



NEW LONDON  
PUBLIC SCHOOLS

NEW LONDON PUBLIC SCHOOLS'

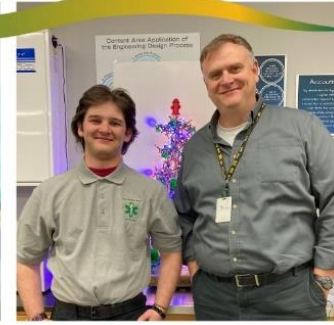
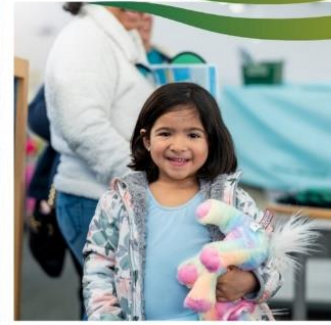
DISTRICT

IMPROVEMENT PLAN

PART 2  
SY24-25

PROJECTS/ACTIONS TO BE TAKEN BY DEPARTMENTS

ignite  
LEARNING  
2024-2027



# 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.



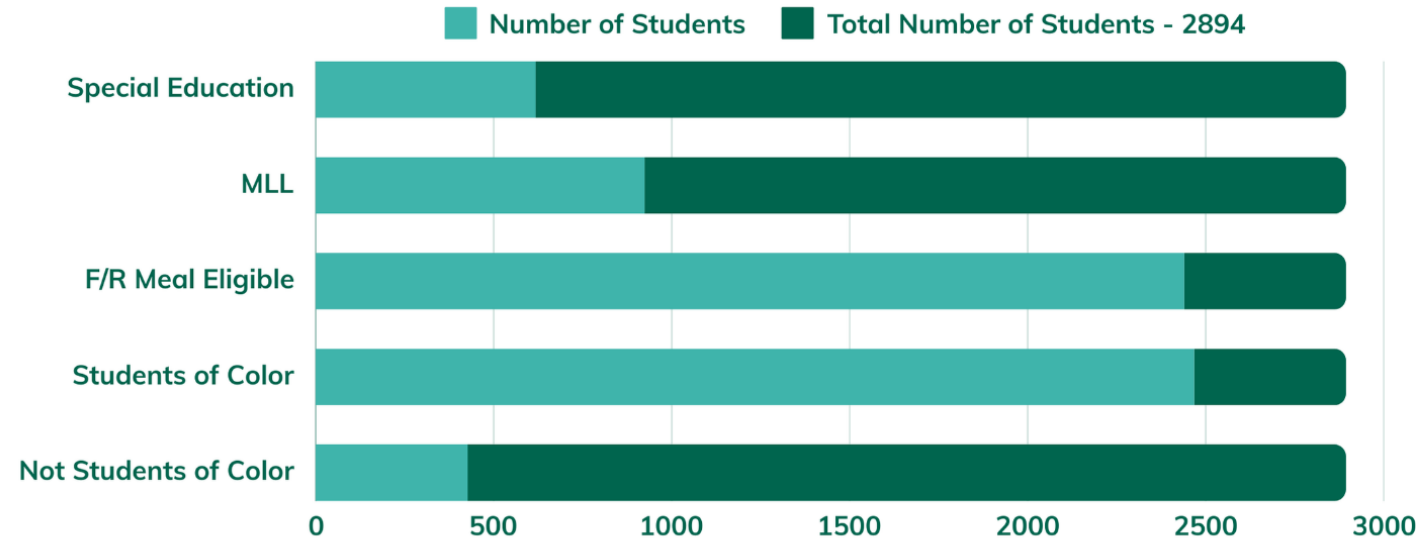
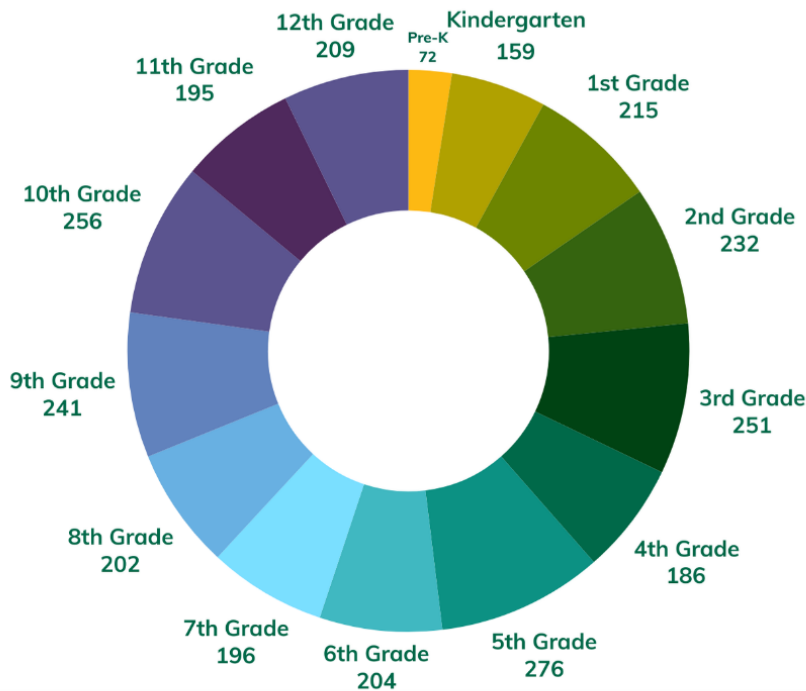


# DEMOGRAPHICS

NEW LONDON  
PUBLIC SCHOOLS



## STUDENTS ENROLLED



American Indian  
Or Alaska Native



Asian



Black or  
African American



White



Hispanic/Latino

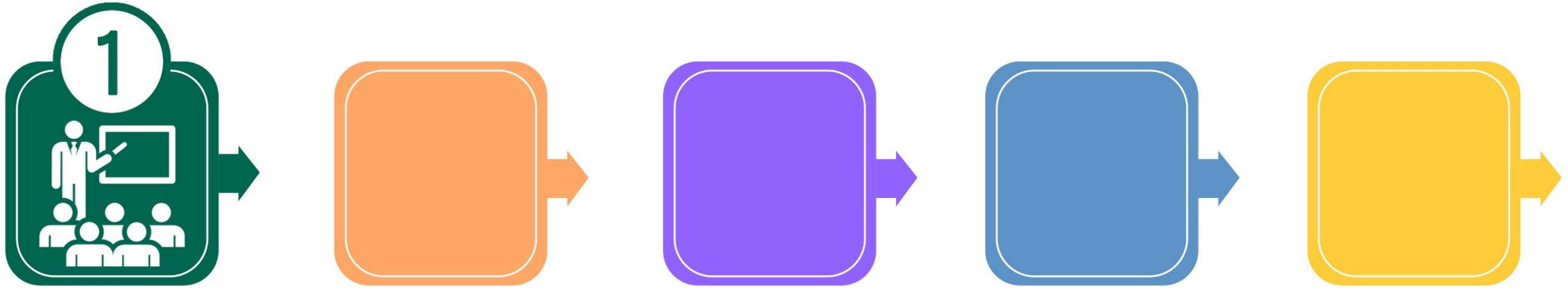


Native Hawaiian or  
Other Pacific Islander



Two or More Races





# *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.



# Student Achievement

## Curriculum, Instruction and Academics:

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

				Winter, 2024	Spring, 2025
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of Year Results
<b>1a</b>  <b>District Academic Office</b> <b>(Curriculum, Instruction, Assessment, Coaching, Interventions and Enrichments)</b>	<b>Continue to Develop and Implement High Quality Core Curriculum</b>  <u>Implementation of a Curriculum Review Cycle:</u> Review and support existing curriculum and the development of new curriculum.	Continue curriculum development as needed across all departments (i.e. Magnet, MLL, and World Language) -Continue to provide professional development, as needed, to ensure support of implementation. (*Note details in sections below.)  Review all completed curriculum to ensure it is culturally responsive.	Completed curricular units.  Professional development sessions.  Summary of curriculum review using culturally responsive teaching lens.	A comprehensive review of high school curriculum has been completed and work has begun to update those in need. This work will continue into the summer.  New units are being piloted for social studies for grades 6-8.  The first professional development sessions for integrated units for international education grades K-5.	*Goal to continue in SY26.  The following curricular units were finalized and approved by the BoE’s Curriculum Committee: <ul style="list-style-type: none"> <li>• Social Studies Grades 6 – 8 All Units, All Grade Levels</li> <li>• Creative Writing – High School</li> </ul> Work was also done on aligning ESOL curriculum for grades 6-8 with standards. This work will be ongoing in the upcoming year. <ul style="list-style-type: none"> <li>• Integrated unit work has also begun across all elementary schools and one full unit will be completed for each grade level for piloting in September.</li> </ul>
	<b>Equity, Diversity and Inclusion:</b>  <u>District DELT:</u> Leverage the DELT/DELTA leadership teams to provide support with curriculum review, provide professional	Recruit additional staff to serve on the committee and help create differentiated professional development focused on promoting equity for all and closing achievement gaps.	Qualitative and quantitate results of training and implementation as they relate to student achievements.	The expanded DELT Team has convened 5 times since the beginning of the year. Plans have been made to train all members to	*Goal to continue in SY26.  NLPS remains <i>United in Excellence</i> , ensuring all students are supported with what they need to close achievement gaps.

