accompanying procedures) are in place.</p>
	<p>Narrowing Achievement Gaps: NLPS is committed to providing extended support to all students to guide them to personal success, while also narrowing the achievement gap.</p>	<p>Narrowing Achievement Gaps: Special education and dually identified students (MLL and Special Education) will show growth outcomes on their individual IEP goals and on iReady summative assessments. The percentage of students accomplishing this will increase from winter 23 to spring 24 data.</p>	<p>Although multiple data points are referred to regularly, this is a concerted effort to cross reference outcomes on LAS (MLL assessment) and IEP goals (individualized special education student goals) to be sure student-specific skills gaps, as well as gains towards grade level proficiency, is being monitored.</p> <p>We will use our new Instructional Leadership Team meetings to review these outcomes. There are 15 meetings planned this year.</p>	<p>This work has been occurring in data team meetings and is a focus in SRBI as well as normal grade level meetings.</p> <p>The ILT occurs monthly and includes building level and district leadership. We have looked at specific data points such as stretch growth and typical growth on iReady.</p>	<p>GOAL ACCOMPLISHED</p> <p>IMPLEMENTATION TO CONTINUE: NLPS has 202 dually identified students.</p> <p>61% of these students have demonstrated growth on their fall to spring iReady assessments.</p> <p>All students receiving special education supports have had annual and reevaluation meetings aligned with their program. Goals and objectives have been developed and updated to meet individual learning needs, based on data, and intended to be achieved in a year.</p>
	<p>Special Education Services: The district will initiate actions to build local capacity to better serve IEP and/or 504 students identified.</p>	<p>Co-Teaching Instruction: Secondary staff will be retrained in co-teaching to support the effectiveness of the service delivery model.</p>	<p>Professional development plans are being developed to support implementation.</p>	<p>PD plans are in place. Co-teaching PD is occurring at the secondary level and includes PD given by in-house staff, as well as SERC consultants.</p>	<p>GOAL ACCOMPLISHED</p> <p>IMPLEMENTATION TO CONTINUE: Goal completed. Professional development occurred throughout the year and all partner teams were observed through walk-throughs by</p>

	<p>Ongoing classroom observations will occur throughout the year to monitor implementation of co-teaching.</p> <p>90% of students in co-taught classrooms will make progress on the IEP goals related to the co-taught class subject.</p>	<p>Training will begin this fall.</p>	<p>Training is ONGOING, but walkthroughs have yet to be conducted.</p>	<p>SERC. Staff have asked for continued professional development in this area next year as well.</p> <p>100% of students in neurodiverse programs made progress on some or all of their objectives.</p>
	<p>504 Programming: 100% of students eligible for Section 504 will have updated plans and annual review meetings.</p>	<p>Monitoring procedures are in place for all buildings. Data is being collected to determine compliance levels and is reviewed through the Special Education Supervisors daily.</p>	<p>This work is ongoing. Currently only one student requires an updated annual 504 plan.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: One 504 annual review was not completed due to parent request to hold in September. All other plans are updated.</p>
	<p>Dually Identified Students: All dually identified students will show growth on the iReady assessment, growth and on their specific IEP goals.</p> <p>All dually identified seniors will be monitored closely by ESOL and Special Education staff to ensure progress towards graduation. 90-100% of dually identified seniors will complete their outstanding graduation requirements on time.</p>	<p>ESOL and special education staff are working to identify dually enrolled students and ensure services are in place.</p> <p>Monitoring procedures, sharing information across departments, are in place and will continue to be communicated.</p>	<p>Services are in place to support students and growth has been noted on iReady and IEP goals.</p> <p>Dually identified seniors are being closely monitored and supported to ensure they are on track to graduate. Regular meetings review grades and implement additional interventions as needed per student.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: 100% of dually identified seniors graduated.</p>
	<p>Neurodiverse Programming: All neurodiverse teachers will complete training in the VB-MAPP assessment, which will drive curricular and programming in classrooms PreK-12.</p> <p>Cohesion in neuro-diverse programs across schools and classrooms, based on training, will occur by June 2024.</p>	<p>Professional development expectations have been communicated to staff and a plan is being developed.</p>	<p>VB MAPP professional development is occurring for all neurodiverse teachers.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Professional development was completed by all neurodiverse teachers this year and supporting staff.</p>
	<p>Gifted and Talented: Students will be identified for outstanding strengths in academics and/or the arts. By June 2024, 30 students in grades K-12, will be</p>	<p>Expectations for the year have been shared with staff and plans for identification have begun.</p>	<p>All schools are actively referring students for Talented and Gifted identification.</p>	<p>GOAL ONGOING IMPLEMENTATION TO CONTINUE: Concerted efforts were made to identify students as Gifted/Talented this year. Continued collaboration</p>

		<p>identified as Gifted and Talented, based on published criteria.</p>		<p>Currently there are 8 students identified in grades K-12 and 4 pending referrals.</p>	<p>with the Arts department is needed to define the referral process. Number of Identified Students: NH: 2 Jennings: 1 Winthrop: 2 Middle School: 3 High School: 11</p>
<p>Multilingual Student Supports: The district will initiate actions to build additional supports to guide our MLL and Bilingual students to meet and exceed achievement targets.</p>	<p>Multi-lingual Student Supports: Service delivery models will be defined according to SDE approved MLL minutes.</p> <p>Curriculum will be developed, and criteria set for ESOL classes at the HS.</p> <p>Training on sheltered instruction will occur for the identified sheltered staff.</p> <p>Co-teaching training, in collaboration with special education department staff, will occur for identified co-teachers.</p>	<p>Over the summer the service delivery models and minutes were defined and updated. These were shared during Admin Council and the instructional model and minute expectations were shared with staff.</p> <p>Staff are being identified to begin writing the curriculum units and lessons for the National Geographic-EDGE materials purchased over the summer.</p> <p>Professional development plans are currently being developed to support cross-collaboration between departments and training for designated teachers.</p>	<p>This has been completed.</p> <p>This work is ongoing.</p> <p>PD is being implemented at the secondary level. Attendance has been a challenge due to the need for coverage and the training being several full days.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Units for the HS and MS have been completed and more work will be done this summer.</p> <p>Co-teaching training occurred this year.</p>	
	<p>ELlevation Goal: MLL and general education teachers will be trained thoroughly in the ELlevation Platform as a variety of new ways to generate reports and goal outcomes are available.</p> <p>Training will be done on how to write high-quality student-specific goals in ELlevation.</p> <p>General Education will be trained in monitoring goals and the use of language development and strategies.</p>	<p>An overview of ELlevation was provided to staff during September PD. Training is being scheduled for the month of October.</p> <p>General Education teachers were given a survey during a September PD. Survey results will be used in collaboration with the Academics department to develop PD topics for the school year.</p>	<p>ELlevation training occurred prior to the winter break.</p> <p>The Director of MLL is attending ongoing training to build the district's capacity in supporting this platform.</p> <p>This has been acted upon and choice PD has occurred throughout the year.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Director of MLL and MLL staff attended training in ELlevation and check-ins have occurred throughout the year.</p> <p>Choice PD has been completed.</p>	

		<p>SRBI Process for MLLs: ESL/BIL teachers are expected to be part of the SRBI process including collaboration, attending meetings, sharing data, and implementing strategies.</p> <p>By the end of SY24, MLL students in the SRBI process will demonstrate growth in their identified goals.</p>	<p>Expectations for the year have been communicated to MLL staff and building administrators.</p> <p>Work has begun to clearly identify the role of bilingual interventionists at the high school campus and to determine any training that might be needed.</p>	<p>MLL staff are invited to SRBI meetings, and the process has been made clear to all staff and is being done with fidelity.</p> <p>The Director and Supervisor of MLLs meets with these staff members throughout the year. The training and their roles in support of students continues to evolve.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: This work is ongoing but has gone well this year. Teachers have been excited to be a part of the process.</p> <p>GOAL ONGOING IMPLEMENTATION TO CONTINUE: This work is ongoing – it did occur this year and will continue next year.</p>
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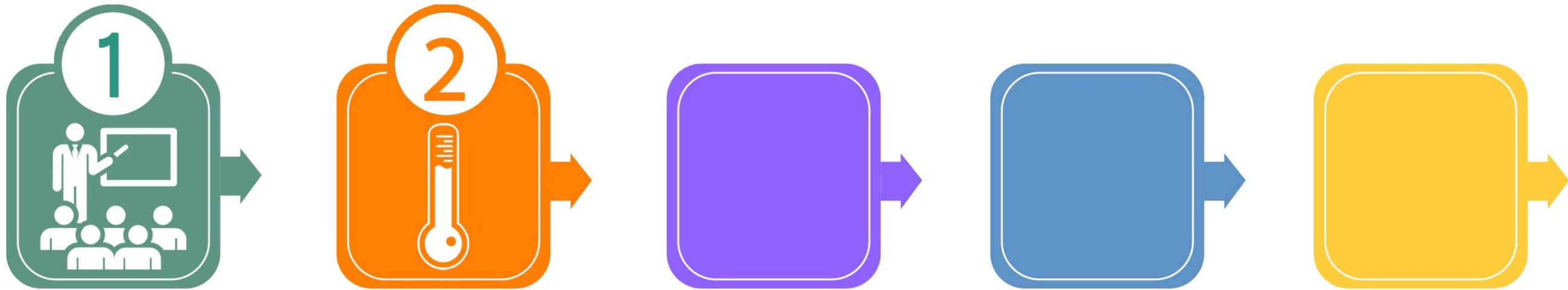
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<p style="text-align: center; font-size: 24pt; font-weight: bold;">5</p> <p style="text-align: center; font-weight: bold;">Students' Involvement and Achievements in Athletics and/or After School Programming</p>	<p>Increased Engagements and Participation in Athletics: NLPS is home to incredibly talented athletes and a passionate community of sports fans. Students being tied to something they love and excel in is a part of students' achievement measures and should be highlighted and celebrated.</p>	<p>Improved Communications and Celebrations for Athletics: The athletic department will increase its efforts communicating and celebrating its student athletes.</p> <p>Planned improvements include:</p> <ol style="list-style-type: none"> 1. awards for middle school programming; 2. the creation of a district-wide newsletter at the conclusion of each sport season; 3. and an end of the year senior awards night at the high school 	<p>Planning for these new initiatives is happening now.</p>	<p>The Fall Athletic Newsletter was distributed to high school and middle school families via an email blast and social media in November.</p> <p>The Winter Athletic Newsletter will be completed in early March.</p> <p>The middle school awards will be presented at the eighth-grade awards ceremony in June.</p> <p>The senior awards night is scheduled for the end of May.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: The Winter Athletic newsletter was completed in March.</p> <p>The Spring Athletic newsletter will be completed and dispersed in June.</p> <p>Awards for middle school athletes in soccer, basketball and track were handed out.</p> <p>A "signing day" for BDJMS 8th graders participating in sports next year at NLHSMC was held at BDJMMSC on June 7th.</p> <p>The Senior Awards Night was held at Tony D's restaurant on May 30th.</p>																										
		<p>Increased Athletics Participation Rates: The athletic department will seek to continue the trend of increasing high school student-athlete participation.</p> <p>A 4-point percentage gain is aimed for.</p>	<p>5-year data trends of student participation: 2018-19 – 48% 2019-20 – 26% 2020-21 – 23% 2021-22 – 35% 2022-23 – 36% 2024 – GOAL = 40%</p>	<p>Total participation numbers for the fall and winter seasons = 36.2% On track to reach goal.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4">Total Unique Names on All 2023-24 Eligibility Lists</th> </tr> <tr> <th>Grade</th> <th>Males</th> <th>Females</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>9th</td> <td>38</td> <td>32</td> <td>70</td> </tr> <tr> <td>10th</td> <td>34</td> <td>32</td> <td>66</td> </tr> <tr> <td>11th</td> <td>49</td> <td>49</td> <td>98</td> </tr> <tr> <td>12th</td> <td>55</td> <td>31</td> <td>86</td> </tr> <tr> <td>Totals</td> <td>176</td> <td>144</td> <td>320</td> </tr> </tbody> </table>	Total Unique Names on All 2023-24 Eligibility Lists				Grade	Males	Females	Total	9th	38	32	70	10th	34	32	66	11th	49	49	98	12th	55	31	86	Totals	176	144
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	<p>Buddy/Unified Sports: NLPS values programming for all-ability athletes and seeks to return to unified sports offerings at the secondary level.</p> <p>K-5 all-ability programming will be offered with the continuation of the field day offering.</p>	<p>Unified Sports: The district will reconvene a Unified Sports programming for at least one sport at the middle school and at the high school. Elementary PE teachers will continue to build Unified program offerings.</p> <p>Buddy supports to be implemented at the secondary level to encourage participation of disabled students in sports.</p>	<p>A survey is being developed to determine family interest in participation in sports to then drive hiring process for staffing of programs.</p>	<p>Unified Basketball has been well attended at middle school and high school. Both teams practice weekly and have games with other districts.</p> <p>The middle school team had a staff-student game on March 6th.</p> <p>The high school team attended a tournament on March 5th.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: The middle and high school Unified basketball teams enjoyed a season of increased participation, additional game competition and end of the year celebrations.</p>
	<p>After School Programming: We are proud to have initiated after-school programming in every building across the district, as this helps contribute to student success, engagement, and achievement.</p>	<p>Student Participation: In addition to serving all students, a specific and new focus will be placed on marketing to our MLL families to ensure they know of the various opportunities offered during after-school programming.</p> <p>Expand Community and Regional Partnerships: By the end of the 23-24 school year, we will strengthen our current partnerships and increase our partnerships by three additional partners offering unique after-school opportunities.</p>	<p>Currently we provide our flyers for after school opportunities in both English and Spanish, but we have begun to analyze data to ensure all MLL students are also participating equally in after school programs. We now have students arriving from over 30+ countries.</p> <p>Conversations have been ongoing all summer and new partnerships are in the works.</p>	<p>Community Partnerships: New partnerships have taken place for this school year. Thus far we have established 4 new partnerships/programs: Girl Scouts, Empower Leadership, Lyman Allyn, and NL Parks & Rec Mayor Youth Fitness Initiative.</p> <p>We are currently working again with NL Parks & Rec to establish a CPR/First Aid Training and Babysitting course for Middle and High school students this Spring.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Enrollment: The afterschool program served over 500 K-12 students across the district for the 23-24 SY.</p> <p>Student Participation: Flyers and program information were shared with all families in multiple languages throughout the year as programming spots and clubs became available. In our 21C funded program, we remained in compliance and exceeding our goal of 60 students consistently engaging in our high school location.</p> <p>Community Partnerships: We have successfully established over 4 new partnerships/programs. These partnerships will continue into the 24-25 SY. We are currently working to establish CPR/First Aid Training, Babysitting courses for MS & HS, as well as STEM programming through STARBASE.</p>

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<p style="text-align: center;">6</p> <p style="text-align: center;">NLPS Values INNOVATION:</p> <p style="text-align: center;">Alternative Education, Dual Enrollment, and College and Career Innovation Center</p>	<p>Alternative Education: NLPS recognizes the need for Alternative Education programming for secondary students.</p>	<p>Alternative Education: The district is currently exploring innovative opportunities for students that may need alternative, engaging educational opportunities such as certificate programs. By the end of the 23-24 SY we will bring at least two certificate programs into the district for opportunities for our students.</p>	<p>Currently we are exploring options such as CNA, phlebotomy, and other opportunities in the community.</p> <p>We are working to bridge more active partnerships with our Adult Education department to ensure older students know about the fabulous variety of learning opportunities there.</p>	<p>This work is ongoing.</p>	<p>GOAL ONGOING: CNA will be offered next year, as well as cosmetology (and its various components), progress is being made on phlebotomy, but site approval needs to be approved.</p>
	<p>Dual Enrollment Courses: The numbers of students successfully enrolled in and completing dual enrollment (high school and college bearing) credit courses at Mitchell</p>	<p>Dual Enrollment Courses: Dual enrollment high school/college courses will increase by 5%, as compared to SY23.</p>	<p>This dual enrollment program began last year and successfully graduated over 30 students.</p> <p>Courses are in place and occurring. NLPS transports students by bus to Mitchell College.</p>	<p>We have increased the number of students that have taken dual enrollment courses.</p> <p>Courses are in place and occurring. NLPS transports to Mitchell College. We also have teachers that are working to become trained in additional dual credit courses online.</p>	<p>GOAL ONGOING: 2 Students took Architecture of the World at Three Rivers College</p> <p>22 Students took courses at 3 Rivers in the Fall. Courses included Race, Ethnicity and Culture, Financial Literacy for College Students, General Psych and Public Speaking.</p> <p>19 Students took courses at 3 Rivers in the Spring. Courses included General Psych, Contemporary Issues in Education, Public Speaking and Intro to Marketing.</p>
	<p>NLPS College and Career Innovation Center: Comment from Superintendent Ritchie- “Students are ready for new models of schooling that go beyond the traditional days and hours and framework of what has been in place for over 200 years. NLPS is committed to innovation and progressive thinking to help students meet success, which preparing them for the 21st century.”</p>	<p>NLPS College and Career Innovation Center: This year’s goals are to design, develop, open, support and monitor student and staff outcomes for a brand-new, innovative high school blended learning experience for interested 11th or 12th graders.</p> <p>Partner with CPRL, Columbia University’s Center for Public Research and Leadership, to analyze</p>	<p>This work is beginning now. A team of staff are engaged with CPRL and the superintendent on this work and have met twice to identify data and goals.</p>	<p>We have interviewed students, disaggregated data and are in the planning phase of how to best move forward to streamline our enrollment processes and procedures to best meet the needs of all students and support them while in the district.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: The Director of MLL, Director of Magnet Pathways and Assistant Director of Mental Health, along with the Assistant Superintendent worked this year to identify gaps in the registrations process and develop procedures with input from the Welcome Center Staff to develop a flowchart with consistent processes to ensure all students and</p>

		our student achievement outcomes, through this innovative design and highlight strategic actions that have proven success.			families have a successful enrollment process.
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<p style="text-align: center;">7</p> <p style="text-align: center;">Create & Implement Student Achievement Data Dashboards</p>	<p>Data Dashboards: Create, implement, and respond to a variety of data through an equity-focused lens.</p> <p>Utilize various measures to share, monitor, respond to, and celebrate students' progress.</p> <p>Carefully watch data across critical transition periods to include PreK-K, 5th grade to 6th, 8th grade to 9th and 10th grade through graduation.</p> <p>Openly share data results and next steps of action to respond to such data.</p>	<p>Data Dashboards: Implement the use of the Student Achievement Data Dashboards throughout the district.</p> <p>Create and launch a new Central Office Instructional Leadership Team that pulls together representatives from all departments: academic, special education, magnet, and MLL to review and respond to a variety of data points, after meeting regularly throughout the year.</p>	<p>C/O Instructional Leadership Core Team is in place. We have set the yearly schedule and focus areas.</p> <p>Building leaders will also be invited to join this team and dive deeply into their school's data, while cross training on various data platforms to build capacity on how to access and respond to state, federal and local data, ensuring student outcomes.</p>	<p>This work is ongoing. We continue to build and refine the data we are looking to gather from these dashboards, so they are not only user friendly, but also provide data in multiple ways with multiple variables.</p> <p>We continue to look at data during our Instructional Leadership Team meetings.</p>	<p>GOAL ONGOING: This work is ongoing and through this process we have decided to work to have a central dashboard, but also develop a spreadsheet for the elementary and middle school level that houses a pared down version of the data that is more accessible and less cumbersome for staff and more readily available. These spreadsheets will be loaded over the summer, so teachers have access as soon as the year begins.</p>
		<p>Data Team Processes: Data team processes will be utilized with fidelity at all schools. This process will include multiple pieces of data and sources. The dashboards will be utilized by admin to get an overview of school level and district level data as appropriate.</p>	<p>Data team processes have been rolled out across the district. Meeting minutes will capture the success and efficiency of these meetings, as aligned to student outcomes.</p>	<p>This work is ongoing. Data teams meet regularly at all schools. This data analysis is used to form small groups and assist with planning lessons.</p>	



THEORY OF ACTION 2: *Climate and Culture*

If we are intentional and tireless in our pursuit of supporting students' and staff members' social-emotional development, where diversity is celebrated as a strength and collaboration, leadership and relationships are valued as essential to all we do, then we will create a culture and climate of excellence.