	development, and lead equity work across the district.	Educate all students with culturally relevant, high-quality lessons and hands-on experiences.	Evidence will be seen as classrooms are visited through instructional rounds.	gain a common language with the revamped committee.  Culturally relevant practices are seen throughout the schools. Instructional Rounds, specific to culturally relevant practices, are planned for spring.	Instructional rounds collected feedback of several culturally relevant instructional materials and differentiated teaching practices across classrooms.
	<p><b>Promote a Continued Focus on Early Childhood</b></p> <p><u>Play-Based Learning:</u> Increase play-based learning opportunities, across classrooms, PreK-3.</p> <p><u>New Licensure:</u> Earn NAEYC Accreditation at BP Mission Preschool by the end of the school year.</p> <p><u>Serve More:</u> Expand early childhood programming to serve more students and families.</p>	<p>Support the roll-out of play-based learning initiatives, PreK- grade 3.</p> <p>Meet with AQIS Consultant on a regular basis.</p> <p>Provide PD sessions specific to NAEYC Expectations.</p> <p>Complete Classroom and Program Portfolios.</p> <p>Engage in Accreditation site visit.</p>	<p>Professional development offerings.</p> <p>Classroom visit data.</p> <p>Successful completion of accreditation.</p> <p>Completed portfolios and accreditation visit.</p>	<p>Play-based learning professional development has occurred at BP Learned</p> <p>Play-based learning PD will be offered on the March 7<sup>th</sup> professional development day for grades K-2.</p> <p>BP Learned earned NAEYC accreditation in February 2025!</p> <p>Portfolios are complete. These are incredibly detailed and earned a 95% overall rating.</p>	<p>*Goal completed.</p> <p>These goals were achieved with excellence!</p> <p>Play-based learning opportunities occur in our classrooms.</p> <p>BP Mission preschool center achieved national accreditation!</p> <p>The district was successful in acquiring new state funding to be able to open 40 new early childhood slots to serve more students!</p>
	<p><b>Implement High-Leverage Instructional Practices:</b></p> <p><u>Instructional Rounds:</u> Engage teams of teachers, staff, and others to visit classrooms to find and highlight exemplary instructional practices.</p> <p><u>Cycles of Instructional Coaching:</u> Develop and implement cycles of continuous improvement to provide instructional coaching.</p>	<p>Engage in instructional rounds collecting data on cycles of continuous improvement.</p> <p>Provide instructional coaches with the tools necessary to ensure they can best support staff.</p> <p>Provide choice PD sessions throughout the year based on student data and staff feedback.</p>	<p>Instructional round data will be collected, analyzed and shared regularly.</p> <p>Comprehensive overview of the role of the instructional coach, focused professional development to support coaches in their role as instructional supports.</p>	<p>Instructional round data has been collected throughout the year.</p> <p>Elementary coaches have worked with a consultant to develop an overview what the role of the instructional coach.</p> <p>Coaches have received multiple sessions of professional</p>	<p>*Goal completed.</p> <p>These goals have been successfully achieved.</p> <p>Specific evidence was documented in the schools' Commissioner Network written feedback reports, developed by leaders at the state Department of Education.</p> <p>Additional commendations for the excellent work and progress were</p>

	<p><u>Differentiated Professional Development:</u> Use data and feedback from student assessments, instructional rounds, and teacher input to offer research-based, high quality professional learning sessions for staff.</p>	<p>Create new improvement plans with collaboration from all stakeholders and review on a regular basis to assess progress.</p>	<p>Data and feedback collected from choice PD sessions.</p> <p>Effective improvement plans, that gain results, per grade.</p>	<p>development at both elementary and middle school.</p> <p>Feedback has been collected from all choice PD sessions and each of the district level sessions.</p> <p>SIPs have been developed for all schools and focus on grade level data for attendance, math and literacy.</p>	<p>witnessed when the CT State Board of Education approved yet another year of the middle school and the high school to continue in the competitive, high-stakes Commissioner's Network program.</p> <p>The new SIPs have been rolled out this school year. Comprehensive SY25 data will be collated during the month of July so that each school's outcomes can be presented to the BoE in August.</p>
	<p><b>Insist On Strong Support Systems Ensuring Student Success</b></p> <p><u>MTSS Interventions/Lab classes:</u> Implement Interventions and tutoring with fidelity. Data will be cross referenced to measure the success of the intervention in not only raising achievement, but in closing the achievement gap.</p> <p><u>Out of School Activities:</u> Work to expand and enhance opportunities for after school clubs, intramurals, and enrichments.</p> <p><u>Mentors:</u> Work to match students to adult/community mentors who can serve as professional guides/role-models for students as they continue their path towards college, career, and employment opportunities.</p>	<p>Continuous monitoring of student data, implementation of MTSS process with fidelity across all schools.</p> <p>Continue to work with community partners and seek grant opportunities to expand afterschool offerings.</p> <p>Continue to collaborate with various community members to increase mentoring opportunities for students.</p>	<p>Continuous review of data for all students, with a specific focus on progress monitoring of students identified through the MTSS process.</p> <p>Increased number of students participating in afterschool programming.</p> <p>Increased number of students participating in mentoring and analyzing their engagement results.</p>	<p>MTSS cycles have been running at the elementary and MS level. MTSS coaches have a comprehensive database of all students in the process.</p> <p>There are currently over 25 students at the high school and 15 at the middle school that are engaged in mentoring programs.</p>	<p>*Goal completed.</p> <p>Each of these goals has been achieved. MTSS cycles occurred with fidelity throughout the year and all students that are in the process have received interventions.</p>

				Winter, 2024	Spring, 2025
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of Year Results
<p style="text-align: center;"><b>1b</b></p> <p style="text-align: center;"><b>Multilingual Learner Department</b></p>	<p><b>Develop and Implement High Quality MLL Curriculum</b></p> <p><u>ESOL I, II, and III:</u> By June 2025, a Curriculum Map for ESOL I, ESOL II, and ESOL III at the Middle School level will be completed in addition to at least 2-unit lessons for the INSIDE National Geographic program at each ESOL level.</p>	<p>Three teachers will be identified to work on the curriculum map and curriculum units.</p> <p>Monthly check-ins for updates on process.</p> <p>Access to templates, CELP standards, Common Core State Standards, and program materials.</p> <p>Utilize resources to develop clear class descriptors for each ESL level.</p>	<p>A completed curriculum map outlining skills and objectives per ESL level and at least two completed units using the INSIDE program for each level will be available by June 2025.</p>	<p>Teachers have been identified to work on these units.</p> <p>This work is still underway and will continue for the rest of this year and into the summer.</p>	<p>*Goal to continue in SY26.</p> <p>Teachers met throughout the year, and all grade level standards, vocabulary, and scope and sequences have been completed for 6-8. This work will continue this summer when lessons and assessments will be placed in the units.</p>
	<p><b>Department Operations/Cycles of Review:</b></p> <p><u>MLL File Audit:</u> By June 2025, an MLL documents audit will be completed ensuring that NLPS follows identification procedures and program documentation per CSDE guidelines 100% of the time.</p>	<p>An audit document, per school building is created.</p> <p>Files are audited and recorded on the school sheet and updated accordingly.</p> <p>Collaborate with department assessor to update and/or locate documents on an as needed basis.</p> <p>Phase I: Raw data collection on spreadsheet.</p> <p>Phase II: Determine trends and potential process updates.</p>	<p>100% of MLL blue folders will be audited and in compliance by June 2025.</p> <p>Monitoring the audit process per building.</p>	<p>MLL folders have been fully audited.</p> <p>Processes continue to be analyzed and updated as needed.</p>	<p>*Goal completed.</p> <p>Each of these goals has been achieved. All files have been audited and processes have been updated.</p>

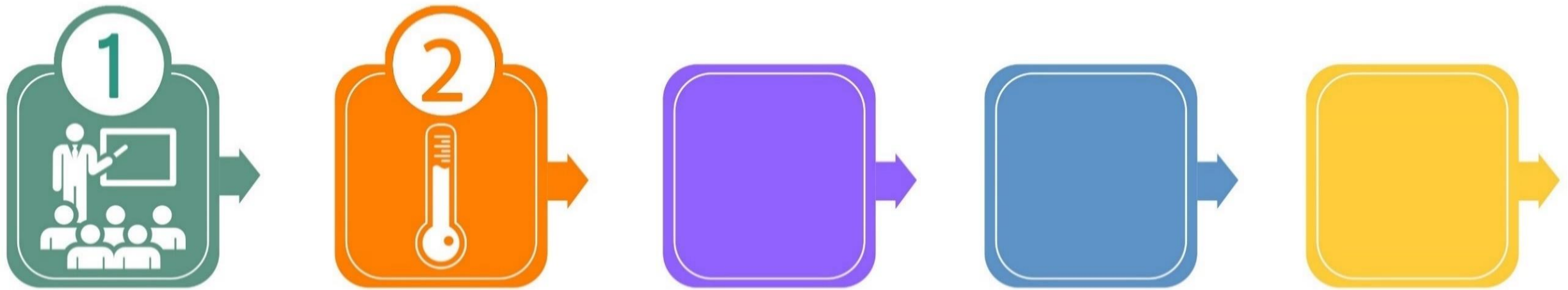
		Phase III: Make corrections to all MLL folders (this phase may coincide with phase II).			
	<p><b>Parents as Educational Partners:</b></p> <p><u>Parent Workshops:</u> By June 2025, in addition to the yearly Multicultural Event, the MLL Department will provide at least two information sessions and/or training for MLL families to support the attendance and academic growth of MLLs in the district.</p>	<p>Virtual/Coffee Hour with the MLL Director.</p> <p>Advertised in district page and flyers sent home to families.</p> <p><u>Info Session Topics:</u>                      -Parent Bill of Rights - Attendance                      -Academics (literacy &amp; Math)                      -Community resources                      -Etc.</p> <p>Collaborate with building administrators.</p>	<p>Attendance.</p> <p>Parent Feedback.</p> <p>Training/Presentation Materials.</p>	<p>Virtual coffee hours were not well attended, so a shift was made to all in-person events as this seemed to be better received by families.</p> <p>These information sessions have occurred, and all have had families attend</p> <p>The Director of MLLs has worked closely with all administrators to best meet the needs of our MLL students.</p>	<p>*Goal to continue in SY26.</p> <p>The in-person events held this year were well attended by families. The Bill of Rights family engagement event will continue into next year.</p>
	<p><b>MLL Department Trainings:</b></p> <p><u>Differentiated PD:</u> By June 2025, the MLL department will provide multiple training courses to MLL staff and/or classroom teachers, to improve the use of data, learning platforms, and collaboration across grade levels.</p>	<p>Collaborate with Instructional Coaches to support grade level meetings when appropriate.</p> <p>Collaborate with the Department of Academics to develop Choice PDs across the school.</p> <p>Monthly check-ins with Lexia English, Imagine Learning, and/or ELlevation.</p>	<p>Attendance.</p> <p>Feedback.</p> <p>Presentation materials.</p> <p>Observation of implementation.</p> <p>Observation of use of data.</p>	<p>Coaches have led grade level meetings throughout the year at all elementary schools and the middle school grades.</p> <p>Coaches have provided professional development sessions on rigor, differentiation, SBA training. BTC, Tier 1 Strategies, and goal setting.</p>	<p>*Goal Completed.</p> <p>Each of these goals has been achieved. Over 25 different learning topics were offered throughout the professional development sessions.</p>

				Winter, 2024	Spring, 2025																									
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of Year Results																									
<p style="text-align: center;"><b>1c</b></p> <p style="text-align: center;"><b>Athletics/Health and PE</b></p>	<p><b>Athletics:</b></p> <p><u>Participation Rates:</u> Increase high school student-athlete participation.</p> <p>(*A 3-point percentage gain is aimed for)</p>	<p>The athletic department will seek to continue the trend of increasing high school student-athlete participation. Recruitment of additional student-athletes to individual teams.</p> <p>Incentive plan for multi-sport participation.</p> <p>Increased opportunities for interested athletes.</p>	Tracking of participation date by sport season.	<p>Significant participation increases in football, competitive dance, and unified basketball have put the athletic program’s goal of a 3-point increase (42%) within reach.</p> <p>Participation numbers to date (333/900) 37%:</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Males</th> <th>Females</th> <th>Not Specified</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>9th</td> <td>46</td> <td>29</td> <td>1</td> <td>76</td> </tr> <tr> <td>10th</td> <td>51</td> <td>41</td> <td>1</td> <td>93</td> </tr> <tr> <td>11th</td> <td>52</td> <td>28</td> <td>0</td> <td>80</td> </tr> <tr> <td>12th</td> <td>48</td> <td>36</td> <td>0</td> <td>84</td> </tr> </tbody> </table>	Grade	Males	Females	Not Specified	Total	9th	46	29	1	76	10th	51	41	1	93	11th	52	28	0	80	12th	48	36	0	84	<p>*Goal completed.</p> <p>The high school athletic participation numbers increased 5.7% from the previous year!</p> <p>411 of our 901 students (45.6 %) participated in athletics in the 2024-2025 school year.</p> <p>In the 2023-24 school year the participation rate was 39.9%</p>
	Grade	Males	Females	Not Specified	Total																									
9th	46	29	1	76																										
10th	51	41	1	93																										
11th	52	28	0	80																										
12th	48	36	0	84																										
<p><b>Expand Offerings:</b></p> <p><u>New NLPS Athletic Team:</u> Boys’ Volleyball will be added in the spring of 2025.</p>	<p>Recruitment of a coach and players.</p> <p>Development of a schedule Clinic for MS boys to introduce the sport.</p>	Successful competition of a sub-varsity schedule of 10-12 games with a coach, players, and equipment.	<p>Heading into the spring season the following steps have been taken to prepare for this new sport.</p> <ul style="list-style-type: none"> <li>• Head coach interviewed, hired and funding secured</li> <li>• Uniforms purchased</li> <li>• Sub-varsity game and practice schedules completed</li> <li>• Preseason recruitment meeting held</li> </ul>	<p>*Goal completed.</p> <p>The high school boys volleyball season successfully concluded on May 22, 2025.</p> <p>The program played ten sub-varsity games.</p> <p>Next season will be the program’s (boy’s volleyball) first, as a varsity sport and will compete in the league’s first ever boys volleyball season.</p>																										

				Winter, 2024	Spring, 2025
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of Year Results
<p style="text-align: center;"><b>1d</b></p> <p style="text-align: center;"><b>World Language Department</b></p>	<p><b>Implement High Quality World Language Curriculum:</b></p> <p><u>Elementary World Language:</u> Create elementary world language curriculum for Jennings’ School. Complete curricular units for grades K, 1 and 2.</p> <p><u>French 1, 2 and 3:</u> Complete one additional unit of instruction for each: secondary-level French 1, 2 and 3.</p> <p><u>Spanish 1, 2 and 3:</u> Complete one additional unit of instruction for each: secondary-level Spanish 1, 2, and 3.</p>	<p>Identified teachers will continue curriculum work that began in the summer.</p> <p>Monthly check-ins for updates on process.</p> <p>Utilize resources to develop clear curricular documents.</p>	<p>Completed curriculum units.</p>	<p>This work has not yet begun at the elementary level as there has been a focus on implementation of the Latinos in Action curriculum.</p> <p>Work continues on the high school units.</p>	<p>*Goal to continue in SY26.</p> <p>This work has begun and will continue in all areas over the summer.</p>
	<p><b>Seal of Biliteracy:</b></p> <p><u>Increase Number of Honorees:</u> Continue to support students’ dual language acquisition through a variety of strategies and by promoting the opportunity for this incredible recognition.</p>	<p>Promote the advantage of the Seal of Biliteracy to all students.</p> <p>Provide multiple opportunities to participate in Seal of Biliteracy testing.</p>	<p>Increased number of students receiving Seal of Biliteracy.</p>	<p>Seal of Biliteracy testing will begin this month, numbers have not been submitted, but students have been informed of the opportunity.</p>	<p>*Goal completed, but will continue in SY26.</p> <p>Thirty-nine (39) students have earned the World Language component of the Seal of Biliteracy!! Please see the breakdown below;</p> <ul style="list-style-type: none"> <li>• 30 seniors</li> <li>• 5 juniors</li> <li>• 4 sophomores</li> </ul> <p>This is a significant increase over the 24 seniors who earned it last year!</p>

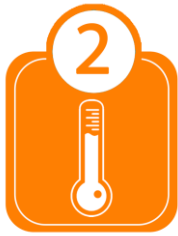
				Winter, 2024	Spring, 2025
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of Year Results
<p><b>1e</b></p> <p><b>Magnet Theme-based Curriculum and Integration</b></p>	<p><b>Magnet-Themed Curriculum:</b></p> <p><u>International Education Pathway Development:</u> By June 2025, develop and implement a global competency curriculum for grades TK-5.</p> <p><u>International Educational Partners:</u> By June 2025, establish at least three new long-term community partnerships with global education organizations.</p> <p><u>International-themed Experiential Learning:</u> By June 2025 we will create five interdisciplinary projects that connect students with real-world international learning experiences.</p>	<p>Form a curriculum development team by October 2024 to design and integrate global competencies into the existing K-12 curriculum.</p> <p>Work with external organizations to secure partnerships and plan experiential learning opportunities, such as cultural exchanges and service-learning projects.</p> <p>Host professional development sessions for teachers on global education themes by February 2025.</p>	<p>International Education curriculum developed K-12.</p> <p>Community Partnerships solidified.</p> <p>Interdisciplinary projects developed.</p>	<p>This work has begun. We have met with a consultant that is providing professional development to increase teacher knowledge of the SDGs and staff has been informed of the opportunity to do this curriculum work.</p> <p>Multiple new partners are in place at Jennings including, but not limited to 2-4-1, Green Schoolyard, NESS, Latinos in Action, etc.</p>	<p>*Goal to continue in SY26.</p> <p>Curriculum writing sessions with teachers at CB Jennings International Elementary Magnet School have been scheduled for 8 days from June 2025 to August 2025 with the goal of the 1<sup>st</sup> integrated unit for each grade level being completed this summer.</p> <p>New partners, engaged at mid-year, will continue into the 25-26SY.</p> <p>5<sup>th</sup> grade students from CB Jennings presented the work from the first Model UN SDG’s interdisciplinary project at the Education Summit held on June 7<sup>th</sup>. This event received rave reviews and the student projects and presentations were excellent!</p>
	<p><b>Magnet Themed Integration Units and Professional Development:</b></p> <p><u>Magnet-themed Curricular Integration Units:</u></p> <p>By June 2025, incorporate at least one interdisciplinary project per grade level (K-12) that combines core subjects with the magnet themes of Visual and Performing Arts, STEM and/or International Education.</p>	<p>Form a curriculum integration committee by November 2024 to develop grade-level specific projects and lesson plans.</p> <p>Collaborate with magnet pathway department heads 6-12 and Elementary Instructional Coaches to design thematic units and provide ongoing teacher support.</p> <p>Conduct workshops and provide instructional resources to help</p>	<p>Grade-level projects and lesson plans are developed.</p> <p>Professional Development is designed and delivered.</p>	<p>This work has begun, and projects have taken place with NESS and Green Schoolyard.</p> <p>The Secondary IE coach has worked on the Magnet Operations Plans, and has collaborated with the elementary instructional coach.</p> <p>Workshops are a work in progress, and will begin at the elementary level the first week in March.</p>	<p>*Goal to continue in SY26.</p> <p>5<sup>th</sup> grade students from CB Jennings presented the work from the first Model UN SDG’s interdisciplinary project at the Education Summit held on June 7<sup>th</sup>.</p> <p>Workshops continued within department meetings with teachers at the secondary level and will continue</p>

	<p><u>Differentiated Professional Development:</u></p> <p>Provide professional development to at least 80% of teachers on integrating these themes into their instructional practices.</p>	<p>educators integrate International Education, STEM, and Visual and Performing Arts into core subjects - math, science, language arts, and social studies.</p>			<p>to develop a model that can be utilized at the elementary level in the fall.</p>
	<p><b>Real-World Connections and Community Partnerships:</b></p> <p><u>Connections to the Real-World:</u> Students in grades 11 and 12 will be invited to participate in real-world work experiences, internships, and skill-building opportunities aligned with their magnet pathway.</p> <p><u>Expand Community Partners:</u> By June 2025, establish partnerships with at least 7 local businesses or organizations and ensure that 30% of students in grades 11 and 12 participate in real-world work experiences, internships, and skill-building opportunities aligned with their magnet pathway.</p>	<p>December 2024 to identify internship and professional mentorship opportunities.</p> <p>Design a career readiness curriculum specifically for 11th and 12th graders, focusing on resume writing, interview skills, and workplace etiquette.</p> <p>Provide school counselors and College and Career Workforce Coordinators with resources to help students secure placements and track their progress.</p> <p>Collaborate with the College and Career Workforce Coordinators, local industries, community organizations, and higher education institutions by December 2024 to identify internship and mentorship opportunities.</p> <p>Design a career readiness curriculum specifically for 11th and 12th graders, focusing on resume writing, interview skills, and workplace etiquette.</p> <p>Provide school counselors and College and Career Workforce Coordinators with resources to help students secure placements and track their progress.</p>	<p>Experiences will be tracked and student feedback will be solicited.</p> <p>Community partners will be tracked and students participating will be recorded and feedback will be solicited.</p>	<p>We continue to build internship and mentorship opportunities with our high school students. Students are working closely with EWIB, Upward Bound, and mentors from CT College.</p> <p>A pilot class on career exploration has been put in place for the second semester at the HS. This class is being conducted on a trial basis, with the hope to count for credit beginning next year.</p> <p>Weekly meetings occur between College and Career Coordinators and the Director of School Counseling on a weekly basis.</p>	<p>*Goal completed, but will continue into SY26.</p> <p>Three students received CNA Certification this year</p> <p>Six students received certificates from Bravado for various areas of cosmetology</p> <p>The pilot class on career exploration serviced over 15 students and plans are being made to continue for after-school in the upcoming year</p> <p>Weekly College and Career meetings will continue next year and have been very successful in driving positive student outcomes this year</p> <p>Work needs to continue to find a van driver that is available to take students to internship opportunities during the day as transportation has been one of the largest barriers. The positions have remained posted all year with no success in applicants.</p>