Focus areas for work surrounding Climate and Culture include:

- Social-Emotional Learning (SEL), Mental Health Supports + Trauma-Informed Practices
- Positive Behavior Intervention Supports (PBIS)
- Behavioral Data + Restorative Practices
- Guidance + School Counseling
- Student Attendance
- Climate + Culture Data Dashboards



Climate & Culture

Culture of Excellence:

We commit to a culture of excellence where collaboration and relationships are valued as essential to all we do. We are intentional and tireless in our pursuit of educational equity and excellence.

THEORY OF ACTION	If we are intentional and tireless in our pursuit of supporting students’ and staff members’ social-emotional development, where diversity is celebrated as a strength; and collaboration, leadership and relationships are valued as essential to all we do, then we will create a culture and climate of excellence.
STATEMENTS OF RATIONALE	“Climate is based on patterns of students’, parents’, and school personnel’s experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing, and satisfying life in a democratic society.” (The National School Climate Center, 2014)

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1 Social-Emotional Learning, Mental Health Supports, and Trauma-Informed Practices	Social-Emotional Curriculum and Learning: The district will prioritize the social-emotional learning for all students, utilize district curriculum and SEL programs to teach foundational SEL skills based on CASEL standards including, teaching behavior/emotional regulation skills, building empathy, and establishing positive relationships between staff and students to support foundations for life-long success.	SEL Preschool: Students in the BP Preschool Program will participate in daily SEL lessons through Second Step, with family learning activities incorporated throughout the year.	Staff have been retrained and new staff have been trained in the SEL curriculum. Implementation starting per the SEL Pacing Guide. Designated mental health staff will help educate and support staff.	Implementation to continue. Child Protection Unit currently being implemented in all preschool classrooms. Calm Classroom is being implemented twice per day in the building.	GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: CPU will continue to be implemented in the 24-25 year. Calm Classroom will continue to be implemented in the 24-25 year.
		SEL Elementary: All elementary schools will increase the fidelity of implementation of the Second Step curriculum, including teaching all components of the lesson and incorporating into academic instruction. All elementary schools will utilize Calm Classroom twice per day.	Staff have been retrained and new staff have been trained in the SEL curriculum. Implementation starting per the SEL Pacing Guide. Designated mental health staff will help educate and support staff	Implementation to continue. Ongoing monitoring procedures are in place in all buildings and are overseen by building administrators. Mental health staff continue to support implementation. Child Protection Unit currently being implemented in all elementary Classrooms.	GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Second Step will continue to be implemented in the 24-25 year. Mental Health Staff will continue to incorporate additional resources and lessons to help grow the SEL implementation in the 24-25 year. GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE:

	<p>Students will show an increase in positive social emotional development as measured by DESSA, a decrease in office referrals, and an increase in PBIS rewards.</p>		<p>Calm Classroom is being implemented twice per day in all Buildings.</p> <p>K-5 staff have been trained in DESSA and have completed the DESSA mini for two of the three assessment windows. Staff continue to analyze results and utilize resources provided in the Aperture portal.</p> <p>K-5 staff have been trained in PBIS and frequently utilize PBIS points to reinforce positive student behaviors. Building administration and mental health providers pull reports through PBIS regularly.</p>	<p>CPU will continue to be implemented in the 24-25 year</p> <p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Calm Classroom will continue to be implemented in the 24-25 year.</p> <p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: DESSA will continue to be implemented in the 24-25 year. Aperture will continue to be accessed for resources and data for staff in the 24-25 year. Training will continue for staff in the 24-25 year.</p> <p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: PBIS and PBIS training will continue in the 24-25 year.</p>
	<p>SEL Middle School: Students will continue to participate in the digital Second Step curriculum through a dedicated weekly SEL block.</p> <p>Increase the fidelity of curriculum implementation, including teaching all components of the lesson and incorporating them into academic instruction.</p> <p>Teachers will continue to implement Calm Classroom twice per day to build self-awareness and self-regulation skills.</p> <p>Students will show an increase in positive social emotional development as measured by DESSA,</p>	<p>Staff have been retrained and new staff have been trained in the SEL curriculum. Implementation starting per the SEL Pacing Guide.</p> <p>Designated mental health staff will help educate and support staff</p>	<p>Implementation to continue. Ongoing monitoring procedures are in place in the building and are overseen by building administrators.</p> <p>Mental health staff continue to support implementation and integrate additional resources.</p> <p>Calm Classroom is being implemented twice per day in the Building.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Second Step will continue to be implemented in the 24-25 year.</p> <p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Mental Health Staff will continue to incorporate additional resources and lessons to help grow the SEL implementation in the 24-25 year.</p> <p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Calm Classroom will continue to be implemented in the 24-25 year.</p>

		a decrease in office referrals, and an increase in PBIS rewards.		<p>6-8 staff have been trained in DESSA and have completed the DESSA mini for two of the three assessment windows. Staff continue to analyze results and utilize resources provided in the Aperture portal.</p> <p>6-8 staff have been trained in PBIS and frequently utilize PBIS points to reinforce positive student behaviors. Building administration and mental health providers pull reports through PBIS regularly</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: DESSA will continue to be implemented in the 24-25 year. Aperture will continue to be accessed for resources and data for staff in the 24-25 year. Training will continue for staff in the 24-25 year.</p> <p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: PBIS and PBIS training will continue in the 24-25 year</p>
	<p>SEL High School: Increased implementation fidelity and buy in will occur through the creation of student and staff focus groups to target SEL implementation and the weekly implementation of School Connect.</p> <p>Teachers will begin to implement Calm Classroom to build self-awareness and self-regulation skills.</p> <p>Students will show an increase in positive social emotional development as measured by DESSA, a decrease in office referrals, and an increase in PBIS rewards.</p>	<p>Staff have been retrained and new staff have been trained in the SEL curriculum. Implementation starting per the SEL Pacing Guide.</p> <p>Designated mental health staff will help educate and support staff</p>	<p>Implementation to continue.</p> <p>Ongoing progress towards monitoring procedures being implemented by building administrators. Mental health staff work towards progress to continue to support implementation and integrate additional resources.</p> <p>9-12 staff have been trained in DESSA and have completed the DESSA mini for two of the three assessments windows. Staff continue to analyze results and utilize resources provided in the Aperture portal.</p> <p>9-12 staff have been trained in PBIS and frequently utilize PBIS points to reinforce positive student behaviors. Building administration and mental</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Second Step will continue to be implemented in the 24-25 year.</p> <p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Mental Health Staff will continue to incorporate additional resources and lessons to help grow the SEL implementation in the 24-25 year.</p> <p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: DESSA will continue to be implemented in the 24-25 year. Aperture will continue to be accessed for resources and data for staff in the 24-25 year. Training will continue for staff in the 24-25 year.</p> <p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: PBIS and PBIS training will continue in the 24-25 year.</p>	

				health providers pull reports through PBIS regularly.	
	Mental Health for Students and Staff: Provide mental health support for students to facilitate academic engagement and achievement.	Signs of Suicide: Middle school and high school teams will train staff and students in how to recognize signs of suicide and how to respond to concerns at least twice this school year.	Training for staff and students has been scheduled. School teams are preparing for the training.	<p>Implementation is complete.</p> <p>Training is completed for staff, students, and families.</p> <p>The SOS lesson was presented to all 5th – 12th grade students by their homeroom/advisory teacher and supported/coached by the mental health staff in each building.</p> <p>The Suicide Prevention Parent/Guardian presentation was completed in February.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: SOS Training will continue for all staff, students, and families in the 24-25 year.</p> <p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: SOS lessons will continue for all 5th - 12th grade students in the 24-25 year.</p> <p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: The Suicide Prevention Parent/Guardian presentation will continue in the 24-25 year.</p>
	Mental Health Counseling: Psychologists and social workers will continue to develop evidence-based counseling strategies to target increased mental health needs for students' grades K-12, with at least two targeted trainings this year.	The department is exploring training opportunities and aligning to district needs based on data. All students indicated for counseling per IEP or 504 will receive services based on their individual goals and hours.	Implementation is ongoing. Mental health staff are providing students with individual/group counseling for the 24-25 SY as indicated in their IEP or 504 at BP, Nathan Hale, Winthrop, Jennings, as well as the middle and high school.	GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Mental health staff have provided students with individual/group counseling for the 23-24 year as indicated in their IEP or 504 at BP, Nathan Hale, Winthrop, Jennings, as well as the middle and high school. This will continue for the 24-25 year.	
Wellness Supports for Students: The Wellness team will work to finalize a district handbook that explains the philosophy of the department and the specific tools and resources it uses to support students' ability to problem solve, restore, and access learning without interruption.	NLPS will continue to have a Wellness Team of staff, at each building, who support students using Restorative Practices, small group SEL/behavioral instruction based on SRBI referrals, and classroom supports to help students learn strategies for self-regulation. In addition, the Wellness Team will begin to share school-wide data regarding the numbers of restorative conferences they have held with students and their outcomes.	<p>Implementation is ongoing.</p> <p>The district Wellness Handbook has been completed and is accessible to all staff.</p> <p>Wellness staff have conducted professional development to staff surrounding restorative practices and de-escalation strategies.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: NLPS Wellness Handbook will be updated and distributed each year.</p> <p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Wellness Staff will continue to conduct professional development for staff during SY24-25.</p>		

	<p>National Center for Safe Supportive Schools (NCS3): The goal of the learning collaborative is to improve the integration of trauma-informed and healing-centered schools (TIS) and Cultural Responsiveness, Anti-Racism, and Equity (CARE) efforts into comprehensive school mental health systems through their partnership with NCS3.</p> <p>This two-year learning collaborative intentionally integrates these essential components to better promote equity and well-being for all students and staff.</p>	<p>Work has begun on this two-year learning collaborative to schedule upcoming professional development and engage key members at each building level.</p>	<p>Implementation is ongoing.</p> <p>Mental health staff (Pre-K – 12), have participated in monthly VLS professional development modules and have collaborated with other participating school districts to further enhance systems and resources at the building and district levels.</p> <p>8 Mental health staff have completed training in STRONG and/or CBITS.</p> <p>Mental health staff have partnered with the DELT committee to provide focused equity professional development with a mental health lens, at all building levels.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Staff will continue to receive trainings surrounding trauma informed practices. In addition, NLPS was selected to a part of the National Learning Collaborative to receive and improve the integration of trauma-informed and healing-centered schools (TIS) and Cultural Responsiveness, Anti-racism, and Equity (CARE) efforts into their comprehensive school mental health systems. This two-year learning collaborative began in the 23-24 year and will continue into year two with the 24-25 year.</p> <p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: The district will continue to train staff in CBITS/BounceBack and STRONG.</p> <p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Mental health staff have and will continue to partner with the DELT committee to provide focused equity professional development with a mental health lens, at all building levels.</p>
	<p>Trauma Informed Practices: Trauma informed practices will be infused into instruction, disciplinary procedures, and student-staff interactions to support the emotional and mental health needs of students experiencing trauma.</p>	<p>Trauma Informed Practices: All school staff will demonstrate knowledge of trauma informed practices through cultivating a culture of trauma awareness, trauma sensitive practices, and relevant interventions for trauma exposed students.</p>	<p>Plans for professional development and implementation are being developed. Integration into instructional practices and interventions will be the focus of the year.</p>	<p>Implementation is ongoing.</p> <p>All staff have been introduced to Trauma Informed Practices, with veteran staff with more extensive training from years prior, including symptoms and interventions.</p>

					<p>Responsiveness, Anti-racism, and Equity (CARE) efforts into their comprehensive school mental health systems. This two-year learning collaborative began in the 23-24 year and will continue into year two with the 24-25 year.</p> <p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Paraprofessional training will continue in the 24-25 year.</p>
	<p>Music Therapies: Continued development of music therapies will be explored and expanded to buildings, as possible.</p>	<p>Music therapies will continue at Nathan Hale, BDJMMC, and AMMP.</p>	<p>Implementation is ongoing.</p> <p>Music therapy will be offered to students at AMMP & NLHSMMC in Spring 2024.</p>	<p>GOAL ONGOING IMPLEMENTATION TO CONTINUE: Music therapy will be offered to students at AMMP & NLHSMMC in Fall 2024.</p>	
	<p>CBITS (Cognitive behavioral intervention Therapy)/Bounce Back: Continued expansion of staff training in CBITS/Bounce Back and the increased frequency of groups at the building levels.</p>	<p>Existing trained mental health providers will complete refresher training and additional mental health staff will be trained in CBITS/Bounce Back.</p>	<p>Implementation is ongoing.</p> <p>Existing trained mental health providers have completed refresher training.</p> <p>Additional mental health staff have been trained in CBITS/Bounce Back/STRONG and will continue to be trained.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: The district will continue to train and re-train staff in CBITS/BounceBack and STRONG.</p> <p>Additional staff were trained during the 23-24 year.</p> <p>Groups are running at the K-12 levels and will continue to run in the 24-25 year.</p>	

			Fall, 2023	Winter, 2023	Spring, 2024
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<p style="text-align: center;">2</p> <p style="text-align: center;">Behavioral Data and Restorative Practices</p>	<p>Behavioral Data and Support Systems and Alternatives to Suspension: A district-wide Code of Conduct is utilized district wide to inform disciplinary actions.</p> <p>The PBIS Referral System will be used as a data collection system to be used to inform team decisions and interventions.</p> <p>Using the Code of Conduct, alternatives to exclusionary discipline practices will be used as much as possible while maintaining school safety.</p>	<p>PBIS Systems: All schools have clearly identified positive behaviors and will work to calibrate rewarding points and utilize data during PBIS Team Meetings to inform instructional practices. All staff will reward points daily.</p>	<p>Jennings School has defined their positive behavioral expectations to coordinate with the new theme.</p> <p>All other schools are engaged with roll out and teaching beginning of the year expectations.</p>	<p>Jennings continues to rework and roll out their PBIS system. Additional changes to be made this spring.</p> <p>All other schools continue with implementation.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Every school has a strong PBIS plan in place. Jennings rolled out their system again in the winter and made changes throughout that time to implement fully from the spring to the end of the year. The new systems found great success.</p>
		<p>Reduction of Suspensions: Secondary schools will continue to reduce in-school and out-of-school suspensions during the 23-24 school year using mentors, Restorative Practices, alternative consequences, and PBIS positive rewards systems instead.</p>	<p><u>2022-2023 Data:</u> Out of School Suspensions Winthrop: 1 Jennings: 5 NHAMS: 4 BDJ: 57 NLHS: 95 Total expulsions: 9</p>	<p><u>Current 2023-2024 Data:</u> Out of School Suspensions Winthrop: 1 Jennings: 8 NHAMS: 0 BDJ: 7 AMMP: 11 NLHS: 101 Total expulsions: 7</p>	<p>GOAL ONGOING IMPLEMENTATION TO CONTINUE: A significant decrease was noted for the middle school this year with Out of School Suspensions. However, due to increasing numbers of significant behavioral infractions, the high school noted an increase. However and of importance, Restorative Practices continued to be implemented concurrently with discipline.</p> <p><u>2023-2024 Data:</u> Out of School Suspensions Winthrop: 1 Jennings: 9 NHAMS: 0 BDJ: 17 AMMP: 13 NLHS: 167 Total expulsions: 17</p>
		<p>Restorative Practices: Wellness Interventionists will conduct scheduled trainings throughout the school year to integrate Restorative Practices into classroom/school procedures using questioning, circles, and affective statements.</p>	<p>A professional development plan for the year is being developed. Conversations with all school principals have occurred.</p>	<p>Paraprofessionals and Behavior Motivators have participated in training.</p> <p>Training for teachers is scheduled for the spring.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: All staff have completed trainings throughout the year. Trainings have occurred for full buildings and more targeted trainings for departments.</p>