# *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.



## 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.

				Winter, 2024	Spring, 2025
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of Year Results
<b>2a</b>  <b>Special Education Services</b>	<b>Paraeducator Professional Development:</b>  <u>Capacity Training:</u> Develop skillset of paraeducators to support behavioral, academic, and social-emotional needs of students.	Implement comprehensive paraeducator trainings throughout the school year.	Attendance and feedback based on trainings.	A district wide weekly schedule of professional development is currently being implemented in all buildings. Professional Development opportunities include virtual and in-person training to meet state requirements.	*Goal completed.  Professional development occurred each week for paraeducators, including training on topics such as communication, behavior, disabilities, social emotional learning, and trauma.
	<b>High-Quality Instruction:</b>  <u>Rigor:</u> Support academic rigor of instruction for students receiving special education services.	Implement Goalbook with special education teachers to support highly effective goal writing and targeted academic supports.  Review time with non-disabled peers for all students.	Completion of training throughout the year and monitoring of IEPs.  Completion of action step.	All special education teachers continue to train in Goalbook. In addition, department training is scheduled for additional training in writing standards-based goals this week.	*Goal completed.  Professional development has occurred throughout the year, both using Goalbook and with CSDE, around standards-based goal writing. Continued work in this area to continue next year.
	<b>Expanding the Special Education Team:</b>  <u>Build Team:</u> Recruit, hire, onboard, and support special education staff.	Further develop relationships with CT universities to improve recruitment. Continue relationships with hiring agencies as needed.	Completion of strategies.	Work in this area is ongoing. The special education department has received several resignations this year which have been difficult to fill.	*Goal to continue in SY26.  Work in this area is ongoing. Fewer vacancies exist going into the 25-26 school year. Some shortage area positions have been filled including special education teachers, school

		Fill all certified positions and as many non-certified positions as possible based on applications. Provide ongoing support to retain new hires.			psychologist, and speech and language pathologist.
	<b>High Achieving Students:</b>  <u>Gifted and Talented:</u> Increase identification of students eligible as Talented and Gifted.	Collaborate with school teams on an effective procedure regarding referral and identification.	Number of students identified.	All teams continue to receive referrals and identify as Talented and Gifted if the criteria is met.	*Goal to continue in SY26.  This work will continue next year. The district has challenges meeting quotas due to the identification procedures in New London and lack of group assessment. Continued discussion and reassessment of procedures will occur next year.
	<b>New Legislation:</b>  <u>Implement New Procedures:</u> Ensure compliance with new Title IX and bullying procedures.	Train and support administrators. Continue to work with state and legal guidance on revisions. Monitor and support application of new policy. Provide staff training.	Title IX and bullying reports.	Recent changes that repealed the Title IX 2024 legislation has shifted training and support in this area. School building coordinators have received guidance on current Title IX laws and documentation.	*Goal to continue in SY26.  Continued training and support for building Title IX Coordinators and building administration will occur. District procedures are aligned to the 2022 legislation.

				Winter, 2024	Spring, 2025
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of Year Results
<p style="text-align: center;"><b>2b</b></p> <p style="text-align: center;"><b>Mental Health and Wellness Services</b></p>	<p><b>Strengthen Relationships:</b></p> <p><u>Solution Focused and Supportive Measures:</u> Implement Restorative Practices, Pre-K – 12.</p>	Identify and train all Pre-K-12 staff on 3 restorative practices, including circles.	Targeted training for staff conducted at least 3 times a year. Circles will be implemented across levels.	Work in this area is ongoing. The staff continue to receive PD in Restorative Practices and mental health staff continue to model and teach the continued and expanded use of circles.	<p>*Goal to continue in SY26.</p> <p>Goal is ongoing. Work in this area will continue in the 2025-2026 school year. The staff will continue to receive PD in Restorative Practices, with our mental health staff continuously modeling and teaching the continued and expanded use of circles.</p>
	<p><b>Tiered Systems of Support:</b></p> <p><u>SEL:</u> Improve the Pre-K - 12 MTSS rollout with a focus on social emotional and behavioral growth.</p>	Use of behavioral data to drive research-based behavioral interventions and to identify skill gaps, by the competencies in DESSA.	Scheduled MTSS meetings with shared research-based interventions with progress monitoring using data (behavioral, DESSA, etc.)	Scheduled MTSS meetings and interventions continue. The expansion of the MTSS team continues to be in progress, with a growing focus on behavioral interventions and the use of DESSA.	<p>*Goal completed.</p> <p>Three cycles of MTSS meetings and interventions occurred. The expansion of the MTSS team continues to be in progress, with a growing focus on behavioral interventions and the use of DESSA.</p>
	<p><b>Professional Development:</b></p> <p><u>Mental Health/Wellness PD:</u> Increase opportunities for professional development for mental health staff.</p>	<p>Train all Pre-K - 12 Social Worker and School Psychologist in BounceBack, CBITS or STRONG.</p> <p>Train all School Counselors, Behavior Motivators and Wellness Interventionists in DESSA and MTSS.</p>	All Social Workers and School Psychologists will be trained in BounceBack, CBITS or STRONG. All mental health staff will have PD opportunities throughout the school year.	All Social Workers and School Psychologist have been trained in at least one or more of the BounceBack, CBITS or STRONG trainings. All mental health staff have been invited to at least 7 PD opportunities thus far this school year.	<p>*Goal completed.</p> <p>All Social Workers and School Psychologist have been trained in at least one or more of the BounceBack, CBITS or STRONG trainings. All mental health staff have been invited to and were included in, targeting PD opportunities throughout the school year.</p>

	<p><b>Improving Systems:</b></p> <p><u>Systems:</u> Update and refine systems across the high school School Counseling department.</p>	<p>Creation of a School Counseling Handbook with all forms hyperlinked for staff, students and parents/guardians.</p>	<p>A comprehensive handbook will be created and posted on the school website with critical procedures, protocols and forms.</p>	<p>The School Counseling Handbook is still in progress with the goal of it being completed and fully available for staff, students and parents/guardians by June 2025.</p>	<p>*Goal completed.</p> <p>The School Counseling Handbook will be fully available for staff, students and parents/guardians for the 2025-2026 school year on the website.</p>
	<p><b>Credit Recovery:</b></p> <p><u>Added Learning Opportunities:</u> Create an APEX Academy at the High School Level.</p>	<p>Identify cohorts of students that would benefit from a more individualized school day program tailored to their strengths and areas of interest with supports and career opportunities.</p>	<p>Increase in the success of struggling students/retained students.</p>	<p>The number of retained students has drastically decreased over the last three years. APEX Academy has been established, and students have been given opportunities to recover credits both in the shortened day program and in the credit recovery class period model. With the increase enrollment in credit recovery and in summer school, less students have been retained from 2023-2025 and are now back on-track for graduation.</p>	<p>*Goal completed.</p> <p>Goal completed. APEX Academy and Credit Recovery have been established, and students have been given opportunities to recover credits both in the shortened day program and in the credit recovery class period model. With the increase enrollment in credit recovery and in summer school, less students have been retained from 2023-2025 and are now back on-track for graduation.</p>

				Winter, 2024	Spring, 2025
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of Year Results
<p style="text-align: center;"><b>2c</b></p> <p style="text-align: center;"><b>Climate &amp; Culture</b></p>	<p><b>Chronic Absenteeism:</b></p> <p><u>LEAP Home Visits:</u> Increase engagement and attendance through district initiatives.</p>	Continued participation in LEAP program.	Decrease in chronic absenteeism.	The number of LEAP visits has increased for all buildings to help engage students and families.	<p>*Goal to continue in SY26.</p> <p>LEAP visits have continued throughout the year, with new staff regularly trained. About 200 in-home visits occurred this school year.</p> <p>The chronic absenteeism overall rate for the 24-25 school year was 28.8%.</p>
	<p><b>Name Recording:</b></p> <p><u>District Procedures:</u> Fully rollout updates in Transgender and Gender Identity Law.</p>	Review with all staff the updated transgender and gender identity laws and roll out the new records update form.	Staff and students are aware of the updates. Procedures are being followed. Updated records form is being used.	District procedures have been established, and Administrators have been trained.	<p>*Goal completed.</p> <p>District procedures have been established, and Administrators have been trained. Training will continue and staff will be updated with critical information in this process and others in corresponding topics and updates.</p>
	<p><b>Bullying Legislation:</b></p> <p><u>Handbook:</u> Revise the Culture and Climate Handbook to reflect the updated law and procedures.</p>	Revise the Culture and Climate Handbook and fully rollout updates in bullying law and process.	Staff are knowledgeable of the new handbook and are fully using the updated forms and process.	Handbook has been updated and staff training is ongoing.	<p>*Goal completed.</p> <p>Handbook has been updated and staff and student training will continue to be ongoing.</p>
	<p><b>Student Registration and Onboarding:</b></p> <p><u>New Procedures:</u> Update forms, implement new system and train staff in the new steps to student registration rollout.</p>	Updated registration process rollout with new system reviews and audits, district wide.	The Welcome Center and all buildings are fully implementing the new registration process to ensure that students are quickly and appropriately placed and that families are welcomed to New London.	The Welcome Center continues to streamline procedures for new registrations. New students have been starting within three days of enrollment in all buildings.	<p>*Goal completed.</p> <p>The Welcome Center will continue to streamline procedures for new registrations. New students have been starting within three days of enrolling, in all buildings, with the process of registration, including</p>

					critical first steps with important building team members.
--	--	--	--	--	--



## *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.



### A School Community that Creates Welcoming and Empowering Partnerships for Learning

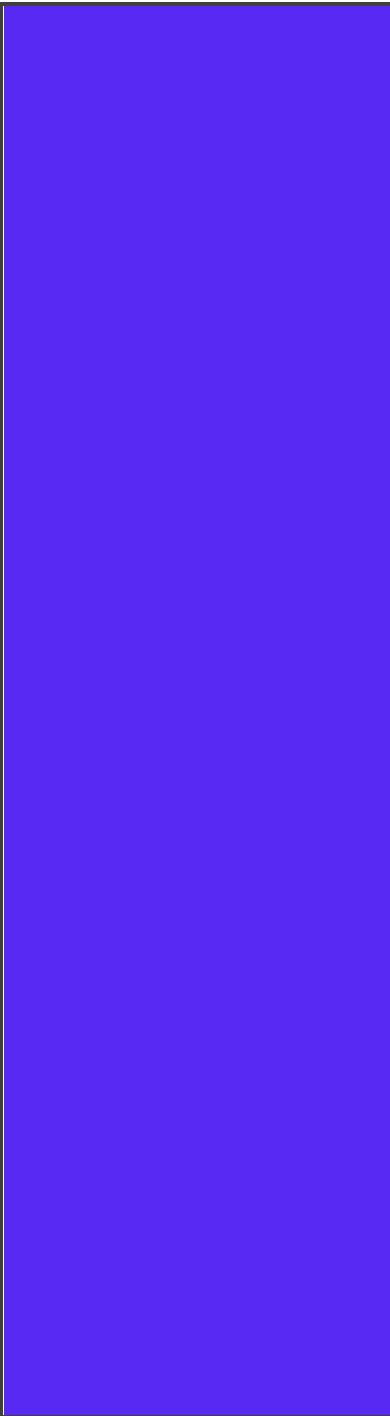
We will promote welcoming environments, implement effective two-way communication systems, provide a variety of continuous engagement and empowerment activities, and highlight how learning occurs everywhere. There will be a shared responsibility of ownership for ensuring each student’s success among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

				Winter, 2024	Spring, 2025
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of Year Results
<p style="text-align: center;"><b>3a</b></p> <p style="text-align: center;"><b>Student, Staff, Family, and Community Engagement and Empowerment</b></p>	<p><b>Co-Leadership:</b></p> <p><u>Parent/Community Co-Leadership:</u> NLPS will create a parent leadership group where parents will provide feedback and share ideas and opinions about district practices that can further student success.</p>	<p>The district will recruit parents to participate in the leadership group through a variety of ways such as: the newsletter, the family engagement events, phones, etc.</p>	<p>The Parent Leadership Group will meet once a month to discuss the members’ feedback and ideas. A record of the meeting will be used to transfer these ideas to the building leaders.</p> <p>Strengthen family relationships through personal outreach and quarterly check ins.</p>	<p>Connections have been strengthened with parents during various districtwide events. The parent leadership group has convened a couple of times to share feedback and suggestions for the upcoming school year. Our next meeting is scheduled for March.</p>	<p>*Goal to continue in SY26.</p> <p>The district will continue to look for ways to engage parents as co-partners in co-educating students. Several parents were able to be a part of events, meetings and activities, but not many were able to commit to regular monthly team meetings.</p> <p>Survey tools will be used in the beginning of the new year to help identify hopes and dreams for the new school year and then map out ways to work together to support students.</p>
	<p><b>Strategic Planning:</b></p> <p><u>New District and School Improvement Plans:</u> Create and implement new improvement Plans. Each school and/or department will develop their own goals and action plans focused on improving attendance, literacy and mathematics. Schools will be presenting their achievement information to the Board mid-year.</p>	<p>A new district theme for SY 25 has been launched...<i>Ignite Learning!</i></p> <p>A new three-year Strategic Plan was developed for the district and accompanying Improvement Plans were designed for each school/department.</p> <p>Staff have been empowered to co-create their own student achievement plans, with accompanying strategies designed by them.</p>	<p>Full implementation of plans and positive results.</p>	<p>Our new multi-year strategic plan, <i>Ignite Learning</i>, is actively in place. School and district leaders remain committed to ensuring growth and progress in our three strategic areas: attendance/engagement, literacy and math and are placing efforts into uplifting and supporting teachers as co-leaders, providing aligned and high-quality professional development, engaging families as partners, and visually sharing data and celebrating progress throughout the year.</p>	<p>*Goal completed.</p> <p>This goal has been achieved. New plans at both the district level and each school level are in place.</p> <p>Outcomes from the district level goals will be presented to the Board at the end of June.</p> <p>Achievement outcomes, aligned to the district's three focused goal areas, and from each school, will be presented to the Board in August.</p>

		Students and parents will also co-create these improvement plans aligned to improve attendance, literacy and math proficiencies.			
	<p><b>Innovation:</b></p> <p><u>Implement New Opportunities offering Voice and Choice:</u> Continue to work to modernize the system of education as whole, leveraging new ideas, strategies and opportunities to connect both staff and students to 21<sup>st</sup> century experiences.</p> <p>Students and staff will continue to be invited to “Dream Big” and request/share ideas to promote engagement, innovation, new partnerships, efficiencies and life-long learning.</p>	<p>The district continues to look to implement innovative ideas. Currently the following are being explored and/or in process of being implemented:</p> <ul style="list-style-type: none"> <li>• Regional Remote</li> <li>• Beautician School</li> <li>• Hybrid Learning Models</li> <li>• Credit bearing work internships</li> <li>• Regional transportation cost savings</li> <li>• Customized transportation utilizing Uber/Lyft for certain students</li> <li>• Year-round models</li> <li>• New out-of-school employment opportunities for our staff</li> <li>• Utilization of Venmo connected to school activity accounts</li> <li>• Launch an A.I. Committee to begin to learn and embrace the benefits of A.I. regarding instruction, efficiencies and overall support for the profession.</li> </ul>	<p>Addition of new, innovative strategies to benefit students and staff.</p>	<p>Work continues to plan for unique schooling options for students. A group of high school students, ages 18-22, are being interviewed so that they can help co-plan a successful learning path for their success. Regional Remote schooling will be in place next fall. Students are learning about these options now and will be allowed to register for courses this month. Hybrid schooling models are available for those whom this would benefit.</p> <p>A deep dive of students’ credit attainment is on-going. Some students have transferred to the Adult Education program based on a variety of personal and family situations. Personalized meetings occur prior to this decision being made.</p>	<p>*Goal to continue in SY26.</p> <p>Several innovative ideas were taken from idea to implementation this year to include successful launch of:</p> <ul style="list-style-type: none"> <li>• Beautician school</li> <li>• Year-round model expansion</li> <li>• New out-of-school employment opportunities for our staff</li> <li>• Utilization of Venmo for students for school-related activities</li> </ul> <p>The following design ideas were developed and explored but did not become implemented for various reasons:</p> <ul style="list-style-type: none"> <li>• Regional Remote programming</li> <li>• Regional transportation</li> <li>• Utilizing Uber /Lyft</li> <li>• Launch of A.I. district committee</li> </ul> <p>Continued and new goals will be developed in this area for SY26.</p>
	<p><b>Connectedness:</b></p> <p><u>Engagement:</u> NLPS will continue to plan a variety of events throughout the school year, where families, staff members and community partners will engage.</p>	<p>Family engagement events will take place at various locations to promote equal access to more families within our community.</p>	<p>Attendance will be recorded to track the number of families participating at these events.</p> <p>Nine editions will be distributed this school year, starting in</p>	<p>Our Birth to 8 “Community Gatherings” continue to engage more families. An average of 65 families (150 people) come to learn more about different topics that will help their students develop the age-appropriate skills they need.</p>	<p>*Goal completed.</p> <p>This goal was exceeded. We continue to have amazing turnout at each of our Birth to Age 8 family gatherings.</p>

	<p><u>Family Learning:</u> NLPS will continue to design and implement opportunities for families to co-learn with us regarding a variety of educational topics. Birth to Age 8 Community Gatherings will also continue.</p> <p><u>Communication:</u> In addition to <i>What's Next with NLPS</i>, the Coordinator of Family Engagement and Empowerment will write a monthly newsletter that will feature a variety of district and family resources and invitations to empower families and promote student success.</p>	<p>The coordinator of family engagement will feature co-authors from different departments/buildings within the district (ex. Special Education, MLL, Regular Education, etc.) to share ideas/strategies that can be incorporated at home by our NLPS families.</p> <p>Several family learning events are planned. These will be widely advertised and will happen in all buildings.</p>	<p>October and ending in June of 2025.</p>	<p>Our community partners play an important part at these events, where they provide families with valuable information about the services available in our community.</p> <p>So far, we have released six editions of our "Family Connections." Each month, we highlight a different staff member from our district who share valuable tips and information about the services they offer to our students.</p>	<p>This goal has been achieved. Parent engagement evening events, focused on early childhood topics, elementary literacy, math, and PreK-12 safety, have occurred.</p> <p>The new Family Connection's newsletter was well received with a monthly edition being published. The feedback gathered from families highlighted how families liked learning more about our staff and learning tips for parenting and practicing content standards with their child at home.</p>
	<p><b>Family Resource Support:</b></p> <p><u>Social Service Resources:</u> NLPS will use the new Family Social Service Resource room to provide families in need with some tools and information about available resources in the community and where they can obtain additional necessities such as food, clothing, school supplies, etc.</p>	<p>Continue to collaborate with community partners such as the Gemma Moran Food Center, Safe Futures, New London Youth Affairs, CT Diaper Bank, CT Coast Guard, etc.</p>	<p>Track usage of by keeping data on how many families are referred to each community partner.</p> <p>Make follow-up phone calls to determine if their needs have been met and assess if they need further assistance.</p>	<p>Over 40 families have been referred to receive social services resources. Food insecurity has been the number one reason for referrals amongst families in our district. We continue to work with many community partners to provide families with resources, goods and information</p>	<p>*Goal to continue in SY26.</p> <p>The district has responded to a lot of family needs regarding social services. In addition to the superintendent, a core team of NLPS staff have been designees who meet regularly with community agencies in hopes to find additional support and solutions for those in need. The number of homeless students has increased dramatically in recent years. Concerns continue regarding several students having increased needs ensuring a stable home environment.</p>