		All staff will receive a minimum of six trainings in Restorative Practices by June 2024.			
		<p>Restorative Conferences: Wellness Interventionists will continue to utilize conference times, based on student referrals, to restore relationships and minimize disruptions to learning.</p> <p>Data will be tracked on the number of restorative conferences held, by grade level, and the topics of conflicts resolved.</p>	Staff are in place and trained to begin conferences.	Winthrop: 2 Jennings: 5 NHAMS: 76 BDJ: 14 AMMP: 11 NLHS: 68	<p>GOAL ACCOMPLISHED</p> <p>IMPLEMENTATION TO CONTINUE: Wellness staff continue to lead formal and impromptu Restorative Conferences with students to resolve conflict. Continued implementation next year with more emphasis on teacher implementation.</p> <p>Total Number of Restorative Conferences:</p> <p>Winthrop: 23 Jennings: 8 NHAMS: 109 BDJ: 14 AMMP: 17 NLHS: 91</p>

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<p style="text-align: center;">3</p> <p style="text-align: center;">Guidance and School Counseling</p>	<p>Connecticut Comprehensive School Counseling Framework: Build capacity of staff to know and implement this framework in regular counseling lessons.</p>	<p>Comprehensive School Counseling Framework: The School Counseling Framework will be integrated into Advisory Blocks throughout the 23-24 school year.</p>	<p>Senior audits are to be completed by the end of October as well as all students placed in proper courses per grade level and graduation requirements. Curriculum lessons are to be developed and/or updated.</p>	<p>This is ongoing, and the counseling lessons have been scheduled at the middle and high schools to complete by June 2024.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: School counseling lessons have been implemented at the middle and high school levels.</p>
	<p>Implement Student Success Plans: School counselors will guide students in developing their own Student Success Plan.</p>	<p>Implement Student Success Plans: Continue completion of SSPs for all students, including modifications as needed to meet specific student needs.</p> <p>All SSPs will be stored in Naviance and ISP plans will be evaluated and shared electronically with all stakeholders.</p>	<p>School counselors are meeting with students and are developing plans for the year.</p> <p>Parent events will be held this fall to connect families with SSPs.</p>	<p>SSPs continue to be developed with students and modified as needed based on student IEP needs.</p> <p>SSP presentation to be recorded and sent to parents in the Spring.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Student Success Plans (SSPs) are fully digital at the high school level and will be reviewed yearly with all critical stakeholders.</p>
	<p>Student Mentoring Program: Design and implement a new student mentoring program to offer additional, personalized assistance to students.</p>	<p>Student Mentoring Program: High School: The Conn College and Coast Guard mentoring programs will continue at the high school this year, with the goal for increased attendance by NLHS students.</p> <p>Middle School: Begin implementation of peer mentoring program to increase school engagement, social emotional development, and school success. Successful pairing and rolling out of program by June 2024.</p>	<p>High School: Average attendance by NLHS students for 2023-2023 school year was five sessions.</p> <p>Conversations and organization of programs have begun.</p> <p>Middle School: Mentoring handbook has been completed and staff have been identified. Current recruitment of peer mentors is in process.</p>	<p>15 students have been attending the Conn College Genesis Mentoring program, this semester and new students are being recruited.</p> <p>An updated MOU with the Coast Guard is being developed for implementation at the high school. A group of cadets visited and met with students recently. On March 21st, Cadets, School Counselors, and Grade 9 recommended students are scheduled to have their first meeting and then will meet monthly.</p> <p>Peer mentoring program at BDJ is strongly up and running with 15 mentors and 18 mentees.</p> <p>All mentors have attended trainings focused on reviewing and training students on Anonymous Alerts,</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: The District will continue to partner with Conn College and the Coast Guard Academy for mentoring opportunities for students in SY25.</p>

				active listening, conflict resolution skills, and relationship building.	
	<p>FAFSA: All students will be guided through the steps to be on track for college.</p>	<p>FAFSA Challenge: Implement new FAFSA legislative guidelines. Develop and implement year-long plan for FAFSA completion.</p>	<p>FAFSA events will be ongoing during the 2023-2024 school year to ensure the education of and completion of the FAFSA.</p>	<p>Currently we are on schedule to meet our quota suggested by the state. There have been three after school and evening events to support parents in doing the FAFSA, as well as ongoing support during the school day by numerous high school staff.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: FASFA forms were completed, and multiple sessions were conducted for students and parents/guardians to attend. Planning for next year's involvement in the project has already started.</p>

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<p style="text-align: center;">4</p> <p style="text-align: center;">Student Attendance</p>	<p>Reducing Chronic Absenteeism: NLPS is committed to a culture of excellence and understands the connection between a healthy and engaged community and the attendance of our children and youth.</p>	<p>Reducing Student Chronic Absenteeism: All buildings will reduce their chronic absenteeism data by June 2024, with the implementation of school and department strategies to support students with a pattern of attendance concerns.</p>	<p>2022-2023 Chronic Absenteeism: NH: 28% Winthrop: 19% Jennings: 36% BDJ: 37% High School: 44% District: 35%</p>	<p>Current Chronic Absenteeism Data: NH: 26% Winthrop: 23% Jennings: 38% BDJ: 32% High School: 34% District: 31%</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: All schools noted decreases in chronic absenteeism this year. Continued implementation next school year.</p> <p>2023-2024 Chronic Absenteeism Data: NH: 22.5% Winthrop: 18.96% Jennings: 31.65% BDJ: 27.25% VPAMP: 19.33% High School: 33.08% District: 27.54%</p>
		<p>Home Visits: Training and implementation of the LEAP Home Visiting Program through CSDE will continue with ongoing trainings throughout the year and training of new staff.</p> <p>Impact of home visits indicated by decreased chronic absenteeism.</p> <p>Two Family Engagement Specialists will be hired to support LEAP Home Visits.</p>	<p>LEAP posting is up, and staff are being appointed.</p> <p>All BP staff were trained in the first week of September.</p> <p>Family Engagement Specialist interviews are scheduled.</p>	<p>District staff continue to engage in LEAP visits based on referrals from school attendance teams.</p> <p>A district LEAP Family Engagement Specialist was hired in January and has made a significant impact on the program. She coordinates with all buildings to support attendance.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Two LEAP Family Engagement Specialists have been hired and are working with all schools to implement the program and complete home visits. Work this summer with many district staff to support attendance and engagement will continue.</p>



THEORY OF ACTION 3:

A School Community that Creates Welcoming and Empowering Partnerships for Learning

If we promote welcoming environments, implement effective two-way communication systems, provide a variety of continuous engagement and empowerment activities, and highlight how learning occurs everywhere, there will be a shared responsibility of ownership for ensuring each student's success among school, family and community.

Focus areas for work surrounding Schools design to create community include:

- Welcoming School Environments
- Effective Two-Way Communication Systems
- Parents + Caregivers as Co-Partners
- Students as Leaders
- Equity, Diversity + Celebration of Cultures
- Adult Education
- Engagement + Empowerment Data Dashboards



A School Community that Creates Welcoming and Empowering Partnerships for Learning

We will promote welcoming environments, implement effective two-way communication systems, provide a variety of continuous engagement and empowerment activities, and highlight how learning occurs everywhere. There will be a shared responsibility of ownership for ensuring each student’s success among school, family and community.

THEORY OF ACTION	If we promote welcoming environments, implement effective two-way communication systems, provide a variety of continuous engagement and empowerment activities, and highlight how learning occurs everywhere, there will be a shared responsibility of ownership for ensuring each student’s success among school, family and community.
STATEMENTS OF RATIONALE	“When schools, families and the community work together, children benefit. School staff, families and community members each make important contributions to student development and success, and the best results come when all three work together as equal partners” (CT SDE 2018); “No matter what their income or background, students with involved families tend to have higher grades and test scores, better attendance, and higher rates of homework completion. They enroll in more challenging classes, have better social skills and behavior, and are more likely to graduate and go on to college.” (Epstein, 2002).

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1 Welcoming School and District Environments, Supports for Families	<p>Welcoming Walk-Throughs: How students, staff and families are received at each school and district building matters.</p> <p>By the end of the 23-24 school year, all schools and Central Office will implement the Welcoming Walkthrough scoring toolkit to help gain information on how welcoming schools’ climates are and what strategies can be put into place to celebrate these strengths as well as adjust where needed.</p>	<p>Implement Welcoming Walk-Throughs: The following indicators will be scored and responded to using the Welcoming Walkthrough scoring toolkit.</p> <p><u>Welcoming Walk-Through Indicators:</u></p> <ul style="list-style-type: none"> • Physical Environment • Practices and Policies • Personal Interaction • Written Materials and Communications 	<p>Some aspects of this data have been collected. Welcoming Walk-Through Forms will begin to be used to collate information and score it, so that school and district-specific goals can be formed.</p>	<p>Through the CN process, surveys from families and students have been conducted about the culture, climate and welcoming nature of the secondary buildings. The feedback was positive in all four aspects based on the Welcoming Walkthrough Indicators based on the CN feedback.</p> <p>Site visits and safety reviews of each building occur regularly with facility’s staff and City departments.</p> <p>Communications are reviewed regularly. In addition, we have put into place regular cycles of communication to include Monday Memos, written newsletters, videos, social media posts, and monthly district communications and monitor these cycles to be sure schools,</p>	<p>GOAL ONGOING: Feedback was collected through various formats that cross departments – HR, Board (policies), Academics, Special Services, Business Services, and Facilities. We have enough data to set new goals for SY25. These will include new training and initiatives surrounding communication avenues, social media, and the new website.</p> <p>Over 12 new district videos have been created this year to assist with guiding families regarding registration, the new Welcome Center, magnet pathway options, Title IX, and year-round schooling. These have been made in three languages aligned to our families. We are very proud of these new</p>

				departments and events are promoted.	additions to our communication strategies!
	<p>Multilingual Supports at Student Registration: New London Public Schools, and the New London Community at large, is home to many languages and cultures. Ensuring access to materials in multiple languages, and staff who can speak multiple languages is important for creating a welcoming environment for all.</p>	<p>Added Multi-lingual Supports at Student Registration: Multi-lingual families and students will be supported with the school registration process at the new Welcome Center. They will also be provided with resources about internal school supports and outside agencies (e.g., non-profit organizations and School Based Health Centers for counseling and medical assistance.)</p>	<p>Work to revise registration forms and processes began this summer.</p> <p>A variety of community partners are engaged.</p>	<p>This work is ongoing. Data has been collected and is being utilized to inform next steps.</p> <p>A bi-weekly team meeting is now in place whereby registration staff, members of C.O., our family engagement coordinator, and the superintendent meet regularly to review bi-weekly student registrations and respond to unique needs.</p>	<p>GOAL ONGOING: This work is ongoing. There are multiple people at the Welcome Center that are bilingual.</p> <p>We continue to meet regularly and are in constant communication with one another if any problems do arise. We have been able to catch many concerns prior to them becoming an issue during the registration process due to these new procedures and meetings.</p>
	<p>New Social Service Resource Room: NLPS sees increased needs in a variety of supplies and resources for families. It is ONGOING to go after funding for social services to benefit our students and their families.</p> <p>With the recent support of the Board of Education, NLPS now has new space located at Shaw's Cove to house a resource room as such. Here books, clothing, diapers, food, etc. can be stored and given away as needed.</p>	<p>New Social Service Resource Room NLPS will:</p> <ol style="list-style-type: none"> 1.) Gain new space, design, and open a new family Social Service Resource Room located adjacent to the new Welcome Center. 2.) Collate a variety of resources to house in this new center. 3.) Work to engage a variety of community partners to support this vision. 4.) Develop new procedures for operations and efficiencies 	<p>This new space is currently under construction and aims to be opened mid-October.</p>	<p>NLPS will:</p> <ol style="list-style-type: none"> 1.) Gain new space, design, and open a new family Social Service Resource Room located adjacent to the new Welcome Center. (GOAL ACCOMPLISHED. IMPLEMENTATION TO CONTINUE.) 2.) Collate a variety of resources to house in this new center. (This work is ongoing) 3.) Work to engage a variety of community partners to support this vision. (This work is ongoing.) 4.) Develop new procedures for operations and efficiencies. (This work has begun and is ongoing) 	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: The new welcome center opened in January and we are so grateful for it and its ability to serve our community in multiple ways!</p> <p>New systems are in place and these will continue to be refined as we move into our first year of opening.</p>
	<p>Open a NEW Welcome Center: Dream big! Aim to streamline the existing central registration processes and make them more coherent by locating all student onboarding services in one location, which is professional, easily accessible for families, and resourceful.</p>	<p>Open a NEW Welcome Center NLPS will:</p> <ol style="list-style-type: none"> 1.) Write a vision, design, build, organize, and open a brand-new district Welcome Center, in a new space, and with new staff and procedures, to extend a 	<p>The new Welcome Center is expected to be opened by early October.</p>	<p>The new Welcome Center has opened!</p> <p>A team of staff are working to create and implement new systems and structures for operations, recruitment and hiring, registration, social service supports, extending</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: This goal has been accomplished! The Welcome Center has been making a positive impact in multiple areas and for multiple people since it opened in January.</p>

		<p>warm and efficient welcome to all families and students.</p> <p>2.) Create new systems and structures for operations, staffing, registration, social service supports, extending district partnerships, management of tasks, and measurable outcomes.</p>		<p>district partnerships, management of tasks, and measurable outcomes.</p>	
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			Fall, 2023	Winter, 2023	Spring, 2024
District Focus Areas:	District Strategies/Actions	S.M.A.R.T. Goals (where applicable)	Beginning of-Year Data	Middle-of-Year Accomplishments	End-of Year Results
<p style="text-align: center; font-size: 2em; font-weight: bold;">2</p> <p style="text-align: center; font-weight: bold;">Effective Two-Way Communication Systems</p>	<p>Communications/Publications: Communicate often and in a variety of ways to all constituents. Define communication as a system that allows sharing and receiving ideas and information.</p>	<p>Continue Regular District Communications: The district will utilize multiple means of communication to staff, families and the community and will at a minimum distribute:</p> <ul style="list-style-type: none"> • Monthly Superintendent message to families • Weekly social media posts • Updates to the District app’s feed • Seasonal “Whaler Connection” comprehensive publications • Weekly “Monday Memos” - Superintendent’s Update to Staff 	<p>This year, multiple communications have been distributed including the monthly message and weekly Monday Memo.</p> <p>With the transition of the Communications Department, a decision has been made to transition to a new app called Apptegy, which will allow for improved and consistent social media and live feed posts.</p> <p>A team of staff will be cross trained to assist with postings, telling our district’s “story”.</p>	<p>The district is ONGOING to utilize multiple means of communication to staff, families, and the community.</p> <p>This winter it added new informational videos, featuring cartoon visuals, that share district information in multiple languages.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Work will be ongoing to refine and increase strategies.</p>
		<p>Analyze Communications Practices: Review and analyze past structures of communications for the district.</p> <p>Goals this year are to:</p> <ol style="list-style-type: none"> 1.) develop new strategic vision, goals, and outcomes for this area of work. 2.) Cross-train a new team of staff to co-support district and school-based communications. 3.) Utilize a blend of written, visual, print, audio, and social media communications (in multiple languages) to ensure connections to wide audiences. 4.) Collect and analyze data on the impact of various communications. 	<p>The district currently does not have communications staff supporting communication. The superintendent, therefore, will take time to analyze past practices and staffing and make sustainable recommendations based on their findings.</p>	<p>Due to recent staffing reductions, the Superintendent and Manager of Executive Support Services manage District communications, with the support of one contracted, hourly employee.</p> <p>A focus on excellent communications, that are informative, varied in purpose, multilingual, and engaging happens daily.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: The Superintendent’s Office took on this added work. It was not easy as the work consumed hours equal to a full day of work each week.</p> <p>Due to budget constraints, the Superintendent and Manager of Executive Support Services plan to continue to lead communications into SY2025.</p>