				Winter, 2024	Spring, 2025
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of Year Results
<p style="text-align: center;"><b>3b Adult Education</b></p>	<p><b>National Association for the Education of Young Children (NAEYC) Year 1:</b></p> <p><u>Accreditation:</u> Successfully implement all of the Year 1 foundational steps for NAEYC accreditation.</p>	<p>All staff will complete <i>Creative Curriculum (CC)</i> training.</p> <p>Implement Infants and Toddlers <i>Creative Curriculum</i>.</p> <p>Conduct the <i>Ages and Stages</i> Questionnaire (ASQ) assessment of all children enrolled in the program during fall, winter and spring.</p>	<p>Pre to post-test scoring gains upon training module completion.</p> <p>Weekly lesson plans will be submitted to families and posted in the classroom.</p> <p>Children will meet ASQ developmental milestones.</p> <p>Children in need of intervention will be given targeted support.</p> <p>UConn Local Evaluation for New London Even Start program.</p>	<p>All staff have completed assigned training modules, including:</p> <ul style="list-style-type: none"> <li>• Children with Autism</li> <li>• Children with challenging behaviors</li> <li>• Infants with sensory play</li> </ul> <p>Lesson plans:</p> <ul style="list-style-type: none"> <li>• Created and uploaded to the Creative Curriculum portal</li> <li>• Posted weekly on the parent communication board</li> </ul> <p>Ages and Stages Questionnaire (ASQ) completed for fall and winter:</p> <ul style="list-style-type: none"> <li>• Identified children are receiving appropriate services</li> </ul> <p>OEC registry is up to date</p> <p>NYAEC portal is updated with current staff and enrolled students</p> <p>First-year AQIS report in progress (due in June): Requires evidence of continued implementation of NYAEC standards</p>	<p>*Goal completed.</p> <ul style="list-style-type: none"> <li>• All staff trained to meet diverse developmental needs of children in the classroom. Individualized, developmentally appropriate instruction implemented.</li> <li>• Creative Curriculum renewed; staff began PD for July rollout of updated version.</li> <li>• Ages and Stages Questionnaire (ASQ) screenings completed (fall, winter, spring); 81% of children developmentally on target.</li> <li>• Children needing support referred to early intervention and receiving services.</li> <li>• NAEYC Annual Report submitted; OEC and NAEYC portals updated; improvements made per AQIS recommendations.</li> </ul>

	<p><b>Program Enhancement Project Implementation:</b></p> <p>PEP Grant: Successfully implement the seven grant-funded initiatives found in this grant, aimed at enhancing Adult Education programming.</p>	<p>Recruit and onboard qualified staff for each priority area program.</p> <p>Implement programmatic plan for each priority area grant.</p> <p>Submit mid-year and final reports to SDE assessing program implementation efforts.</p>	<p>Execute plan and deliver programming for each of the seven priority areas.</p> <p>Successful performance outcomes as documented in LACES Adult Education data management system.</p>	<p>Staffing Success:</p> <ul style="list-style-type: none"> <li>• Successfully hired staff for each project, including a Career Navigator and a Digital Navigator.</li> </ul> <p>Student Recruitment Efforts:</p> <ul style="list-style-type: none"> <li>• Outreach to local agencies serving target populations, including the American Job Center (AJC), Homeless Hospitality Center, Haitian Hub, Safe Futures, AXS Center, Sound Community Services, Community Meal Center, and New London Public Library.</li> <li>• Engagement through school district family events, catalogue marketing, <i>The Day</i> newspaper, and the downtown New London electronic billboard.</li> <li>• Social media platforms (Facebook and Instagram) updated daily with program announcements.</li> <li>• Promotional information available on the school website.</li> </ul> <p>Program Implementation &amp; Outcomes:</p> <ul style="list-style-type: none"> <li>• Program plans have been successfully launched, and students are demonstrating positive outcomes.</li> </ul>	<p>*Goal completed</p> <ul style="list-style-type: none"> <li>• Successfully implemented year 1 of four-year grant cycle.</li> <li>• End-of-Year Monitoring Report due 7/25/2025</li> </ul> <p>Highlights include:</p> <ul style="list-style-type: none"> <li>• Surpassed enrollment target in Integrated Education and Training (IET) with 37 students</li> <li>• Of those enrolled, 36/37 (97%) completed training (1 left for employment); 86% have earned credentials (3 pending testing)</li> <li>• IET outcomes: 100% first-time pass rate on NHA exams for Phlebotomy and EB Maritime Painter</li> <li>• ESL4GED Innovation Grant pilot: 1 GED graduate, 92% passed at least one subtest, and 50% passed three subtests.</li> <li>• Transitions Advisory Board met twice, with participation from CT State Community College, AJC Business Services, and Higher Edge.</li> <li>• Two community service projects: a holiday gift card drive for Safe Futures and a spring food drive for the NL Meal Center (delivered June 9)</li> </ul>

				<p>Midyear Reporting:</p> <ul style="list-style-type: none"> <li>The Midyear Report has been submitted, detailing achievements for each of the seven enhancement projects.</li> </ul>	
	<p><b>Career Pathways including Career Navigation:</b></p> <p><u>Career Navigator Program:</u> Students will be scheduled in activities and programming to engage in career awareness and pathway exploration.</p>	<p>Transitions Associate will complete Career Navigator training.</p> <p>Workshop and career awareness calendar is developed for the program year.</p> <p>Workforce Training Specialist will develop a training schedule, advertise programming and recruit for Fall 2024 IBEST sessions.</p> <p>Collaborate with the Montville American Job Center (AJC) for additional job search activities, training and support services for students.</p>	<p>Transitions Program Associate is hired, and career navigator training completed.</p> <p>Event attendance roster documents participation in career activities, and on and off-site workshops</p> <p>Flyers are created and distributed throughout all program areas.</p>	<p>Transitions Associate (Career Navigator):</p> <ul style="list-style-type: none"> <li>Successfully onboarded. Training will be provided by SDE in Spring 2025.</li> <li>Meeting with students across CDP, GED, and Advanced ESL classes to discuss post-secondary planning.</li> </ul> <p>Two onsite career workshops in late January conducted by CT State Community College assisted students with applications and enrollment.</p> <p>Students attended a Career Fair in October.</p> <p>Two Job Fairs attended--one in November, another in February</p> <p>Implementation of College and Career Readiness class:</p> <ul style="list-style-type: none"> <li>Serves secondary completion students on track to graduate and Advanced ESL students preparing for transitions.</li> <li>Focused on carer awareness, soft skills, digital literacy, and college/career planning.</li> </ul>	<p>*Goal completed.</p> <p>Career Navigator Support:</p> <ul style="list-style-type: none"> <li>Provided individual and group support to adult learners throughout the school year.</li> <li>Helped several students create Career Cruising accounts and learn how to navigate the platform.</li> <li>Student Outcome Highlights:</li> <li>9 students are planning to attend college and have completed the FAFSA</li> <li>3 students are preparing to enter the manufacturing pipeline</li> <li>10 students are planning to enter or are currently in the workforce</li> <li>5 students are planning to both work and attend school or training programs simultaneously.</li> </ul> <p>Career Pathways Expo (March):</p> <ul style="list-style-type: none"> <li>Students attended this event organized by the Educational Council and led by the Chamber of Commerce of Eastern CT.</li> </ul>

				<p>Fall 2024 IBEST Training:</p> <ul style="list-style-type: none"> <li>• Successfully delivered CNA, Culinary Arts, Paraeducator and Maritime Painter Training.</li> </ul> <p>Maritime Painter Training:</p> <ul style="list-style-type: none"> <li>• Developed in collaboration with Electric Boat/General Dynamics, CCRI at Westerly Education Center, EWIB and AJC.</li> <li>• Achieved 100% student completion rate.</li> <li>• Recognized and acknowledged by partners and SDE for the successful implementation of this pilot training program.</li> </ul> <p>Spring 2025 IBEST Training:</p> <ul style="list-style-type: none"> <li>• Orientation sessions completed.</li> <li>• Training schedule for CNA, Phlebotomy and Culinary Arts implemented and recruitment efforts launched.</li> </ul> <p>Transitions Advisory Board meeting (January):</p> <ul style="list-style-type: none"> <li>• Attended by representative from CT State Community College – Three Rivers, CT Department of Labor, CONNTAC Educational Opportunity Center, and Higher Edge.</li> </ul>	<p>Onsite Career &amp; Workforce Services Presentation (March):</p> <ul style="list-style-type: none"> <li>• Held onsite with the Career Navigator, Work Force Training Specialist and a representative from the American Job Center.</li> <li>• Students received information about available services, career resources, and training opportunities.</li> </ul> <p>End-of-Year Transitions Advisory Board meeting (May):</p> <ul style="list-style-type: none"> <li>• Included representatives from CT State Community College – Three Rivers, the CT Department of Labor, CONNTAC Educational Opportunity Center, and Higher Edge.</li> </ul> <p>Student Leadership Council Participation (May 7, 2025) Students took part in the Birth to Age 8 event by organizing and facilitating an interactive game for children attending the event</p>
--	--	--	--	--	---



# *District Operations*

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.



**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.

				Winter, 2024	Spring, 2025
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of Year Results
<p style="text-align: center;"><b>4a</b></p> <p style="text-align: center;"><b>Magnet Marketing &amp; Recruitment</b></p>	<p><b>Magnet Enrollment:</b></p> <p><u>Welcome More Students:</u> By June 2025, out-of-district student enrollment will increase by 20% compared to the 2023-2024 school year baseline.</p> <p><u>Multi-tiered Plan:</u> Roll out an expanded marketing plan through videos, social media and planned events across all schools</p> <p><u>Educate on Keeping Students Enrolled:</u> A communication plan will be developed for how to effectively share the message that students may remain in New London Public Schools when they move out of district.</p>	<p>Develop and implement targeted recruitment strategies, including outreach to neighboring districts, marketing campaigns including but not limited to social media, print, and radio, and information sessions for families by January 2025.</p> <p>Hold Magnet themed Expos at each school that are advertised to the public.</p> <p>Launch and roll-out SchoolMint by November 1, 2024, to streamline the application and registration processes for out-of-district students.</p>	<p>Increase in # of Out of District Students applying/registering and retaining.</p> <p>Each school will increase their magnet enrollment to meet and even exceed their set targets.</p> <p>Flyers and social media posts will be created which will share this information with families widely. Additionally, this information will be clearly identifiable on the website for families.</p>	<p>The lottery for Grades 6-12 has been run with over 50 Out of District Students applying. SchoolMint training has been provided to the middle school and high school principals and their secretaries to help support those families' offered seats with registration.</p> <p>A Secondary and Elementary School Choice Fair was held in December and January. Multiple Info Sessions/Tours were held on both the high school and middle school campuses with great attendance.</p> <p>Set up tables at the Norwich and Waterford library on "Take Your Child to the Library Day"; provided info sessions at the Mystic Noan Library; and participated in the Women's Expo at the Garde Arts in New London.</p> <p>Increasing presence on social media for all schools.</p>	<p>*Goal to continue in SY26.</p> <p>By June 2025, 410 students PK-12 were offered and accepted a seat for the 25-26SY. Of those 410 students, 123 students were Out of District students. The number of Out of District students increased from 345 on October 1<sup>st</sup>, 2024, to 380 students in June 2025.</p> <p>Marketing expanded to flyers being distributed to daycare centers in surrounding towns with information about preschool opportunities and year-round programming.</p> <p>Strengthened partnership with The Day and other media outlets and through an increase in press releases, many programs and activities within NLPS were highlighted in print and media sources.</p>

	<p><b>District Branding:</b></p> <p><u>Logos:</u> Complete branding logos and marketing print packages for NLHSMMC and for BP Mission Preschool.</p>	<p>Working groups will be put together to gather feedback on updates to the NLHSMMC logo and the creation of the BP Mission Preschool logo. These working groups will include staff, students, and community members. In addition to the logos, updated branding guides will be created for the final product.</p>	<p>By the end of SY24-25 there will be updated logos and branding guides for NLHSMMC and B.P. Mission Preschool.</p>	<p>B.P.'s logo and branding package have officially been completed and are being utilized in marketing tools for the school.</p>	<p>*Goal to continue in SY26.</p> <p>This goal was completed for BP Mission. The NLHSMMC final logo design goal will be carried over into SY26 in alignment with vision of a graduate and accreditation work.</p>
--	--	--	--	--	---

				Winter, 2024	Spring, 2025
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of Year Results
<p style="text-align: center;"><b>4b</b></p> <p style="text-align: center;"><b>Budget, Business and Finance</b></p>	<p><b>Financial Software Implementation:</b></p> <p><u>MUNIS:</u> Complete Munis Implementation and generate financial reports directly from Munis.</p>	<p>General Ledger, Purchasing, Payroll and HR have been implemented. We continue to fine tune some aspects and features of payroll/HR. Next steps are to post the payroll expense data into the G/L, create the FY26 budget using the tools in Munis, implement the Executime Time and Attendance system, and document procedures around onboarding and job assignment through the use of a fully functional Position Control system.</p>	<p>All employees are using Executime to document hours worked or attendance. No paper time sheets are in use.</p> <p>Monthly financial reports shared with the BOE in the monthly FAC meetings are generated in a .pdf format directly from the Minis system.</p>	<p>All payroll is being processed and paid in Munis. W2's for earnings during the second half of 2024 were balanced and issued on time using Munis.</p> <p>Payrolls are being posted from the Munis Payroll Module into the Munis General ledger.</p> <p>Funding for the purchase and implementation of Executime has been identified and secured.</p>	<p>*Goal completed, but to continue into SY26.</p> <p>Implementation of Munis from an operational standpoint has been completed. Workflows approval processes for onboarding and modification to employee records have been developed and implemented.</p> <p>Payrolls are posted to the general ledger within a few days of being processed in the Munis payroll module.</p> <p>Executime implementation is scheduled for the fall of 2025.</p> <p>The payroll portions of the FY26 proposed budget were developed using Munis tools. Monthly Financial Reports will be produced beginning in the Fall of 2025 with a goal of expanding the use of Munis budget development tools for the development of the FY27 proposed budget.</p>
	<p><b>Grant Management:</b></p> <p><u>Budget Revisions:</u> Submit Grant Budget Revisions (egrants) on a quarterly basis for each grant and update grant budgets in Munis at each interval.</p>	<p>Continue monthly meetings with all impacted administrative staff to review grants, compare actual expenditures on a quarterly basis and develop expenditure forecasts based on these actual expenditures, and submit budget revision requests</p>	<p>The following reports are generated and archived at least quarterly that indicate for each grant:</p> <ul style="list-style-type: none"> <li>• Budget in Munis</li> <li>• Actuals to date</li> <li>• Revised Forecast</li> </ul>	<p>Monthly grant meetings continue, assuring that grant expenditures and forecasts maximize the use of fiscal resources.</p> <p>Budget revisions are developed and submitted as the need to revise</p>	<p>*Goal completed.</p> <p>Monthly grant meetings are ongoing, evaluating actual grant expenditures and forecasting areas that could be under expended as well as areas where resources might be insufficient. Expenditures and budget revisions are tracked in shared</p>

		<p>to the CSDE in the egrants system as repurposing of funds is necessary in order to ensure maximum benefit from limited resources.</p>	<ul style="list-style-type: none"> <li>• Most recent Cash Drawdown</li> <li>• Current budget as approved in egrants</li> </ul>	<p>them is determined during monthly grant meetings. Duties continue to be redistributed after the elimination of the Accounts Manager position in the FY25 budget.</p> <p>Payrolls are being posted to the Munis general ledger.</p> <p>Work is under way to load all FY26 grant budgets in Munis based on the assumptions in the BOE approved budget book. All budgets will be loaded in Munis prior to 7/1/25. This will help to inform all administrative personnel when submitting the actual budget proposals to the grantors in the fall.</p>	<p>documents to better facilitate collaborative discussions on how to fully utilize resources despite unexpected shifts in student needs and availability of qualified staff to fill our ranks.</p> <p>All state deadlines were met with regard to grant revisions and drawdown request.</p> <p>Final budget revisions for the FY26 final budget book are underway so that we can upload budgets into Munis for the general fund and for each individual grant that is included in the budget book.</p>
	<p><b>Long-term Budget Planning:</b></p> <p><u>Budget Forecasting:</u> Conduct forecasting meetings with each major department, close out projected unexpended purchase orders, and address funding for expenses that are trending over budget. Complete first round with budget transfers booked by April 1<sup>st</sup>. Conduct regular audits of SPED tuition and contracted services projections throughout the year.</p>	<p>Provide regularly updated reports to department leaders indicating budgets across funding sources, highlighting any new grant revisions, and comparing current actual expenditures to the budgets. Teach each department head, building leader, and grant manager how to forecast future expenses based on availability of staff and materials and on actual trends. Periodically audit SPED expenses by student or IEP to ensure all expenses are captured in updated forecasts.</p>	<p>Forecast reports are submitted to the business office by the primary grant leader for each grant and are stored in the individual grant folder on the business office shared drive.</p> <p>An updated forecast for all SPED tuition and transportation costs is shared with the business office by the Special Services department monthly. At year's end, the business office will analyze the trends of the monthly forecasts and identify ways that forecasting may be improved for accuracy.</p>	<p>Forecasting is done during grant meetings for individual grants, with grant and program managers.</p> <p>Progress being made in Munis implementation will assist in expense forecasting through full utilization of the tools available in Munis.</p> <p>A forecasting report for SPED Tuition and Contracted Services was utilized for the development of the FY26 proposed budget. This report is updated regularly and is also used to forecast FY25 expenses and to assure that accurate expenses are recorded for each student in the CSDE SEEGC reporting system.</p>	<p>*Goal to continue in SY26.</p> <p>Forecasts continue to be revised during biweekly grant meetings as a collaboration between grant leaders and the business office.</p> <p>We continue to work with Munis support to process payroll encumbrances. This is a critical part of forecasting, and we continue to escalate this request with Munis Technical Support.</p> <p>We have further refined the forecasting tool for SPED Tuition and Contracted Services.</p> <p>An internal audit of the SEEGC report was conducted, assisting with increased accuracy during the FY24 audit.</p>

	<p><b>Business Office Systems:</b></p> <p><u>B/O Procedures:</u> Document procedures for hiring/budget verification and for budget adjustment requests and approvals.</p>	<p>Fully utilize the position control feature in Munis so that only budgeted and vacant positions can be filled.</p> <p>Develop and document procedures for adding, eliminating or transferring positions within a budget year that include an outcome of obtaining all necessary budget approvals and that prohibit filling any position that is not budgeted.</p>	<p>Munis system controls will be in place disabling the ability to pay compensation for any position that has not been properly set up and budgeted by the business office.</p> <p>Munis system controls will be in place disabling the ability for a requisitioner to submit a requisition that exceeds the budget within a budget line. All requisitions must be approved by the business office in order to generate a purchase order.</p> <p>The business office will evaluate each requisition to assure that it is coded to the correct budget line.</p> <p>Procedures for verifying the status of budgeted positions, for requesting budget changes to position control, for requesting budget changes to non-staffing budget lines, for documenting the need for budget adjustments, and for identifying the source of the additional needed funds (additional revenue or a reduction to other specific budgeted expenses) will be added to the business office manual.</p>	<p>Personnel Action Forms and Munis workflow approvals are constantly being used for all employee additions/deletions/changes for employee pay in Munis.</p> <p>Position Control in Munis is being used to ensure that all compensable work is properly budgeted and recorded. The process of documenting all procedures is ongoing.</p> <p>All personnel Action Forms are generated by HR personnel, using position control numbers that are provided by the business office. Two meetings are held every week to discuss any outstanding payroll issues and address any processes that have need to be developed.</p>	<p>*Goal to continue in SY26.</p> <p>Position Control is being fully utilized in Munis. No changes are made to employee status, records, or pay rates without first going through workflow in Munis. All Munis workflow documents each approval in the approval path. Only HR can submit a hiring requisition. Only positions in position control can be filled. Only the business office can create a position in position control. Positions in position control must have funding budgeted in order for the position to exist.</p> <p>Biweekly (twice per week) meetings are held to include payroll and Human Resources. The purpose of these meetings is to discuss any outstanding items in regards to employee status changes.</p> <p>Benefit deductions are imported into the payroll system via a meeting with Payroll and HR just prior to running the payroll process, ensuring that any issues are addressed immediately so that payroll processing is not delayed.</p> <p>Frontline is utilized to circulate workflow and approvals to post positions.</p> <p>Purchase requisitions are reviewed for general ledger coding accuracy to ensure that expenses are reported properly and that sufficient budget exists.</p>

				Winter, 2024	Spring, 2025
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of Year Results
<b>4c</b>  <b>Operations (Facilities)</b>	<b>Relocations:</b>  <u>HR Location:</u> Move HR and Business Office to Shaw's Cove and create additional space at Central Office for a district wide receiving and storage	Negotiate a short-term lease that mirrors our existing lease for the welcome center and Family Services. Cancel current storage contract.	Lease to be presented to the Board.	HR moved in January and Business Office is moving the first week of March.	*This goal was completed.
	<b>Custodial Substitutes:</b>  <u>Coverage:</u> Developing a schedule for subs to ensure efficient staff coverage.	Reallocating some of the funds currently in the budget for subs and OT and creating a 35-hour schedule	Hire 3 custodian substitutes to work up to 35 hours a week.	As of February we have 2 in-house substitute custodians.	*This goal was completed.
	<b>Leverage Technological Tools for Efficiencies:</b>  <u>Teams:</u> Continue to develop the "Facilities" Microsoft Teams so team members can locate important documents in an efficient way.	Scanning and compiling all the information in digital form.	Files for the HS and MS are online and utilized weekly.	Work in progress.	*Goal to continue in SY26.  All files for High School and Middle School have been uploaded. Work is ongoing to include elementary schools, as most of these files are yet to be scanned.
	<b>Security/Camera Systems:</b>  <u>Cameras:</u> Coordinate HS/ST surveillance cameras and integration into Milestone VMS.	Reviewing the existing cameras and new cameras, finding a contractor that can do the integration of new and migration of the existing cameras into the new software.	By Spring all cameras will be on the new software.	Completed in October.	*This goal was completed.