		<p>5.) Consider partnering with Adult Education to add New London Public Schools' PreK-12 advertisements at the end of their catalog.</p> <p>6.) Align a sustainable budget to this area.</p>			
		<p>School-Based Communications: Schools will utilize multiple means of communication to staff, families and the community and will at a minimum distribute:</p> <ul style="list-style-type: none"> • Bi-weekly newsletters • Weekly social media posts • Contribute updates to the district's app 	<p>Building leaders have continued to write their bi-weekly communications to staff, and regular communications to families.</p> <p>The development and transition to a new app called Apptegy will allow for weekly social media posts. This app should be launched early this Fall.</p>	<p>Building leaders have continued to write their bi-weekly communications to staff, and regular communications to families.</p> <p>Due to the new launch of our new district website (fall 2023), tied to Finalsight, the District has decided not to move forward with Apptegy, and social media will continue to be centrally-managed by the Manager of Executive Support Services, with support of building and department leaders.</p>	<p>GOAL ACCOMPLISHED</p> <p>IMPLEMENTATION TO CONTINUE: Building leaders have continued to write their bi-weekly communications to staff, and regular communications to families. These communications are now found on our district website.</p>
	<p>Use of Varied Methods to Effectively Communicate: NLPS serves over 7,000 people per day from diverse backgrounds. Therefore, the aim is to communicate in various ways to engage all stakeholders.</p>	<p>Two-Way Messaging System: The district will be launching a new two-way messaging system in an app called Apptegy this Fall. This app will allow multi-lingual two-way messaging between staff and families to provide an additional layer of communications and support.</p>	<p>The development and transition to Apptegy is underway and expected to be launched by early this Fall.</p>	<p>After further research, the District is ONGOING the use of the Blackboard communication system, rather than moving to a new app. This program allows us to share communications in multiple languages.</p>	<p>GOAL ACCOMPLISHED</p> <p>IMPLEMENTATION TO CONTINUE: The blackboard system remains in place and active.</p>
		<p>Share our Story Campaigns: Aggressive marketing strategies will be used to grow our magnet programs, K-12. Unique communications and presentations will be used in local, regional, and national settings.</p>	<p>An audio commercial was recently recorded, featuring our students, and it came out awesome! This live audio ad is being shared publicly now.</p>	<p>Each school is developing its own marketing video, which will include highlighting students, staff and families.</p>	<p>GOAL ONGOING: Each school has been working with a video developer to craft their narrative, select images, and record. Additionally, BDJMMSC has completed several live film interviews and is awaiting the first draft of their marketing campaign video.</p>
		<p>Informative Board of Education Presentations: A schedule of Board presentations has been created, which will provide an update on each district department</p>	<p>A new schedule of presentations for SY23-24 has been developed and included as an appendix to this District Improvement Plan. Once shared at Board meetings,</p>	<p>The Board has been receiving a presentation monthly, as aligned to the BoE presentation schedule in the appendices of the DIP. These presentations have been shared</p>	<p>GOAL ACCOMPLISHED</p> <p>IMPLEMENTATION TO CONTINUE: Every department has had an opportunity to present their program's</p>

		over the course of the year. The Board will receive these presentations during their Business Meetings.	these presentations are shared with all staff via the Monday Memo and housed on the District's website for all to see.	both via the Monday Memo, and the District's website.	detailed information to the Board (and public) throughout the school year.
	<p>Customer Service Initiatives: Rise to provide a professional level of excellence in service to all members of the school community.</p> <p>Create opportunities for students, staff, and the community to share thoughts with school and district leadership.</p>	<p>Surveys: Implement a variety of paper and electronic surveys to gain and respond to ongoing feedback.</p> <p>There will be an increase of the numbers of families who share feedback through district and school survey tools.</p>	Electronic surveys are shared in various venues. The first venue will be during the B-8 kick-off event in October.	Survey data was gathered on various topics aligned to climate, instruction, academics, engagement, athletics, and early childhood education. These outcomes continue to guide our next actions.	GOAL ONGOING: This work occurred and continues. Additional surveys seeking school community input on the development of our new district improvement plan as well as "dreaming big" open forum meetings will occur this summer.
		<p>Phone Calls and Emails: It is expected that all staff will read and respond to emails and phone call inquiries within 24-48 hours:</p>	The Superintendent continues to expect staff (including herself) to provide the highest level of customer service, including the response to emails and calls within 24-48 hours. Our contracted technology partners at LEARN run reports regarding email usage quarterly and follow up to support where needed occurs.	Staff remain committed to providing excellent customer service. In addition to follow-through on inquiries, concerns, and requests for help we are now also implementing a second cycle of outreach for welcoming our new families who enter the district throughout the year.	GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: This expectation has remained in place. Feedback from parents has been positive.
	<p>24/7 Access to Support During Mental Health/Safety Emergencies: Train parents on how to use District software to support their children.</p>	<p>Anonymous Alerts App: Continued teaching and notification of the Anonymous Alerts system will be communicated to staff, students and families.</p>	<p>This year we plan to expand the use of the Anonymous Alerts App to Adult Education too.</p> <p>The AA app will continue to be available and utilized in all school buildings.</p>	Anonymous Alerts is operational at all schools and monitored by support staff and Administration. Students are utilizing this app with confidence and any issues submitted receive an immediate response.	GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: The Anonymous Alerts program remains in place and active. Staff, students, and parents/caregivers have received reviews reminding them about this tool and its 24/7 support for students.

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<p style="text-align: center;">3</p> <p style="text-align: center;">Parents and Caregivers as Co-Partners in Supporting Students' Education</p>	<p>Fostering Home-School Relationships: NLPS aims to empower families by promoting school-to-home communications with a focus on accessibility, frequency, and friendliness.</p> <p>The district will also build a multi-tiered structure to engage and empower parents in various school-based and district-based leadership roles.</p> <p>A framework defining a shared philosophy for parent partnerships will be adopted. The research of Dr. Joyce Epstein and Dr. Karen Mapp will be referenced.</p> <p>A variety of activities and opportunities to come together for learning and sharing will be implemented to invite and engage parents to become co-partners in co-educating students.</p> <p><u>We will empower families to be....</u></p> <ol style="list-style-type: none"> 1. Co-creators 2. Supporters 3. Encouragers 4. Monitors 5. Advocates 6. Models <p>for our children and for the work we will do together wrapping</p>	<p>Parent Engagement Events: NLPS will organize a variety of district, school, and school-City sponsored events to engage our families.</p> <p>NLPS will continue to host events, not only in its schools, but also in the community making them accessible for all our families in the district.</p> <p>Most of our events will continue to offer resources and content that will allow parents and guardians to work at home with their students.</p> <p>We aim to continue to build relationships and connections with our families by gathering actionable data on what the needs are in our community.</p> <p>Data will be collected at events to measure participation, relational connections, and outcomes to learning.</p> <p>The district will sponsor 28 events in SY24. Each school will sponsor an additional 2 evening events, each. Data from exit surveys will be collected, analyzed, and responded to.</p>	<p>District and School-sponsored Family Engagement Events: Organize a variety of home-school-family events that bring constituents together to support the building of strong relationships that will ultimately support student achievements. Events will be linked to developing a love for learning and will be organized to share resources, activities and knowledge regarding grade level standards and strategies for practicing skills at home.</p>	<p>The elementary family engagement events on standards-based report cards and iReady were well attended.</p> <p>Last year we had two people attend this type of event. Now we have had over 25 at each of these events, that link parents/caregivers to learning.</p>	<p>GOAL ACCOMPLISHED</p> <p>IMPLEMENTATION TO CONTINUE: Over 80 engagement events occurred across the district spanning Birth to 8, elementary, middle, high, and district initiatives. Feedback from constituents has been most positive.</p>
			<p>School-sponsored Parent "Coffee Hours": All principals will have scheduled "Coffee Hours", both in person and virtually monthly, to provide parents with direct access to school staff and to be able to provide feedback, ask questions, and learn about the current events in the schools.</p>	<p>All principals will have scheduled "Coffee Hours", both in person and virtually monthly, to provide parents with direct access to school staff and to be able to provide feedback, ask questions, and learn about the current events in the schools</p>	<p>GOAL ACCOMPLISHED</p> <p>IMPLEMENTATION TO CONTINUE: Coffee hours continued to be held across schools. Parents were able to connect in person as well as virtually with school staff.</p>
			<p>City/School District Sponsored Birth to Age 8 Hands-On Family Learning Events: A calendar of seven events has been created for the SY23-24 school year. When the B-8 events begin, attendance levels of the events will be maintained to encourage and continue the partnership between families and the district.</p>	<p>Birth to Age 8 school/community events are actively occurring with huge success. Instructional activities are planned based on shared themes for the event. Data is collected each time and this shows positive trends of increasing participation.</p>	<p>GOAL ACCOMPLISHED</p> <p>IMPLEMENTATION TO CONTINUE: B-8 events continued to grow and participation rates expanded. We are now connected to more young families in the City and surrounding towns than ever before. Average B-8 evening event attendance was 170+ people!</p>
			<p>Educational Workshops for Parents and Families: A calendar is under development for at least 4 educational workshops at the new Welcome Center for families to</p>	<p>Parent/Caregiver learning events are happening. Most recently the district held an evening event on how to disaggregate iReady scores, on understanding standards-based</p>	<p>GOAL ACCOMPLISHED</p> <p>IMPLEMENTATION TO CONTINUE: Additional parent engagement workshops have occurred regarding</p>

	supports around all students' success.		facilitate better understanding of topics related to early childhood education. Some of these topics could include but are not limited to: developmental milestones, oral language, pre-reading skills, fine and gross motor skills, social and emotional skills, IEP and 504, etc.	report cards, on suicide prevention and on STEM + Literacy (at WT) to name a few. Continued opportunities linking parents to co-partner on supporting learning at home will continue.	iReady, standards-based report cards, and food/nutrition for youth.
	<p>Parent Leadership Action Teams: PreK-Grade 3 Parent Leadership Teams will be formed. Parents will gather minimally 7 times per year to engage in hands-on learning about the ELDS (Early Learning Development Standards) as well as on additional topics of parent choice, review the results of the EDI (Early Development Inventory) completed last spring, and create a community action project to respond to this data.</p> <p>NLPS will hire Parent Ambassadors (paid positions) for the BP Mission Preschool Center and for each elementary school.</p>	Coffee and conversation around learning, with and from each other, will be regular events in the new Shaw's Cove learning center space.	Parents participate in each school's parent teams and in the monthly School Readiness Council meetings. Our Coordinator of Family Engagement is surveying families to see when they may want to come together for a specific purpose of diving into learning standards for grades Prek-3. We hope to begin these monthly meetings this spring.	<p>GOAL ONGOING: Parents are engaged in their buildings and with district-sponsored and magnet pathway events.</p> <p>Next year we plan to ground almost all events in diverse ethnic foods and celebrations of cultures.</p> <p>District-sponsored prek-3 academic learning/leadership parent groups will begin formally in SY2025.</p>	
	<p>Parent and Caregiver Empowerment Activities: Parents, guardians, and community members are welcome to volunteer in our buildings, working alongside NLPS to achieve student success.</p>	<p>Volunteering: The HR department has streamlined the volunteer application to ensure it is not too cumbersome to deter volunteers from joining our team.</p> <p>Raptor, the electronic device to do background checks on visitors, remains in place. This product will also allow us to track the volunteer process.</p>	A drafted district Volunteer Handbook has been completed. It highlights the updated procedures and expectations. HR is managing the volunteer applications through their screening process. After that the approved volunteer information is sent to the schools so that they can schedule help in their buildings.	<p>GOAL ACCOMPLISHED</p> <p>IMPLEMENTATION TO CONTINUE: The district's volunteer handbook is completed. This displays the various levels of volunteering that can occur for adults who wish to partner with us.</p>	
		<p>School-sponsored Parent Committee Meetings (PTO/PTA): Host a monthly virtual/in-person meeting at each building to create and plan fun and engaging events and activities directed to families and staff.</p>	PTO/PTA meetings are occurring at the elementary level. The secondary level is home to parent groups who are supporting athletics, band/arts, and graduations.	<p>GOAL ACCOMPLISHED</p> <p>IMPLEMENTATION TO CONTINUE: Monthly parent/caregiver meetings (to include PTO and various booster clubs) have occurred in each building.</p>	

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<p style="text-align: center;">4</p> <p style="text-align: center;">Students as Leaders</p>	<p>Students as Leaders: Our students are amazing! Multiple opportunities will be in place for them to continue to lead, voice thoughts, innovate, and problem solve throughout all schools.</p> <p>The following are opportunities for our students to co-plan, co-lead, and shine!</p>	<p>Student Led Engagement Events: Due to the recent graduation of four of this committee’s student members, new recruitment efforts will occur to enlist new student members will work with staff to plan more engaging team-building events.</p>	<p>Student Led Engagement Events: Students have recruited 4 juniors already and the first meeting will occur, with the whole group, prior to the end of September to plan staff-student relationship-building events for the year.</p>	<p>Seniors at the High School have been leading a group for MLL students to ensure all of our students know about the many offerings at the high school level that are available to our students.</p> <p>Students have also signed up to lead professional development workshops for staff from a student’s perspective.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Students continued to lead initiatives across the district. Many have received awards for their leadership, which often extended to the state and even national levels.</p> <p>Students’ success has continually been highlighted in weekly communications sent out by the superintendent, featured in board of education packets, and featured in the District’s “What’s Next” monthly communications. Principals also highlight students’ multiple successes in their parent and staff newsletters.</p>
		<p>Commitment to Promoting and Supporting Future Educators: By the end of the 23-24 SY, the Educators Rising program will be implemented successfully and have at least 10 student members from diverse backgrounds.</p>	<p>Commitment to Promoting and Supporting Future Educators: NLPS was successfully awarded the competitive Educators’ Rising state grant!</p> <p>Staff have attended Educators Rising kickoff event. A teacher is being recruited and a plan is being developed to recruit students. The first meeting will take place in October.</p>	<p>Five students will be attending the Educator’s Rising forum at CCSU on March 8th.</p> <p>Secondary level students are also volunteering their time in our elementary schools to gain educational experiences. They are great mentors and role models for our young students.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Students attended the Educator’s Rising forum at CCSU in March. A teacher has been approved to teach ECE Educator’s Rising next year. We have also written a grant to expand Educator’s Rising to the MS level next year.</p> <p>Students at the HS level continued to lead projects such as book swaps to provide gently used books to elementary students. They collected over 55 books.</p>
		<p>Student Voice and Leadership: Students are amazing, and their voices need to be heard! Several opportunities for students to speak,</p>	<p>Student Councils: Our goal is for the number of students who are a part of the Student Councils at the MS and HS, will consist of 12 or more from various grade levels.</p>	<p>Student leadership teams are in place at both schools and meet regularly with the principals of the buildings.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Student leadership teams are in place at both schools and meet regularly with the principals of the</p>

		share, and co-lead will be present across the district.			buildings. Additionally. National Honor Society's at both BDJ and the high school have expanded to welcome in even more students!
		<p>Student Representative for the Board of Education: At least one student leader will serve as an active member of the Board of Education throughout the 2023-2024 school year.</p>	Our student representative has been appointed. He is busy managing a packed schedule of senior events/activities and continues to check in with leadership.	GOAL ONGOING: Although appointed, we did not have active student participation at board meetings regularly the second half of the year. Recruitment is occurring now for additional student representatives who may wish to split the responsibility so that they can keep up with their academics, employment, clubs, and sporting and/or family responsibilities too.	
		<p>Student Ambassadors: Student Ambassadors will be chosen at each school and utilized to provide school tours, welcoming dignitaries, etc. at least three times per year.</p>	Students are tapped into regularly for various leadership roles throughout their buildings.	GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Students are tapped into regularly for various leadership roles throughout their buildings. We are looking to rotate students to co-serve at BoE meetings moving into SY25. This would allow more than 2 the opportunity to share the leadership responsibility.	
		<p>Student News: Students will co-produce news, commercials and/or other methods of communication to highlight the great things going on at New London Public Schools.</p>	This opportunity for student leadership is happening at some of the schools	GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Students have been featured in several publications, presentation, in radio ads and in new videos published by the district this year.	

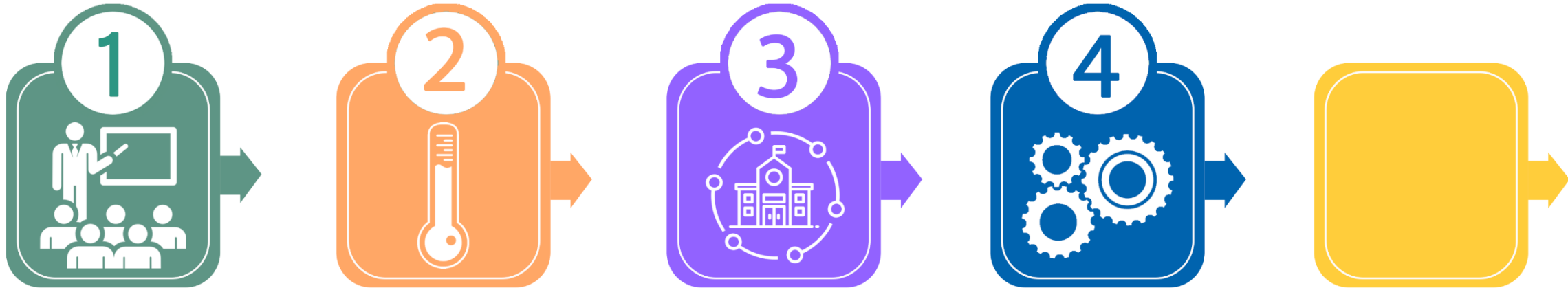
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<p style="text-align: center;">5</p> <p style="text-align: center;">Equity, Diversity, and the Celebration of Cultures</p>	<p>Equity and Diversity: As a district, we will continue to view our collective diversities as strengths, while engaging in conversations and professional learning that let us address racial inequities in our educational system.</p> <p><i>*Note: Equity work is woven throughout all goals in the District Improvement Plan.</i></p>	<p>District Equity Leadership Team: The district has remained committed to implementing robust equity goals and actions for the past several years.</p> <p>Our specific goals this year are based on our spring (23) professional book studies. Our work ahead will foster districtwide discussion, based on our readings, throughout the year, as we continue to build capacity for this very important work.</p> <p>Additionally, staff will begin to utilize the SMARTIE framework for writing specific professional goals. This framework extends the SMART-goal format to include extra planning for “I” (inclusion) and “e” (equity).</p>	<p>The first DELT (District Equity Leadership Team) meeting will occur the last week in September to set specific and measurable goals, continue our research and growth, and plan Equity PD to occur in all buildings on a regular basis.</p> <p>SMARTIE goals will begin to be crafted as aligned to the approved evaluation cycles; October 15th – November 15th.</p> <p>Both the district’s DELT (District Equity Leadership Team) and DELTa, (supplemental team) invite all staff to partake in additional conversations about race, equity and diversity. Workshop and meeting schedules will be shared in October.</p>	<p>The DELT team has met monthly throughout the year to plan the district equity PDs. The number of members of DELT has grown by 8 members and includes staff members from all schools.</p> <p>This work is ongoing.</p> <p>This work is ongoing. We continue to find ways to provide more opportunities to engage in conversations about equity. Many of these have been occurring, but in a more informal manner.</p>	<p>GOAL ACCOMPLISHED</p> <p>IMPLEMENTATION TO CONTINUE: DELTA Meetings occurred throughout the year. Collaboration occurred across multiple departments. A DELT Leadership team was developed and focused on the development of professional development. More facilitators were added to the list of people available to provide PD.</p> <p>This work is ongoing as a new evaluation plan is being developed per state requirements.</p>
		<p>A District-Wide Focus on Equitable, Culturally Responsive Teaching, and Research-based Instructional Pedagogy: Our district is home to a rich and diverse student body. Daily strategies will be used to help all students engage and achieve.</p>	<p>Culturally responsive teaching and multicultural instructional tools will continue to be used across the district.</p> <p>New diverse and high-quality instructional materials have been recently acquired as we continue to build our classroom resources and libraries.</p>	<p>This work is ongoing.</p> <p>This work is ongoing.</p>	<p>GOAL ONGOING: This work is ongoing and will be integrated into CN plans at all levels, including elementary next year.</p> <p>This work has been completed.</p>
		<p>Celebration of Diversity and Cultures: Our district is home to a rich and diverse student body that is home to students from over 30 different countries.</p>	<p>Celebration of Diversity and Cultures: NLPS will host another districtwide cultural event this year. In addition, we will continue to highlight various cultures regularly, by offering</p>	<p>The planning for the districtwide event will begin this fall. The date has been calendared and will be widely advertised.</p>	<p>This work is ongoing. We are excited as we get closer to our date for our district-wide celebration of our multiple diversities and cultures that encompass our school community as a part of our district.</p>

	<i>*Note: NLPS curriculum is regularly updated to add more culturally relevant instructional resources for students.</i>	various ethnic dishes through our food services department and our own culinary program.		This district-wide engagement event is planned for April.	
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<p>6</p> <p>Adult Education</p>	<p>Adult Education: New London Adult & ONGOING Education offers a complete curriculum for individuals looking to solidify their educational background and take the next step in their lives.</p>	<p>Digital Literacy: Adult Education (A.E.) students will receive explicit instruction in Digital Literacy Skills during the 2023-2024 school year.</p> <p>These are the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information; and developing digital citizenship and the responsible use of technology.</p> <ul style="list-style-type: none"> • <i>NorthStar</i>: Online Learning assessment data will be tracked and responded to. 	<p>Professional Development for Digital Literacy Team occurred on August 25, 2023</p> <ul style="list-style-type: none"> • Digital Access and Resilience in Texas Curriculum (DART) <p><i>NorthStar</i> Digital Literacy Curriculum PD was provided to teachers: August 30, 2023</p> <p>Schedule was created for all ESL students to receive Basic computers skills.</p> <p>Co teaching model has been rolled out to coordinate the ESL teacher and Digital Literacy teacher for Literacy, Basic and Beginner levels.</p> <p>A schedule has been created for a digital literacy elective credit for CDP.</p>	<p>Staff Professional Development:</p> <ul style="list-style-type: none"> • Internet Safety: November 2023 • DART Training: January 2024 • DART Symposium: Digital Literacy Team <p>ESL students at all levels receive Digital Literacy skill instruction.</p> <p>75% of CDP students enrolled in the Digital Literacy course received credit.</p>	<p>GOAL ACCOMPLISHED</p> <p>IMPLEMENTATION TO CONTINUE:</p> <ul style="list-style-type: none"> • <i>NorthStar</i> Digital Literacy Curriculum implemented throughout the year. • Advanced ESL students took 57 proctored assessments with passing results average score of 89.5% • Intermediate ESL students took 73 proctored assessments with passing results average score of 82.4% • DART Symposium continued • DART Curriculum coteaching model with lower-level ESL classes continued
		<p>AE Student Achievement: Students will make measurable skill gains by NRS level and program area. Achievement data will be tracked and responded to.</p> <ul style="list-style-type: none"> • CSDE target percentages of students achieving measurable skill gains will be met. 	<p>The intake team provides a baseline assessment to all registered students. Students are placed in the appropriate NRS Educational Functioning Level.</p> <p>CDP Data Team was held to create SLO's targeting student achievement on September 14, 2023</p> <p>The ESL Data Team created student growth goal to increase CASAS assessment score on ESL posttest</p>	<p>Staff Professional Development:</p> <ul style="list-style-type: none"> • STEPS Assessment training for ESL team: September and November 2023 • Analyze student performance data: November 2023 • Professional Reading to promote teaching best practice: January 2024 <p>Monthly Data Team meetings held by program. Reviewed and responded to:</p>	<p>GOAL ACCOMPLISHED</p> <p>IMPLEMENTATION TO CONTINUE:</p> <p>Staff Professional Development:</p> <ul style="list-style-type: none"> • The CT Association for Adult & ONGOING Education conference (CAACE) • The Coalition on Adult Basic Education conference (COABE) <p>Data Team meetings continued to be held monthly for each program. This allowed for ongoing</p>

			<p>on September 22, 2023</p> <p>Attendance team meeting dates are scheduled to monitor student attendance and support retention.</p>	<ul style="list-style-type: none"> Classroom data Talking Points data Attendance data <p>ESL Data Team reviewed mid-year report based on State target percentages:</p> <ul style="list-style-type: none"> SMARTIE Goals developed based on data Administrative informal visits to review implementation of SMARTIE goal CASAS daily warmups created and assigned 	<p>monitoring and the implementation of proactive interventions.</p> <p>Data:</p> <ul style="list-style-type: none"> ESL: June 4 data showed 4 of 6 Educational Functioning Levels have met the state target. Of the remaining two levels, one is within 2 points of achieving the target. Efforts are ongoing for all 6 levels to reach the state target by the end of June. <p>Credit Diploma Program (CDP): 46 graduates</p>
	<p>AE Student Career Development: Career discovery, pathway, and navigation tasks will be provided to students.</p> <ul style="list-style-type: none"> Students will participate in workshops and presentations related to EWIB priority industry sectors. <p>Data will be tracked and responded to.</p>	<p>The A.E. program recently filled their vacant Transitions Program Associate position and provided an overview of the program. Workshop and event planning is under way.</p> <p>Workforce Training Specialist distributed the schedule and informational flyer of the IBEST program. Recruitment has begun.</p>	<p>Transitions Associate completed the SDE Career Navigator training in November 2023 and attends monthly meetings.</p> <p>Transitions program provided small group <i>Career Cruising</i> workshops as well as various other workshops and events to date:</p> <p><i>November:</i></p> <ul style="list-style-type: none"> “One Day in College” experience at Three Rivers campus <p><i>December:</i></p> <ul style="list-style-type: none"> Education Opportunity Center: CONNTAC, Inc. presentation <p><i>January:</i></p> <ul style="list-style-type: none"> Post University presentation: Time and Stress Management, Budgeting, Decision-Making <p><i>February:</i></p> <ul style="list-style-type: none"> Job skills presentation Gateway Community College tour 	<p>GOAL ACCOMPLISHED</p> <p>IMPLEMENTATION TO CONTINUE:</p> <p>College Tours and Job/Career Fairs:</p> <ul style="list-style-type: none"> CT State Community College at Three Rivers Mitchell College visit Johnson and Wales tour American Job Center (AJC) Job Fair and Open House Eastern CT Chamber of Commerce Career Pathway Expo The Day Job Fair <p>Onsite Activities:</p> <ul style="list-style-type: none"> AJC Services and Resources CT State Community College - Human Service and Social Work Charter Oak Banking, Business Careers U.S. Army IASC presentation 	

				<ul style="list-style-type: none">• Lincoln Tech: Interview for Success• Schoolwide community event: Safe Futures blanket drive• Career in Law Enforcement: Community Engagement Officer, Waterford Police Department• FAFSA presentation	Spring schoolwide project: NL Community Meal Center collection of food supplies to donate
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THEORY OF ACTION 4: *Operations, Systems & Structures*

If we strengthen and align district operations and systems with the goal of increasing fidelity, coherence, efficiency and effectiveness, then we will improve outcomes for students.

Focus areas for work surrounding Operations, Systems and Structures include:

- Magnet Marketing, Recruitment and Operations
- Budget, Business and Finance
- District Policies, Handbooks and Procedures
- Facilities and Maintenance
- Technology
- Security and Safety
- Food Services
- Transportation



Systems for Success:

We will improve outcomes for students by strengthening and aligning district operations and systems with the goal of increasing fidelity, coherence, efficiency, and effectiveness.

THEORY OF ACTION	If we strengthen and align district operations and systems with the goal of increasing fidelity, coherence, efficiency, and effectiveness, then we will improve outcomes for students.
STATEMENTS OF RATIONALE	<p>“Accountability policy will not increase school performance without a substantial investment in human capital aimed at developing the practice of school improvement in a diverse population of school leaders.” (Elmore, 2008)</p> <p>“... in order for an organization to work effectively in a performance-based accountability system, leadership has to exercise control over resource allocation, targeting time and money on developing knowledge and skill.” (Elmore, 2008)</p> <p>Family-school-community partnerships are a shared responsibility and are essential for helping students achieve at their maximum potential. (National Center on Safe Supportive Learning Environments).</p>
	Standard Operating Procedures: Standard Operating Procedures keep organizations running efficiently and smoothly in that there are clear procedures and common expectations.

			Fall, 2023	Winter, 2023	Spring, 2024
District Focus Areas:	District Strategies/Actions	S.M.A.R.T. Goals (where applicable)	Beginning of-Year Data	Middle-of-Year Accomplishments	End-of Year Results
1 Magnet Marketing, Recruitment, Operations	Magnet Programming Marketing: NLPS will continue to recruit students to join our school family from around the state as it offers three uniquely themed pathways.	Marketing: During the 2023-24 SY NLPS will increase engagement of families by 30% through a variety of marketing strategies, including but not limited to: radio, direct mail, open house tours, magnet showcases, Counselor Breakfast for sending Districts, and Out of District events.	Worked with Cumulus Q105 and recorded a recruitment commercial that will run from Sept 18 th – Jan 22 nd . Currently investigating running a direct mail advertising campaign to target surrounding towns. Currently scheduling Open House Tours at all schools. Magnet Showcases are scheduled for 6-12 in December and K-5 in March.	This commercial aired during the secondary recruitment time. This work has been completed. Over 10,000 mailings were distributed to surrounding towns. Tours have occurred at all schools and are ONGOING at the elementary level.	GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Continued work with Cumulus Q105 and recorded a recruitment commercial for the Elementary Lottery from March 15 – April 5 th . David Kartunen developed a Magnet Pathway video which has been posted on the District website and various social media outlets. In addition, Breezeline cable has been running a 30 second spot of the video on local cable channel throughout the spring.
		District Logos: All schools will have a logo by the end of the SY23-24 school year.	The new district logo has been in place for three years. All schools now have an updated logo except	This work is ongoing.	GOAL ONGOING: This work will continue into the summer, with an expected launch for the Fall of 2024. A

			for the preschool and multi-magnet high school. The logo for B.P. is currently under design and review. It is expected to be completed by Winter. The high school will begin its work to design a logo soon. The harpoon logo will remain New London's athletics' department logo.	The New London High School Multi-Magnet Campus and the BP Preschool Center will have finalized logos for the end of the year.	draft has been created for BP Mission and design ideas have been collected from high school staff and students.
		District Apparel/Accessories: NLPS will create a district store where students, staff, families, and community members may purchase items which are adorned with the district and/or schools' logo.	The magnet team is currently reviewing different companies as options to host this purchasing service for the district. We are aiming to launch this comprehensive store in October.	The District store is active, offering different apparel options for each school and pathway.	GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: The District store continues to be active for staff and families to purchase apparel.
		Student Recruitment: By the end of SY 2024, NLPS will have met their magnet compliance goals for student enrollment for all secondary level programs and increased student retention by 20%.	The magnet team meets weekly with each building leader to review past and current data and discuss upcoming marketing events.	This work is ongoing. Corrective Action Plans were written and submitted to the state for review. This plan outlines how we plan to meet compliance goals.	GOAL ONGOING: At the end of the SY 2024 STEM 9-12 and VPAMPs 6-12 are currently over 25% OOD and STEM 6-8 is just under 25% OOD. The elementary magnets continue to work to increase the OOD %. We will not have the student retention data until the Fall.
	Magnet School Operational Plans: Continue to implement the magnet school operation plans and accompanying initiatives and strategies. Develop timeline for reviews and revisions on a three-year cycle.	K-12 International Education Operations Plans: Collaboration is occurring to write plans for submission of this new I.E. Operations' Plan to the CSDE Magnet office by January	Teams are being formed K-5 and 6-12 to begin this work. We have reached out to the CSDE Magnet Office to get confirmation and clarification of the work that is expected.	The clarification of the work that needs to be completed has been recently received by the CSDE and work has begun.	GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: We are ONGOING to work with the CSDE and will have confirmation prior to the end of June as of updated deadlines. Our I.E. pathway received approval!
		K-12 Arts Operations Plan: Collaboration is occurring to revise Arts operations plans, K-12, for submission to the CSDE Magnet office.	Teams are being formed K-5 and 6-12 to begin this work. We have reached out to the CSDE Magnet Office to get confirmation and clarification of the work that is expected.	The clarification of the work that needs to be completed has been recently received by the CSDE and work has begun.	GOAL ONGOING: Work continues on the Arts Operation Plans K-12 and will be finalized by December 2024

		<p>K-12 STEM Operations Plan: Collaboration is occurring to revise STEM operations plans, K-12, for submission to the CSDE Magnet office.</p>	<p>Teams are being formed K-5 and 6-12 to begin this work. We have reached out to the CSDE Magnet Office to get confirmation and clarification of the work that is expected.</p>	<p>The clarification of the work that needs to be completed has been recently received by the CSDE and work has begun.</p>	<p>GOAL ONGOING: Work continues on the STEM Operation Plans K-12 and will be finalized by December 2024</p>
	<p>Magnet Programming Regional Partnerships: NLPS will seek and onboard additional regional partners to support the aims of our magnet programming.</p>	<p>Partnerships: Partnerships with New London area businesses and organizations will be sustained and will also increase by 5. We greatly value our various partnerships!</p>	<p>As of this time, possible partners to add are those specializing in CNA, Phlebotomy, and Medical Assisting programs. These new opportunities could be offered at Shaw's Cove.</p>	<p>This work is ongoing.</p>	<p>GOAL ONGOING: We will be adding a CNA course and a Cosmetology course for SY 2025.</p>

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<p style="text-align: center;">2</p> <p style="text-align: center;">Budget, Business and Finance</p>	<p>Implement Munis Payroll/Human Resources Module: The Munis shared financial platform has been successfully implemented to process purchasing and payment and transactions and to report financial data in a common database with the City government.</p>	<p>Learn and Implement the Munis Payroll/Human Resources Module in the Business Office: Set up, learn and deploy the Munis Payroll and Human Resources module to include functionality of Position Control to ensure that all hiring and payroll processes are in alignment with the approved budget, and to process all financial transactions in the shared Munis database, thereby eliminating the need to import data into the Munis database.</p>	<p>The Business office and the Human Resources department are currently working with the Tyler Technologies implementor and the City of New London Finance Department to set up and implement the HR/Payroll modules. We are on track to meet our goal to processing selected parallel payrolls beginning in January, with a goal to eliminate use of the old ADS system for payroll processing on July 1, 2024. Payroll imports from ADS to Munis will be up to date by January 2024.</p>	<p>Payroll data through October has been imported into Munis for the regular budget and grants. The Child Nutrition payroll data through February has been imported. The Munis implementation process continues to be on track for the July 1 go-live date. A parallel payroll was run in January. A second parallel payroll is scheduled for mid-March. By running payrolls that are parallel to the live payroll in ADS, we can compare the outputs of both systems to ensure that Munis actual payrolls will be accurate, and all anomalies and issues are resolved in the new system.</p>	<p>GOAL ONGOING: Munis (now called ERP) Payroll and Human Resources Software are set to go live for the BOE and the Child Nutrition program July 1, 2024. The Business Office and HR teams have been training and setting up the software over the past year.</p> <p>This goal is on track to be completed as planned as of the beginning of the current fiscal year</p>
	<p>Purchasing: The business office will develop a Purchasing Manual that includes software specific procedures to assist with training and workflow.</p>	<p>Purchasing: Update and highlight spending approval processes to ensure that all expenditures meet the fiscal plan prior to committing funds.</p>	<p>Documentation of the purchasing process is currently in place. The Business Office is in the process of updating and clarifying the purchasing processes with a particular focus on confirmation of available funding and approved budget lines. A refresher training will be provided to Department Heads and staff that are involved in purchasing and or generating purchase requisitions.</p> <p>Additionally, the grant tracker spreadsheet will be utilized interdepartmentally during the budget development process to communicate anticipated funding sources for each position, service or supply in order to clarify the impact of any changes made later</p>	<p>This work is ongoing. The refresher training is targeted to take place in mid spring.</p> <p>The grant tracker spreadsheet has been helpful in developing the FY25 proposed budget. The use of this sheet facilitates better communication and planning between all involved in grants administration. This spreadsheet will continue to play a critical role as we write the actual grant applications for FY25 in the fall.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: A new purchasing manual has been assembled and is in the review phase. The grant tracker spreadsheet is firmly imbedded in daily operations.</p>

			during the grant submission process.		
	<p>Cross Department Integration: between Human Resources and the Business Office: The implementation of the Munis payroll and human resources module is central to the long-term solution. However, the timeline of this implementation is scheduled for July 2024.</p>	<p>Cross Department Integration & Communication: Update/create documentation of interdepartmental procedures in partnership with the Human Resources Office. (Including but not limited to: hiring, purchasing, payroll, etc.)</p>	<p>Bi-weekly meetings are being held with the Business Office, Human Resources, and Information Technology to draft procedures for hiring, onboarding, off boarding, and tracking of district assets issued to staff.</p>	<p>Bi-weekly meetings continue.</p>	<p>GOAL ONGOING: Biweekly meetings are ongoing. As part of the Munis implementation process roles between two departments have been clarified and specific workflows and approval flows have been implemented.</p>
	<p>Student Activity Accounts: Activity funds are governed by laws requiring that balances are expended for the same purpose or to benefit the same population for which funds were originally deposited.</p>	<p>Student Activity Accounts: Complete Student Activity Funds Audit with external auditor.</p>	<p>The Business Office is collating historical documentation for each account. Actual audit work will begin after the annual City of New London audit is completed.</p>	<p>This work is ongoing. Auditors have not confirmed their availability to perform this audit yet.</p>	<p>GOAL ONGOING: This work is ongoing. Auditors have not confirmed their availability to perform this audit yet.</p>
	<p>Budget Development: Advocate for and invest our financial resources wisely, transparently, and equitably across district schools.</p>	<p>Budget Development Ensuring Long-Range Plan: Develop a new plan to prioritize fiscal needs and funding requirements to make the necessary cuts when ESSER grant funding expires.</p>	<p>The business office is calculating ongoing operational costs that are currently being funded in grants that are expected to expire in the next two fiscal years in order to identify potential models showing the magnitude of reductions that may be needed in the next two budget cycles. Future funding needs will be impacted by numerous variables.</p>	<p>A proposed FY25 budget has been developed and approved by the BOE. The budget includes a request to the city for a large increase in the general fund appropriation in order to offset several grants that are expiring. We continue to track active legislation in order to request and project additional funding from the state and federal government. The business office and the cabinet team are actively working to identify additional potential expenditure reductions for the FY25 budget as some level of additional cuts are anticipated. The final level of expenditure cuts will depend on the final outcome of state legislation and city appropriation.</p>	<p>GOAL ONGOING: Funding for FY25 has been identified and we continue to update projections. Projections continue to be revised as various state funding sources are changing award amounts. Currently, projections for FY25 are balanced and equitable.</p>
	<p>Budget Maintenance and Tracking: It is imperative that the NLPS Business Office monitors the status</p>	<p>Budget Maintenance and Tracking: Perform a monthly reconciliation of accounts with city finance to confirm</p>	<p>The CFO will schedule meetings in the coming months with the City Finance Director to outline the</p>	<p>The district continues to import payroll data from the legacy financial system into the new</p>	<p>GOAL ONGOING: The district continues to import payroll data from the legacy financial system into the</p>

	<p>of the budget, ensuring all data is aligned to City records.</p>	<p>that BOE General Fund, BOE grants, BOE Tuition funds and Child Nutrition accounts all balance with city books.</p>	<p>reconciliation process and determine proposed deadlines and scope that meets audit requirements.</p>	<p>shared financial system. Communication with the city has been initiated to jointly develop monthly processes to close out financial records and assure that accounts are balanced. Discussions are currently being held to determine how Child Nutrition Program revenues and bank deposits will be recorded.</p>	<p>new shared financial system. All audit functions for the FY24 audit for the BOE as well as the Child Nutrition program will be performed in Munis. The monthly close process was again identified in the FY23 audit. The city finance department has been identified as the leader in this development process.</p>
	<p>Securing, Allocating, and Reporting on Grants: NLPS relies on grants for core programs and several important enhancement initiatives. It is home to over 30 million dollars of federal, state, and private grants.</p>	<p>Securing, Allocating, and Reporting on Grants: Expand new grant tracking and planning process to include all grant and tuition funds to improve long range fiscal planning and utilization of funds in accordance with grant requirements and grant timelines.</p>	<p>Grant sheets to track spending and anticipate upcoming fiscal needs have been developed and will continue to be used to forecast as accurately as possible.</p>	<p>Grant sheets are continually updated and shared. Biweekly grants meetings are held to review these sheets and identify potential need for changes to individual grant budgets. Grant expenditure tracking has also been modified to accommodate new CSDE requirements to draw down grants. Grants must now be drawn down in arrears based on actual expenditures, rather than 30 days in advance based on projections.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Biweekly grant meeting continue. The grant sheets have been helpful in the FY25 budget development process and the process continues as we gear up to submit all of the grant budgets for approved by CSDE in the fall. This goal has been completed as planned.</p>

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<p style="text-align: center;">3</p> <p style="text-align: center;">District Policies, Student Registration, and Cumulative Records Retention</p>	<p>Regular Review, Revision, Adoption, and Implementation of Policies: Implement a district-wide system that allows school leaders to be able to regularly review, make recommendations for revisions, be trained on new policies, and be supported in implementing.</p>	<p>Policies: Continue to work with the BOE Policy Committee on the policy revision schedule to ensure all policies are updated, compliant and appropriate.</p> <p>Comply with the new statutory requirement for distributing the mandatory reporter requirements to all school employees.</p>	<p>The Policy Committee will reconvene for SY23-24 in October. The committee will continue its work on Series 6000 - Instruction, and will begin to revise those policies affected by new July 1 legislation.</p> <p>Staff were required to take a series of mandatory training prior to the start of the school year during the back-to-school Professional Development days. This included annual DCF Training.</p>	<p>The Policy Committee continues to meet regularly and work on Series 6000 – Instruction policies.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: The Policy Committee met monthly this year to review multiple policies. This work will continue next year.</p>
		<p>Policy Training and Implementation: A roll-out plan will be implemented to ensure all staff, students and families are aware of and compliant with and policy changes.</p>	<p>Staff have been and will continue to be notified of Policy revisions through multiple avenues including Policy Committee and Board Business Meeting packets, as well as the Superintendent’s Monday Memo.</p> <p>A plan for more specific review of policies with staff is in development.</p>	<p>Staff have been, and will continue to be, notified of Policy revisions through multiple avenues including Policy Committee and Board Business Meeting packets, as well as the Superintendent’s Monday Memo.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Staff have been, and will continue to be, notified of Policy revisions through multiple avenues including Policy Committee and Board Business Meeting packets, as well as the Superintendent’s Monday Memo.</p>
	<p>Update Central Registration Onboarding Procedures: Redesign systems of operations for registering PreK-12 students.</p>	<p>New Central Registration Onboarding Procedures: Our goals are to implement new, multi-step processes that seek to gather detailed information, form a shared understanding of home-school student goals, and ensure all families know about the support resources available throughout the community.</p> <p>We will staff the Welcome Center adequately, by shifting some current positions. Cross-train Welcome Center staff.</p>	<p>Registration forms have been updated.</p> <p>A team of staff has been identified.</p> <p>Job descriptions are being updated.</p> <p>The grand opening of the new Welcome Center is planned for October.</p> <p>A new team of staff is in place to conduct regular check-ins with newcomers.</p>	<p>This work is ongoing. Data has been collected and is being utilized to inform next steps.</p> <p>A bi-weekly team meeting is now in place whereby registration staff, members of C.O., our family engagement coordinator, and the superintendent meet regularly to review bi-weekly student registrations and respond to unique needs.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: This work will continue into next year, but bi-weekly team meetings have been occurring and data is constantly tracked. The process was reviewed and revamped and is working well.</p>

		We will set up new structures to ensure newcomers have check-ins at set points throughout their first year.			
	<p>Procedural Review and Systems Development of Cumulative Records</p> <p>Aim to continuously seek clarity, streamline, and align district procedures regarding cumulative files and their storage.</p>	<p>Cumulative Files and Storage:</p> <p>The district will continue to dispose of archived records according to the requirements set forth by the State Records Library.</p>	<p>At the high school campus, an additional 28 cubic feet of records were recently approved for disposition through the State Records Library.</p> <p>A written cycle of maintenance will be created to ensure compliance in record retention and disposition at the high school.</p> <p>A review of records at the middle school will occur this fall, to create a plan for maintenance.</p>	<p>High school cumulative records are currently up-to-date. A continued cycle of maintenance will occur with these records to ensure compliance.</p> <p>A review of records has occurred at the middle school, and work will begin in Summer 2024 to dispose of archived records.</p>	<p>GOAL ACCOMPLISHED</p> <p>IMPLEMENTATION TO CONTINUE:</p> <p>This work will continue into the next school year. Due to the transition of staff and final phase of construction, the disposition of records at the middle school will begin in SY24-25.</p>

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<p style="text-align: center;">4</p> <p style="text-align: center;">Facilities & Maintenance</p>	<p>Cycle of Maintenance: As a district we will continue to create, revise, and utilize life cycle plans for facilities.</p>	<p>Capital Improvement Plan: Continue to improve the maintenance of our facilities as highlighted in the CIP. This year’s projects include cameras, kitchen equipment, lighting, and HVAC upgrades. Update pricing to reflect basic cost increase caused by inflation due to Covid-19.</p>	<p>The Capital Improvement Plan is under review to remove the Harbor Facility, amend Central Office, and revise all other buildings. This includes gathering quotes for up-to-date pricing projections.</p> <p>Time is being taken to also investigate software to make the CIP more efficient.</p>	<p>The Capital Improvement Plan was presented on February 12, 2024 to the Board’s School Facilities and Program Design Committee. It will be revised and presented to the Board by the second meeting in March 2024.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: This work continues as the CIP is an evolving document.</p>
		<p>Indoor Air Quality (IAQ): Implement an improved Indoor Air Quality System and create a schedule of IAQ Inspections and Evaluations for each building effective January 1, 2024, for every school.</p>	<p>We are working on specifications to go out to bid for a full control replacement project in all the elementaries schools.</p>	<p>We have received one estimate from the contractor we are currently using for the AHERA management plan. We continue to look for alternatives to do this work in-house by hiring someone with a TAB certification.</p>	<p>GOAL ONGOING: Our HVAC Supervisor will be attending a TAB class in October 2024.</p>
	<p>North Campus Construction: The District continues to be under active construction at the High School Campus.</p>	<p>Final Phase of Construction & Closeout at the North Campus: In collaboration with CREC, SMBC and DAS we will begin the closeout of open construction projects.</p>	<p>Currently in the final construction phase, including the STEM connector, parent drop-off and landscaping.</p>	<p>Construction is completed. We continue to go through punch list items. We have 4 projects that we are looking to incorporate into the project (cameras, access control, digital signage)</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Construction is completed. We continue to go through punch list items.</p> <p>4 pending projects were removed from the project.</p>
	<p>South Campus Construction: The District continues to be under active construction at the Middle School Campus.</p>	<p>Final Phase of Construction at the South Campus: The last phase of construction includes a new addition that will house arts, music, a new courtyard, and UN room.</p>	<p>We are currently in the final phase of construction, which includes gymnasium, courtyard, and new addition.</p>	<p>The gymnasium is completed. Work continues in the courtyard and the new addition.</p>	<p>GOAL ONGOING: Construction is on schedule and on budget.</p>
	<p>B.P. Facility Construction Project: As the program continues to grow it will be necessary to expand.</p>	<p>Expand our Early Childhood Facilities: NLPS will collaborate with the City of New London to build an addition to BP Learned to expand the Birth – 8 programs.</p>	<p>NLPS has engaged SLR to work on our enrollment projections.</p> <p>Conversations with two different architects occurred to gather quotes and ideas alongside a feasibility study for a design-build project.</p>	<p>A feasibility study has been completed. We received an estimate from Silver Petrucelli to move forward with all soft costs at \$247,500.</p>	<p>GOAL ONGOING: This work is on hold pending a potential school construction project.</p>

	<p>Landscaping and Snow Clearing: The exterior of district buildings is as important as the interior of our buildings. Ensuring the safety of buildings by clearing snow during and after storms is also of the utmost importance. A solution needs to be found as there are not enough City personnel to properly upkeep our grounds.</p>	<p>Landscaping and Snow Clearing: The district will begin to utilize the funds allocated to hire 2 part time custodians to supplement public works tasks. The Head Custodian, previously assigned from Harbor, will lead this work.</p>	<p>Positions are posted as of 9/6/23. Equipment will be purchased, and a crew leader has been appointed.</p>	<p>This work is ongoing.</p>	<p>GOAL ONGOING: We hired 1 FTE and 2 PTE to lead this work.</p>
	<p>All-Inclusive Playgrounds for Students: NLPS' believes strongly in equity and access for all students.</p>	<p>All-Inclusive Playgrounds: Create equitable access to play areas for all students.</p>	<p>Equipment in production. Installation is expected for the spring of 2024. These playgrounds will be installed at Winthrop, Nathan Hale, and Jennings.</p>	<p>This work is ongoing.</p>	<p>GOAL ONGOING: This work is scheduled for the summer.</p>
	<p>Recycling: Reduce the amount of waste sent to landfills. Reduce demand for raw materials while saving energy and costs.</p>	<p>Continue to Improve our Recycling Program: Currently we have a small compactor in all elementary facilities. We partner with a local farmer to reduce food waste.</p>	<p>We are looking for ways to add compactors for waste to be recycled and add more of the big belly small solar powered compactors</p>	<p>This work is ongoing.</p>	<p>GOAL ONGOING: This work is ongoing.</p>

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5 Technology	District Technology Plan: Develop and implement the district technology plan with a focus on student-centered learning, infrastructure upgrades and service operability.	Improve Communication with All Staff Improve communication with staff through the creation of a quarterly technology newsletter. Establish technology committee to meet every other month to discuss how technology can support student and staff success and review technology trends in education.	Starting September 25th, we will be sending out a monthly email with technology updates and reminders. Increase surveys prior to implementing changes as recommended by the technology committee.	A newsletter will be produced quarterly. The first edition was shared in December. The second newsletter will be shared in March. Technology Helpdesk has conducted ongoing surveys and we have used this information to enhance our customer service skills. The Technology Committee has not met yet. We hope to convene before Spring.	GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: We improved communication with all staff by sharing safety tips, tech newsletters, reminders about passwords, rules and scams.
		Technology Procedures: The Technology Department will create written procedures to ensure a consistent and efficient flow of the department.	Like the “how to” procedures shared regarding MFA and PaperCut for printing; the technology department will send out written procedures prior to any changes.	There have been no changes to procedures since the beginning of the year.	GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: There have been no changes to procedures since the beginning of the year.
		Cycles of Maintenance and Upgrades: Ensure that resources and infrastructure for supporting the effective use of technology for learning are sufficient and scalable to meet future demand. Create and share a cycle of existing devices and upgrades.	We are gathering information of our current inventory and creating a life cycle plan to then implement technology devices and hardware into the capital improvement plan.	The technology team continues to inventory all devices.	GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: The technology team continues to inventory all devices. We are swapping 3rd grade from Chromebooks to iPads.
		Improve Customer Service with Helpdesk: Improve response time for tickets in IIQ. Place the student information team into the helpdesk system to enhance overall workflow and efficiency while also improving the requester’s experience.	Our goal is to respond to tickets within 2 hours. Having a fully stocked backup inventory, down time for hardware will be less than 24 hours.	Ticket response time has substantially improved since last year. Our current average response time is 2.5 hours. Student information-related tickets can now be submitted via Help Desk.	GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: The department addressed 5,162 tickets during the school year. The average response time was 2.5 hours and the average wait time for a resolution was 5 hours.
		Technological Training and Supports:	This work has not started yet but will begin by October.	Techs have been chosen to teach a topic this Spring. The technology team will then discuss topics of	GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE:

		Provide staff training on how to access Microsoft 365, including TEAMS and Outlook		interest and develop an agenda. Staff will be given the option to sign up for training.	GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Two techs became CompTIA certified and became level 2 technicians
		Safe Technology Use: Multi-Factor Authentication will be enacted for all employees for the 2023-2024 School Year.	We are gathering information from staff, and plan to roll it out at the beginning of October.	MFA is currently in use.	GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: MFA is currently in use.

			Fall, 2023	Winter, 2023	Spring, 2024
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<p style="text-align: center;">6</p> <p style="text-align: center;">Security and Safety</p>	<p>District and School Safety and Security: Continue to ensure all schools and district-level safety plans are up to date and shared with all staff.</p>	<p>Timely and Accurate Plan Submission: The District's All-Hazards School Security and Safety Plan will be updated and submitted in accordance with State requirements.</p>	<p>School-Level and District-Level plans are in place, being reviewed and revised. Each will be submitted to the State by the November 1, 2023, due date.</p>	<p>The District's All-Hazards School Security and Safety Plan was submitted to the State by the November 1, 2023 due date.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: The District's All-Hazards School Security and Safety Plan was submitted to the State by the November 1, 2023 due date.</p>
		<p>Safety and Vulnerability Assessments: S&V Assessments will be conducted at all buildings in accordance with State Statute and in partnership with the New London Police Department. These Assessments will be included as appendices in the District's All-Hazards School Security and Safety Plan.</p>	<p>Safety and Vulnerability assessment walkthroughs have been completed with the New London Police Department.</p> <p>Written assessments will be included in the District's All-Hazards School Security & Safety Plan.</p>	<p>Safety and Vulnerability Assessments were completed and included in the submission of the All-Hazards School Safety & Security Plan to the State.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Safety and Vulnerability Assessments were completed and included in the submission of the All-Hazards School Safety & Security Plan to the State.</p>
		<p>Training: Staff will receive ongoing training to the All-Hazards School Security and Safety Plan, including the full integration of the ALICE protocol.</p>	<p>All staff have received an ALICE refresher through back-to-school Professional Development.</p> <p>Additional trainings will be planned throughout the school year.</p>	<p>The District's Safe School Climate and Safety Committee met and discussed a calendar of training for the remainder of the school year.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Trainings to ALICE will continue with meetings throughout the summer to prepare for SY25.</p>

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<p style="text-align: center; font-size: 24pt; font-weight: bold;">7</p> <p style="text-align: center; font-size: 18pt; font-weight: bold;">Food Services</p>	<p>Food Services: Seek continual improvement in the food services system in quality, satisfaction, and efficiency.</p>	<p>Local Food Sourcing: The Child Nutrition Program (CNP) will increase local food purchases and highlight farm to school opportunities.</p>	<p>FoodCorps is creating a yearlong cafeteria taste test schedule with local produce.</p> <p>CNP has signed on to the CT Put Local on Your Tray deep dive for statewide support.</p> <p>CNP is currently partnering with a local pig farm to be able to feature local pork on the menu, with a goal of beginning this Fall.</p>	<p>Monthly taste tests have been completed through January:</p> <p>October: Local Peppers November: Carrot Souffle December: Butternut Mac & Cheese January: Pickled Beets February: Lunar New Year- Dumplings</p> <p>Local pig has been featured as part of the lunch menu twice, as well as featured at Community Meal</p> <p>Applied for and awarded \$5,000 grant to increase local procurement, and host CT Grown Community Meal.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Monthly taste tests have been completed through May:</p> <p>October: Local Peppers November: Carrot Souffle December: Butternut Mac & Cheese January: Pickled Beets February: Lunar New Year- Dumplings March: Smoothie Challenge May: Strawberry Sorbet</p> <p>Have increased farm to school purchases for SY 24' by 300%.</p>
		<p>Training: CNP will build and implement robust internal training and professional development materials for staff.</p>	<p>Initial training materials have been developed. Initial training will begin during Wednesday Early Release Professional Development days in October.</p>	<p>Training materials have been developed, and boards have been hung and utilized in each kitchen w/ standardized MOP's, etc.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Staff are referencing training materials on boards while performing work duties.</p>
		<p>Menu Items: CNP will introduce 6-8 new menu items for students to taste and share feedback on.</p>	<p>3 new menu items have been added as of September 2023. Further recipe testing is ongoing, and additional menu items are expected to be released throughout the remainder of the school year.</p>	<p>An additional 6 new recipes have been added to the menu with further recipe testing ongoing.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: All new recipes have been added to the menu with quantitative and qualitative data to support success and/or amendments.</p>

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<p style="text-align: center; font-size: 2em; font-weight: bold;">8</p> <p style="text-align: center; font-size: 1.5em; font-weight: bold;">Transportation</p>	<p>Transportation: Continue to improve efficiencies and communication between parents, school and bus contractor.</p>	<p>Bus Contract: We will continue to implement the bus contract and monitor the upcoming need for a new bus cycle.</p>	Busses are currently parked at the Cedar Grove lot. Feedback is continually being gathered by staff regarding the implementation of the bus contract.	The Business Office is currently in discussions with First Student regarding a one-year extension to the contract.	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: The Business Office is currently in discussions with First Student regarding a one-year extension to the contract.</p>
		<p>Addition of More Buses: With the influx of new students and increased demand for out of districts buses, we need more resources.</p>	Currently gathering request from Special Services for their needs for the next school year, as well analyzing the needs for OOD and After School programs transportation moving forward.	We are still in need of more buses for the next school year. A minimum of 4 to 5 buses are needed, but this will likely be dependent upon the District's approved budget.	<p>GOAL ONGOING: We are still in need of more buses for the next school year. A minimum of 4 to 5 buses are needed, but this will likely be dependent upon the District's approved budget.</p>
		<p>Routing Software: With the ever-growing demand of the transportation department, there is a need to upgrade the decade-old routing software.</p>	This work has not yet begun. It will begin to occur after the October 1 student count is completed.	Meetings with vendors and the viewing of different software presentations has occurred. Implementation most likely will be dependent upon the District's approved budget.	<p>GOAL ONGOING: This work is ongoing.</p>



THEORY OF ACTION 5: *Talent Management: Recruit, Retain and Recognize*

If we work to develop and strengthen the talent of a diverse workforce, and recognize positive efforts, then we will grow our collective capacity to better meet the needs of our students and families.

Focus areas for work surrounding recruitment, retention, recognition and development of a talented and diverse staff include:

- Recruitment
- Staff Attendance and Retention
- Support and Recognition
- Reports, Records and Cross Department Integration
- Staff Benefits, Risk Management, Health and Wellness
- Life-Long Learning with Tailored Professional Development



Talent Management: Recruit, Retain and Recognize

We will work collaboratively to recruit, retain, and strengthen our talent in ways that support students, staff, families, and our community.

THEORY OF ACTION	If we work to develop and strengthen the talent of a diverse workforce, and recognize positive efforts, then we will grow our collective capacity to better meet the needs of our students and families.
STATEMENTS OF RATIONALE	Many factors contribute to a student's academic performance, including individual characteristics and family and neighborhood experiences. But research suggests that, among school-related factors, teachers matter most. In addition, highly qualified support staff are integral to student success.

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1 Recruitment	Staff Recruitment: Work to attract, hire, and retain a highly qualified, diverse, and talented workforce at all levels.	Staff Recruitment: Conduct four district-based recruitment and information sessions. Enhance opportunities for alternate routes to certification by implementing a teacher residency program with Sacred Heart University.	Planning for the 1 st of 4 events scheduled for October in collaboration with the CT SDE with a focus on Paraprofessionals. Pending funding, program is scheduled to start late fall.	Ongoing: The Talent and HR department goal for recruitment events are in the planning stages for the Spring. The department is exploring potentially merging the Paraprofessional recruitment event with the general recruitment /information session. In progress: A teacher residency program with Sacred Heart University is in progress with 8 employees of color participating across the district.	GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: We successfully implemented a teacher residency program in partnership with Sacred Heart University, resulting in 8 current employees of the district who are now prepared to lead classrooms as teachers-in-residence in the upcoming year. Their placements have been finalized, and we are committed to monitoring their progress and providing support as needed. GOAL ONGOING: While we celebrate the completion of the teacher residency program, we are also focused on continuous improvement. Although we were unable to conduct all planned district-based recruitment and

				information sessions this year, this goal is ongoing.
	<p>Hybrid Substitutes: Ensure all steps in recruitment and hiring of hybrid substitutes are in place.</p> <p>Audit steps in recruitment and hiring process for hybrid substitutes quarterly.</p> <p>Develop capacity of our hybrid substitutes through weekly participation in districtwide staff development and targeted learning opportunities.</p> <p>Support enrollment of up to 5 staff members into alternate route to certification programs through quarterly information and work sessions.</p>	<p>Hybrid substitutes have been hired.</p> <p>Hybrids will be participating in districtwide PD weekly.</p> <p>The first quarterly information session on routes to alternative certification programs will be held in November.</p>	<p>The Hybrid substitutes program has been a success to date. Since the start of the year, the Talent and HR department has hired or retained about 15 substitutes. 5 have been hired in a Hybrid substitute role this school year.</p> <p>2: District Wide Substitutes (Special Education) 4: BDJMS 1: BP 3: Winthrop 4: NLHS 1: Nathan Hale</p> <p>These hybrid substitutes have utilized career pathways within the district to explore new opportunities such as LTS, which we will monitor the impact and retention rates in these roles. This has proven to be a positive recruitment strategy and entry point into a career opportunity with NLPS.</p> <p>The fill rate between the Hybrid Sub program and partnership with Kelly services this year has greatly improved from previous years.</p>	<p>GOAL ACCOMPLISHED</p> <p>IMPLEMENTATION TO CONTINUE: This goal was successfully achieved as proposed. The relationship with Kelly Services has improved with the constant monitoring of the sub pool and hybrid substitutes. Moving forward, this remains an ongoing priority to sustain NLPS as a destination for career growth and opportunity, furthered by our partnership with Kelly Services to continuously improve fill rates.</p> <p>The middle school is an example of building capacity with our Hybrid Subs program. At least four of the Hybrid subs have move on to other career opportunities with NLPS.</p>
	<p>College Interns: Develop HR procedures for recruiting, onboarding, assigning, and monitoring college interns as a part of learning at NLPS.</p>	<p>HR procedures for welcoming and monitoring interns are in the process of being developed.</p>	<p>Fall and Winter College Interns have been welcomed to classrooms across the district. The colleges we have partnered with are the University of Hartford, the University of Connecticut, Mitchell College, the Southern Connecticut State University, and Grand Canyon University.</p>	<p>GOAL ACCOMPLISHED</p> <p>IMPLEMENTATION TO CONTINUE: In this school year NLPS hosted approximately 10 college interns. We are building out the digital platform to streamline the engagement process for selecting and bringing on interns from our partner universities. We are currently in the process of connecting an intern from SCSU for</p>

				the upcoming school year with BDJMS.
	<p>Job Fairs/College Connections: Continue to have robust partnerships for job fairs and college partnership connections.</p> <p>Participate in job fairs, as announced, to include local community events.</p> <p>Connect monthly with our college partners to ensure our opportunities are known and to establish intern/student teacher relationships as well as recruitment initiatives.</p> <p>Develop a chart of colleges and universities from which our new hires over the past two years graduated.</p>	<p>College partnerships currently exist with Mitchell College, Connecticut College, Sacred Heart University, UCONN, Central CT State University and University of Hartford.</p> <p>Data regarding outcomes of our attendance at various job fairs will be finalized by November to guide our future targeted recruitment initiatives.</p>	<p>Data regarding outcomes of our attendance is as follows: In 2023-2024 staff attended seven career fairs:</p> <ul style="list-style-type: none"> • CCSU • UCONN • ECSU • The Day • CCSU • University of Hartford • University of St. Joseph <p>Based on Frontline tracking data, we had three non-certified applicants as a result of the New London Day event, and four from the UCONN event, of which three were hired.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Outcomes include active participation in various job fairs, ensuring representation at local community events and key institutions such as CCSU, UCONN, ECSU, Resc Alliance IED Fair, CEA hosted at Derby High School, SSCU, and Mitchell College, Department of Labor and The Day Fair. Continued partnerships and engagement with the various universities: This is valuable to continue to establish internships and student-teacher relationships, creating a pipeline for future recruitment.</p>

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<p style="text-align: center;">2</p> <p style="text-align: center;">Staff Attendance and Retention</p>	<p>Staff Attendance: Students learn best when high quality staff are present:</p>	<p>Staff Attendance: Continue to explore ways to integrate all staff attendance for reporting purposes.</p> <p>A written proposed plan for how HR can review and respond to daily attendance, of all employee groups, will be shared with the Superintendent by the end of November.</p> <p>Explore the feasibility of converting to ExecuTime as a platform as part of the MUNIS transition.</p>	<p>Some employee groups are currently reporting their attendance through the KRONOS employee management system. Others are utilizing Kelly Sub services, etc. to report directly to their supervisor.</p>	<p>The Talent and HR initiative around staff attendance has shown significant progress in cultivating a collaborative and thoughtful approach to the oversight of staff attendance. Communication is consistent and has increased the attention and support as a priority to this focus area.</p> <p>Exploring data to show attendance trends over time is the next step with this goal.</p>	<p>GOAL ONGOING: Continuous planning is ongoing to Implement a comprehensive plan to review and respond to daily attendance for all employee groups. We continue to explore the likelihood of transitioning to ExecuTime as part of the MUNIS ERP platform, with ongoing efforts to integrate all staff attendance for seamless reporting purposes.</p>
	<p>Retention: Work to build incentives, personal touches, and a supportive structure to retain staff to serve New London Public Schools.</p> <p>Our students would benefit from consistency in the adults who serve them.</p>	<p>Retention to Include Personalized Attention and Support: HR will develop a detailed and written plan of district-wide retention goals and strategies that can be measured. HR will be prepared to share this with the members of Admin Council by the end of November.</p> <p>HR will implement monthly Q&A sessions for new staff in collaboration with school administrators.</p> <p>HR will provide informational sessions to teachers and other staff on ONGOING education and financial support benefits.</p>	<p>Detailed information about district benefits and extended opportunities for employment and furthering education have been shared with new teachers.</p> <p>The HR team is utilizing the superintendent’s Monday Memo to highlight additional benefit and learning opportunities with all staff.</p>	<p>Planning is underway for our annual weeklong staff appreciation event in May. We are working to coordinate with building admin and PTOs to create an event that highlights our deep appreciation of the work that our staff put into the district every day.</p> <p>We continue to make in person visits to schools, distribute monthly employee recognition gifts and support the employees of the quarter recognition program.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: HR attended new teacher meetings throughout the school year to check in with new staff and offered Q&A.</p> <p>Successful Staff and Teacher Appreciation Week: We coordinated a successful week dedicated to showing gratitude to our staff through various personalized gestures and activities.</p> <p>Employee Recognition Programs: Our quarterly 'Employee of the Quarter' initiative provided a platform to celebrate staff across the district, while milestones such as retirements and years of service were honored with special acknowledgments.</p>

		<p>Surveys: Conduct staff surveys of satisfaction with the Talent and HR Department overall and implement improvements as and where needed.</p> <p>A new educator survey will be conducted in October with results used for Q&A and staff retention sessions.</p> <p>The Talent and HR Satisfaction survey will be completed by the end of November. Results will be used to improve operational support to staff.</p>	The survey is prepared in draft form.	The Talent and HR Satisfaction survey was sent out in October. Results were shared with the department, Cabinet, and the Board in November. There was discussion about whether the survey should be moved to Spring in either March or April, a decision has not been finalized at this time.	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Conducted staff surveys of satisfaction with the Talent and HR Department and implemented improvements (for example: expanded hours and improving systems).</p> <p>A new educator survey was conducted in the Fall to receive feedback on NEO.</p>
	<p>Collective Bargaining and Collaboration: Collective bargaining is an ongoing progress aligned to the timeline cycles of employee union contracts.</p>	<p>Collective Bargaining and Collaboration: Create an environment of shared value for employees and management focused on maximizing talent.</p> <p>Establish monthly meetings with all bargaining units to begin in September and October.</p>	<p>A new administrator's contract was implemented July 1st with changes communicated to administrators and central office staff as appropriate.</p> <p>Begin gathering data and operational input in preparation for collective bargaining with NLEA (summer of 2024) and for Non-Certified Personnel for the Spring of 2024.</p>	The department has kept track of MOAs made during the last contract that need to be put in new contracts. They have also kept track of concerns that various unions have, which have been provided to the Superintendent in the absence of an Executive Director. With the new Executive Director on board, the timeline cycles will be reviewed and monitored and any action necessary will be taken.	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Collective bargaining is ongoing; there are regular meetings in place throughout the year to create a shared value/vision environment.</p>

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<p style="text-align: center;">3</p> <p style="text-align: center;">Support and Recognition</p>	<p>Onboarding and Supporting New Hires: The district will provide effective support to new hires.</p>	<p>Onboarding and Supporting New Hires: The New Educator Orientation Committee will meet to do an after-action review and to recommend both changes to New Educator Orientation and ongoing yearlong support.</p>	<p>Committee will meet early December to review the results of the New Educator survey and to plan follow up supports for new staff.</p>	<p>Over 50% of attendees at NEO responded to our post event survey, and the majority expressed positive feedback regarding the usefulness and design of the event, as well as feeling prepared to start the year in their new buildings. Areas that could be improved were providing more information about curriculum and DEI initiatives, as well as the opportunity to interact with veteran teachers in the district.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: The end-of-year outcome for the goal of supporting new hires, particularly through the New Educator Orientation Committee, included an after-action review meeting. This committee, established earlier in the year, will evaluate strengths and identify opportunities to enhance the onboarding and support processes for new employees, as we plan for the coming school year.</p>
	<p>Exit Interviews: Gather feedback from outgoing staff regarding their experiences in the district.</p>	<p>Exit Interviews: All outgoing staff will be invited to participate in an exit interview.</p> <p>HR will aim to increase the current response rate by 10% by making personal phone calls to those who have not yet responded.</p> <p>Outreach to departing staff will be an area of focus to provide opportunities through multiple methodologies.</p>	<p>A report based on Fiscal Year 2022-2023 data will be presented to the Board in November.</p>	<p>Collection of survey data is ongoing. We have shared out summaries of feedback received in the November BoE meeting.</p> <p>Public Act 23-159 (An Act Concerning Teachers and Paraeducators), § 6-7 – Exit Survey for Teachers Leaving the Profession and Teacher Attrition Rates, requires school boards to (1) develop and conduct exit surveys of teachers voluntarily leaving employment with the board and (2) add teacher attrition rates to their strategic school profile report</p> <p>Effective January 1, 2024, each local and regional board of education shall develop an exit survey to be completed by a teacher employed by such board and voluntarily ceases employment with them. NLPS HR</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: While we successfully achieved a 10% increase in survey responses through personal phone follow-up with non-responding employees, it's evident that our overall response rate remains below 50%.</p> <p>This highlights an opportunity for improvement in the coming year. Moving forward, we will explore additional strategies to further promote participation in the Exit Interview process, ensuring more comprehensive feedback from exiting employees.</p>

				continues this process, which was already in place, however made some modifications to align with the recent January 1, 2024 requirement.	
	Mandatory State Trainings: Mandatory professional development trainings will be scheduled for <u>all-staff</u> throughout the school year.	Mandatory State Trainings: All staff will be 100% compliant. An analysis of all mandatory training will be done to assess maximum efficiency. Recommendations for what mandatory trainings are needed for SY25 will be presented to PDEC and union leaders by the end of May 2024.	By February 2024 we will have a proposed plan for cycles of mandatory training cycles to review with Cabinet for adjustment and implementation as appropriate.	A proposed cycle of review and revision was developed. This cycle will be reviewed with the new Executive Director of Talent and HR to discuss any changes needed before being presented to Cabinet, anticipated March 2024.	GOAL ONGOING: Utilizing the Vector platform and referencing the mandated training guides provided by the CSDE, we are committed to achieving full compliance across all staff members.
	Showing Appreciation: Appreciate employee contributions and efforts through meaningful recognitions and celebrations of excellence.	Showing Appreciation: Expand employee recognition activities throughout the year. Collate pre and post data (SY23 compared to SY24) to highlight what was done to expand showing appreciation. Will recognize Employee of the Quarter throughout the year. Recognize all staff during staff appreciation week in May. A variety of recognition events are planned.	The Employee Recognition committee has developed a schedule of recognition events for the year.	The Employee Recognition committee has followed the gift dispersion schedule. The total number of recognition events this year has been six the number of employee recognitions has been 70.	GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Recognition, acknowledgements and celebrations of excellence took place throughout the district and the year.
		Retirees and Staff Longevity: Recognize retirees with a booklet of all retirees with career summaries. Recognize all retirees at the end of the school year with flowers and certificates. Recognize staff at 5-year intervals, (starting at 10 years of service to the district) with certificates, flowers, and service pins at the end of the year. Include names of each employee in the year-end recognition presentation to the BOE in June.	Planning will begin for Spring Implementation. Will develop a districtwide committee to expand input and initiatives beyond just the HR Department.	We are beginning the process of assembling career summaries for this years' retirees in preparation for the booklet. Supplies are in place to mark the service year anniversaries and we will begin running reports to determine the list of recipients in the coming weeks.	GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: An end of year presentation was completed at the June BOE meeting. Flowers and pins were presented to each staff member of between 5 and 50 years of service in the district.

	<p>Achieving Tenure: Recognize all teachers achieving tenure with a certificate and personal delivery at their school/department.</p> <p>Include tenure in the year end recognition presentation to the BOE.</p>	<p>Recognition for teachers achieving tenure in the Fall will take place in November.</p> <p>Meetings will be conducted with all evaluators of non-tenured staff by December.</p>	<p>The recognition of teachers achieving tenure continues to be a priority. The newest group of teachers has been presented to the Executive Director of Talent and HR. Planning for visits to teachers to present recognition letters/certificates will take place in the Spring.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Recognition letters were prepared for educators receiving tenure.</p>
	<p>Teacher and Paraprofessional of the Year: Lead the process for the selection committees in collaboration with the Assistant Superintendent for Academics.</p>	<p>Establish the district selection committee by November and develop enhancements to the Nomination Survey by December</p>	<p>This process has been developed. Nomination forms will go out once the CSDE releases the information for this year's dates for submission.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: The process for selecting Teacher of the Year and Para of the Year is in process. The process was initiated and across the district all schools are engaged. The current Connecticut Teacher of the Year 2024 – Kiana Foster-Mauro who is a NLPS educator working at Nathan Hale Arts Magnet School will also continue the work by participating in the upcoming selection of the NLPS Teacher of the Year.</p>
	<p>Superintendent Ritchie (and NLEF's) "United in Excellence" Awards: Superintendent Ritchie will continue to look for, capture, and thank students, staff and families for their incredible hard work, leadership, kindness, creativity and more. She hand-delivers "United in Excellence" awards (including a gift of her donation) to say "thank you".</p>	<p>Another 50 awards are planned for this year.</p>	<p>Thank you, cards, (and cards for a variety of other reasons) and awards continue to be shared privately with staff.</p> <p>This goal is on target.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: The superintendent has surprised staff, students, and families with tokens of appreciation throughout the year. There continue to be many deserving of extra recognition. This personalized outreach work will continue!</p> <p>Additionally, it is noted that the district earned FIVE NATIONAL AWARDS this year, due to EVERYONE's amazing work!</p>

			Fall, 2023	Winter, 2023	Spring, 2024
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<p>4</p> <p>Reports, Records, and Cross-Department Integration</p>	<p>Organizational Systems for Reporting and Staff Record Keeping: Organizational systems are of the utmost importance to ensure that a department maintains reports and records with fidelity.</p>	<p>HR Procedures: Review all HR Procedures (currently in draft form) to ensure they are up-to-date, accurate, and effective. Create a cycle of review and maintenance, with timelines for completion and systems to check fidelity of use, for each.</p> <p>By the end of SY 24 we will have final revisions of all HR procedures in place for review by Cabinet and collaborating departments. Monthly audit systems will be in place to monitor fidelity of implementation.</p> <p>Priority for SY 24 includes updating written HR procedures, aligned to hiring, onboarding, and offboarding. These will be revised and implemented with fidelity by the end of November.</p> <p>Quarterly audits of onboarding and offboarding practices will be conducted by collecting and reviewing employee files (per month). Results will be discussed in cross-department (Superintendent, HR, Business, Technology) collaboration meetings.</p> <p>Review opportunities to go paperless with HR onboarding and offboarding procedures. Aim to fully implement paperless onboarding processes, in collaboration with other Central Office Departments to ensure 100% of requirements are</p>	<p>The HR Department currently has 54 draft HR procedures. Some are up-to-date and others need revisions.</p> <p>A year-long strategic plan, displaying the revision cycle and due dates for when each will be updated, will be in place by November 30th.</p>	<p>This is an ongoing process: to date the following procedures have been updated:</p> <ul style="list-style-type: none"> • Benefits Onboarding (047) • Workers Compensation Claims (006) • Benefits enrollments/changes, cancellations (028) • FMLA and Leave processes (030) • Invoice reconciliation process (050) • Investigation Procedures (001) • Staff on Admin Leave (014) • IT Email Audit (002) 	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: As the Talent and HR department undergoes restructuring and implements the new MUNIS/ERP system, we remain focused on establishing strong systems and protocols to enhance compliance and operational efficiencies.</p>

	<p>finalized at date of hire and to ensure full transparency with the hiring process.</p>			
	<p>MUNIS Implementation: Fully implement MUNIS in collaboration with the Finance Department.</p> <p>Continue to work with Finance and the MUNIS implementation consultants to prepare parallel implementation by January 2024 and full implementation by July 2024.</p>	<p>Implementation meetings are scheduled for September through December.</p>	<p>The Munis implementation is an ongoing collaborative training process. The first payroll parallel was run in January 2024. The next cycle will take place in March 2024.</p> <p>The Talent and HR department will begin learning how to enter new hires, make staffing changes, terminate/deactivate staff, and make other employment changes within the system.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Enterprise ERP (MUNIS) - Enterprise Resource Planning (ERP) as a system manages financials, procurement, HR, payroll, and revenues.</p> <p>The system goes live in the new fiscal year. HR and the Business Office continues to work closely and collaborate on the build of the system.</p>
	<p>Job Descriptions and Postings: Continue to update job descriptions as part of the staffing request process and to ensure consistency of format and expectations.</p> <p>Collate a list of existing job descriptions and chart their date of origin to help create a cycle of regular review. Collate baseline comprehensive list and existing dates of creation by December 22.</p> <p>Ensure postings include appropriate compensation and budget codes.</p>	<p>The district has several current and past job descriptions. These are in a combination of electronic and paper form (for those that are dated).</p> <p>Implement a new, online staffing request process by January.</p>	<p>The new online staffing request process is in draft form and review phase. The status of the process will be updated during the end of year reporting.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Job descriptions are continuing to be organized and updated as part of the staffing request process to ensure consistency of format and expectations.</p>
	<p>Non-Certified Staff Evaluations: Evaluate current non-certified staff evaluations to ensure effective evaluation, feedback, and support for staff.</p> <p>Establish a committee by November to determine the second employee group targeted for this project.</p> <p>Complete updates to evaluation systems for at least one additional employee group by June 2024.</p>	<p>The secretary evaluation committee completed the revision to the secretary's evaluation process at the end of last year. This new form will be implemented this year.</p> <p>The next employee group to complete this work will be formed by November. It will schedule regular meetings to review existing evaluation tools and recommend updates as needed.</p>	<p>The new secretary evaluation was implemented at the beginning of the year. The next group is the unaffiliated. This is an ongoing process as we are changing over to Munis platform.</p>	<p>GOAL ONGOING: Employee evaluations are currently built in the TalentEd platform and leaders are in the process of meeting with non-certified employees to provide an effective evaluation, ongoing feedback and continuous support.</p>

		Evaluate the effectiveness of the newly revised Secretary Evaluation.			
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<p style="text-align: center;">5</p> <p style="text-align: center;">Staff Benefits, Risk Management and Health & Wellness</p>	<p>Staff Benefits: Staff benefits are a key part of total compensation.</p>	<p>Staff Benefits: Meet individually with all new hires to ensure they fully understand and execute their benefit options.</p> <p>Establish information sessions to All new and returning hires are set a Welcome Email explaining the health and dental insurances along with the appropriate pension plan.</p> <p>Appointments are set up to go over benefits to include paid time off, insurance deductions, pension and life insurance.</p> <p>Follow up is done on a continuous basis. inform staff on all benefits available.</p> <p>Follow up with all new hires to ensure they are fully enrolled by October 1st.</p> <p>Offer staff Q&A information sessions on tuition reimbursement and loan forgiveness in October and November.</p>	<p>This work has started and continues to be in process.</p>	<p>All new and returning hires are sent a Welcome Email explaining the health and dental insurances along with the appropriate pension plan.</p> <p>Appointments are set up to go over benefits to include paid time off, insurance deductions, pension and life insurance.</p> <p>Follow-up is done continuously.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: New hire meetings to discuss benefit options are taking place as part of the onboarding process with all employees. There also has been an opportunity for Q&A around benefits and tuition reimbursement throughout the year.</p>
	<p>Risk Management: The HR Department is continually looking for mitigation strategies to minimize the loss of staff time due to injuries.</p>	<p>Risk Management: Work with the Operations Department to mitigate employee injury risk.</p> <p>Target a 5% decrease in lost time injuries.</p>	<p>This work is organized and will be ongoing.</p>	<p>A March meeting is scheduled to introduce the Executive Director of Talent and HR to the vendor we partner CIRMA. A review of loss time has been reviewed and strategies are in place to mitigate staff injuries and loss time. Data will be provided during the next review to reflect our overall experience.</p>	<p>GOAL ONGOING: Work with the Operations Department is ongoing to mitigate employee injury risk. Meetings with CIRMA are established monthly to review injuries.</p>

		<p>Establish time with Facilities to visit schools at least twice by December to do risk assessments and rehabilitate risk areas as needed.</p> <p>Meet monthly with CIRMA to review injuries reported and develop strategies to return staff to work earlier and effectively.</p>			
	<p>Staff Health and Wellness: Staff health and wellness is a priority for New London Public Schools. Strategies will be put in place to increase staff knowledge and opportunities to enhance wellness.</p>	<p>Staff Health and Wellness: Continue to offer staff activities to support the health and wellness of staff.</p> <p>Host 4 staff wellness campaigns over the school year.</p>	<p>Implement the first event in October focused on preventative care and our Health Enhancement Program.</p> <p>The wellness committee will continue to finalize plans for the next 3 events which have been themed and calendared by the end of October.</p>	<p>October event was a success (Apple a Day).</p> <p>February and April's Wellness Event will be held together after April Vacation (Wear Your Heart on Your Sleeve and Walkathon).</p>	<p>GOAL ONGOING: HR continues to provide individualized and customized support for employees around wellness throughout the year. The goal to host staff wellness campaigns is ongoing and will be reviewed in the coming school year.</p>

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<p style="text-align: center;">6</p> <p style="text-align: center;">Life-Long Learning with Tailored Professional Development</p>	<p>High-Quality Professional Development for Certified and Non-Certified Staff: Weekly, high-quality professional development will be delivered to staff on Wednesdays, aligned to the aims of the D.I.P, required state (legislative) trainings, and needs of staff.</p>	<p>PDEC Committee: The PDEC committee will develop and recommend a newly revised Teacher and Administrator Evaluation Plan. This will go to the Board of Education for approval, by the end of this school year, for implementation beginning in 2024-2025. This is a legislative requirement.</p>	<p>The committee will be reconstituted and reconvene September 18th to plan for the school year.</p> <p>Regular meetings will occur. This committee is comprised on administrator, teacher, and paraprofessional representatives.</p>	<p>The Executive Director of Talent and HR is still in the discovery phase and introductory phase of meeting with members of the district. A report on the status of PDEC will be provided in the next report out.</p> <p>Regular meetings have occurred throughout the year and members of the PDEC have attended statewide training to begin to develop the plans for the new evaluation system that will be submitted to the state by July 1st.</p>	<p>GOAL ONGOING: A final PDEC meeting will occur to find consensus on the evaluation plan that will be submitted to the state this summer.</p>
		<p>High-Quality Professional Development: District-wide expectations defining criteria for high-quality professional development will be created.</p>	<p>This work will continue in the SY24 PDEC Committee. (See above.)</p>	<p>This work is a priority with deadlines updates will be provided between March and April.</p>	<p>GOAL ONGOING: Professional Development plans were rolled out at each school this year. It was differentiated at the MS and HS level and with the success of that model, the same model will be implemented at the elementary level as well in the upcoming year. Work has already begun.</p>
		<p>Professional Development Calendar: A professional development calendar, that encompasses <u>all staff and all schools and departments</u>, <i>with a focus on choice</i>, when possible, will be developed.</p> <p>Several professional learning topics will be planned for, aligned to the strengths, and needs of our staff and programs.</p>	<p>September offerings have been communicated.</p> <p>A final schedule displaying all offerings for SY24 will be shared with all staff by the end of September.</p>	<p>The 23-24 professional development calendar was developed and shared with all staff across the district. Choice PD offerings were prioritized at the secondary level. The calendar consists of building-based professional development, department meetings and equity work.</p> <p>Additional PD is provided during grade level meetings at the school level and include but are</p>	<p>GOAL ONGOING: A professional development calendar as created and followed for the 23-24 school year. A PD feedback survey was conducted in May and this information will be used for the creation of the 24-25 school year.</p>

	<p>Coordination of professional offerings for all staff will be ongoing and outcomes will be monitored.</p> <p>Staff feedback surveys will be used to monitor the effectiveness of staff professional development.</p>		not limited to Building Thinking Classrooms (K-12, NAEYC training (PreK only), Schoolwide (K-8) and iReady.	
	<p>Professional Development Outcomes and Measures: HR will work with the Secretary's Professional Development Committee to offer monthly professional development to secretaries.</p> <p>The Professional Development Committee will be established in October.</p> <p>The committee will review survey feedback and develop a PD plan for the school year by the end of October.</p>	<p>This is a new initiative. Secretaries were offered specialized PD last spring.</p>	<p>A Secretary PD Committee meeting took place following the meeting to assess training requirements, solicit training requests, identify the best scheduling times, and to collaborate on a review process. HR conducted research to develop training modules aligned with the meeting outcomes. A comprehensive training schedule will be finalized and reported upon by year-end, inclusive of a detailed training plan to be held this upcoming summer.</p>	<p>GOAL ONGOING: This committee will need to be reestablished due to staffing changes. HR prepared a survey and engaged secretaries in professional development and growth opportunities. The next step will be to create a structured training plan for the upcoming year.</p>
	<p>Supporting Staff Pathways to Teaching Certifications: We will be working with our partners at Sacred Heart University to assist staff to enroll in pathway programs to earn their teaching certifications.</p> <p>After prework done throughout last school year, with our new partners at SHU, we will now be able to offer our staff discounted rates to gain college credits. College courses will be able to be housed on NLPS campus too!</p> <p>This initiative will be further supported through grant funds of the Educator Diversity Grant, which we recently were successfully awarded.</p>	<p>This exciting work is just beginning. Announcements will be shared with all staff soon.</p>	<p>Supporting staff pathways to teaching certifications is ongoing and in process. There are 8 staff members taking advantage of this opportunity, enrolled in the Sacred Heart Residency program. They meet two times per week and will continue their work over the next two years.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Eight staff members successfully completed their first semester of work and will continue taking courses throughout the summer. The staff members have also been provided with their assignment letters for next year's residency. Jennings = 1 BDJ = 4 NLHSMC = 3</p>

	<p>By the end of SY24, multiple staff members (certified and non-certified) will have enrolled into a pathway to certification program through the Sacred Heart University residency program.</p>			
	<p>CT Beginning Teachers’ Program (TEAM): NLPS takes pride in supporting its brand-new teachers in a variety of ways to include supporting them through the State Department of Education’s TEAM program.</p> <p>All new teachers will be provided with a Team trained mentor. We currently have 49 teachers identified for the TEAM process.</p> <p>By the end of the 23-24 SY, all 49 staff will have completed 2 modules and/or completed all of the TEAM requirements.</p>	<p>All new teachers are in the process of officially being connected with their Mentors. Based on feedback, 2 sessions of Module 5 will be offered – 1 in the fall and one in the spring. The District Facilitator will be attending training on September 21st to learn of any updates to the process for the 23-24 SY.</p>	<p>One session of Module 5 has been conducted; another will be offered in May. The district facilitator attended the training in September and will attend additional training in April. She has also been involved in training to become a trainer of mentors in the district.</p>	<p>GOAL ACCOMPLISHED IMPLEMENTATION TO CONTINUE: Two sessions of Module 5 were completed this year for staff with over 14 new teachers attending with their mentors. 15 New Teachers completed the TEAM process this school year.</p>
	<p>ReadCONN Master Class: We currently have 4 teams signed up to participate in the state sponsored ReadConn training to increase knowledge across the district in the Science of Reading.</p> <p>By the end of the 23-24 SY, all four teams will have participated in, and implemented portions of the research-based strategies learned in the ReadConn training in their classrooms.</p>	<p>Teams have participated in initial training with the SDE, and instructional coaches have participated in the initial Literacy Leader training.</p>	<p>Teams are currently active at elementary schools and middle school. They meet regularly to engage in this work.</p>	<p>GOAL ONGOING: Teams completed training in late May. A district team has been assembled to develop PD for all elementary school staff as part of next year’s PD plan.</p>