				Winter, 2024	Spring, 2025
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of Year Results
<b>4d</b>  <b>Operations (Technology)</b>	<b>Tech Help Procedures:</b>  <u>Help Desk:</u> Create a system for managing and tracking technology projects that can be easily accessed by all technology staff.	Research software, attend training and get estimates.	By the end of the school year we will have a system in place.	Work in progress	*Goal completed  After testing a couple of options, the team decided that we will be using Microsoft Loop which is included with our current Microsoft licensing.
	<b>Elevators:</b>  <u>Cellular Usage:</u> Move district elevators from POTS telephone lines to cellular/radio communication.	Install cell towers and sync accounts to existing fax lines.	By the end of the school year all elevators on cellular/ radio communication.	Work in progress	*This goal was completed.
	<b>Continually Look for Efficiencies:</b>  <u>Cost Savings:</u> Identify cost savings opportunities – finalize XMfax implementation from traditional fax lines;	Create online accounts for all staff, sync new accounts to active fax lines.	By the end of the school year all accounts will have been ported over and staff will have access and training.	Completed in November	*This goal was completed.
	<b>Technology Workshops for Staff:</b>  <u>Professional Development Offerings:</u> Develop a beginners tech training class to include: <ul style="list-style-type: none"> <li>• Logging into Microsoft and Google using MFA</li> <li>• Email Safety and Security</li> <li>• Power Teacher and Attendance</li> <li>• How to submit a HelpDesk ticket.</li> </ul>	Assign topics to technology staff groups in order to create training. Create recordings based upon the existing technology handbook that can be shared with staff both upon hiring and as needed for additional training.	Create files in the TEAMS technology folder that can be accessed by all-staff.	Work in progress	*Goal to continue in SY26.  We were unable to achieve this goal and will be deferring it to next year.
	<b>Managing Technology Projects:</b>  <u>Creating a Project Tracking System:</u> Create a system for managing and tracking technology projects that can	Microsoft Planner will be utilized by the technology department to manage projects. The team has been	The team will use the planner to monitor progress, and an update will be provided in	Work in progress	*Goal to continue in SY26.  The technology department decided to transition from using Microsoft Planner to Loop for managing technology projects. This decision

	be easily accessed by all technology staff.	invited and will be trained on using the Microsoft Planner application.	the department's email on Fridays.		was made after testing a couple of options and determining that Microsoft Loop, which is included with our current Microsoft licensing, would be the best fit for our needs.
--	---	---	------------------------------------	--	--

				Winter, 2024	Spring, 2025
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of Year Results
<b>4e</b>  <b>Operations</b> <b>(Food Service)</b>	<b>Marketing:</b>  <u>Serve as Model Site:</u> Continue advocating and spreading the word about what we do to other districts, state partners, etc.	Sit on CT School Meals for All Committee and SNACT committee. Act as mentor for another CT director as part of mentoring program. Present at state trainings.	Meeting minutes.	Mentored CT food service director in CEP.  Participating in CT School Meals for All Campaign.	*Goal completed.  The State of CT awarded more Farm to School funds in this budget cycle.  Act as mentor for CT food service directors implementing chefs in schools programs.
	<b>Onboarding:</b>  <u>High Quality Training:</u> We will be onboarding many new employees, so we will need to be training them from the ground up.	Onboard all new staff with 3 hour kitchen skills training within first month of employment.	Assess staffing numbers and training hours.	Hired and trained approximately 12 new employees since September.	*Goal completed.  Successfully hired and trained new staff on all CNP procedures and protocols.
	<b>Funding:</b>  <u>Additional Grants:</u> Apply for more grant funding for operations, equipment	Research and apply for applicable grants.	Applications and success in landing grants.	Awarded the equipment grant for \$25,000 tilt skillet for Winthrop.	*Goal completed.  Successfully applied for and awarded grant funds enabling us to purchase tilt skillet for Winthrop.

				Winter, 2024	Spring, 2025
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of Year Results
<b>4f</b>  <b>Operations</b> <b>(Transportation)</b>	<b>Routes:</b>  <u>Efficiencies:</u> Create more efficient routes to accommodate the increase in enrollment	Implement or update routing software that can optimize bus routes based on real-time data like student addresses, enrollment changes, and road conditions.	This will allow for dynamic adjustments and improved route efficiency. As well as more on-time arrivals and departures.	Currently working with Learn in bi-weekly meetings to see if it is possible to combine NLPS & Learn buses to create more efficient and cost savings transportation	*Goal completed.  LEARN was brought in to assist with evaluating our next steps. Unfortunately, it was determined that moving forward at this time would not result in cost savings for New London Public Schools.
	<b>Software:</b>  <u>Alignment:</u> Sync our routing software to PowerSchool	Able to conduct regular reviews of routes and stop efficiency based on enrollment changes, student movement, and district needs .	Allows for continuous improvement and route refinement to handle enrollment ever changing growth effectively.	Work in progress.	*This goal was completed.
	<b>Field Trips:</b>  <u>Procedures:</u> Create a new district wide field trip transportation request form	This could be used to streamline the process of requesting transportation for field trips across the district.	This new form could be tailored further depending on specific needs, such as integrating an online submission process or creating a digital version. Also, the possible inclusion of LEARN school as we continue our ongoing discussions on regional transportation.	Complete awaiting final approval with Special Services.	*Goal completed.  A new field trip request form has been created and approved by Special Services. It will be rolled out when staff return on August 20th.

				Winter, 2024	Spring, 2025
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of Year Results
<p style="text-align: center;"><b>4g</b></p> <p style="text-align: center;"><b>Operations</b> <b>(Safety and Security)</b></p>	<p><b>Safety:</b></p> <p><u>All-Hazards Plans:</u> Revise the All-Hazards School Security &amp; Safety Plan, including revisions to each school-level plan</p>	<p>Members of the Core Safety Team will share required updates that are needed with the building-level administrators. School-level plans will be updated and included with the updated district-level plan.</p>	<p>The updated All-Hazards School Security &amp; Safety Plan, inclusive of district and school level plans, will be completed and presented to the Board in Executive Session in October, 2024. It will then be emailed to CT DEMHS in accordance with legislative requirements by November 1, 2024.</p>	<p>The updated plan was accepted by the Board of Education and submitted to the State in accordance with legislative requirements by November 1, 2024.</p> <p>Though it was submitted, as a living document the plan continues to be reviewed on a regular basis.</p>	<p>*This goal was completed.</p>
	<p><b>Educate Family/Community on Safety Protocols:</b></p> <p><u>Events:</u> Hold an event to inform parents and guardians about the district’s safety initiatives (both physical and social-emotional) and how they can support their students at home.</p>	<p>The event will be planned in conjunction with NLPD and NLFD partners. This event will review physical and emotional safety needs, as well as offer parents the opportunity to ask questions and learn more about school safety.</p>	<p>A flyer will be created and disseminated advertising the event, and parents/guardians will sign in to reflect their attendance at the event.</p>	<p>An event was planned and advertised, however, there was no parent/guardian engagement. An additional event will be planned to connect with parents and guardians on safety.</p>	<p>*Goal to continue in SY26.</p> <p>A district plan and presentation was created. We will advertise this learning opportunity at the start of the new school year.</p>
	<p><b>Internet Safety:</b></p> <p><u>Parent/Adult Informational Workshop:</u> Host a training opportunity for parents and guardians on social media safety.</p>	<p>A virtual training will be scheduled by Spring 2025 which will be offered to parents, guardians, and community members about the importance of social media safety for their children.</p>	<p>A flyer will be created and disseminated advertising the event, and parents/guardians will sign in to reflect attendance at the virtual event.</p>	<p>An event was planned and advertised, however, there was no parent/guardian engagement. An additional event will be planned to connect with parents and guardians on safety.</p>	<p>*Goal to continue in SY26.</p> <p>A district plan and presentation was created. We will advertise this learning opportunity at the start of the new school year.</p>
	<p><b>Capacity Building:</b></p> <p><u>Special Training for Front-Line Workers:</u> Host a de-escalation training for staff to include</p>	<p>Training will be scheduled for the March 7 Professional Development Day with the 508 Group to provide a de-escalation training for staff.</p>	<p>Staff will receive a calendar invitation, and a sign-in will be completed to reflect</p>	<p>Training is scheduled to occur on March 7.</p>	<p>*Goal completed, but will continue into SY26.</p> <p>Front line and administrative staff received this professional development. Staff shared positive</p>

	secretaries, wellness, behavior, and administrators.	School offices will be closed on those mornings to allow for staff to be able to attend this training.	attendance at this de-escalation training.		feedback regarding it and asked that teachers and other support staff receive the training, too, next year. This will be scheduled.
	<p><b>District- Safety Drills and Practice:</b></p> <p><u>Scheduled Drills and Practice:</u> ALICE response system safety drills will continue, monthly, Pre-K – 12.</p>	Train all new staff, continue training for all new and existing staff, teach students and families about ALICE and practice rally point drills - Pre-K - 12 semester 1 and a scenario drill semester 2.	All training and practice drills are completed, and staff have a stronger knowledge of the enhanced safety measures ALICE provides.	Schools have regularly drilled throughout the school year for both lockdown and evacuation drills. ALICE rally point drills are ongoing throughout the district.	*Goal completed.

				Winter, 2024	Spring, 2025
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of Year Results
<p style="text-align: center;"><b>4h</b></p> <p style="text-align: center;"><b>Operations (Communications)</b></p>	<p><b>Leverage Communication Strategies:</b></p> <p><u>Social media:</u> Create and disseminate at least three social media posts per week, to include upcoming events and the celebration of past events.</p>	<p>Create a calendar of postings to include both District-Level and School scheduled posts. This calendar will be shared with District and Building-Level Administrators.</p>	<p>Instagram and Facebook will feature postings of both upcoming and past event celebrations throughout each week.</p>	<p>Postings on social media have occurred regularly throughout the school year. New Facebook pages have been created for the Early Childhood Center at B.P., BDJMMMSC, and Jennings.</p>	<p>*Goal completed.</p> <p>A few more tweaks to social media access points need to happen for two schools and we hope to accomplish this during the summer months.</p>
	<p><b>Shared Calendars:</b></p> <p><u>Centrally Manage Events:</u> Update the District’s website with all Engagement events.</p>	<p>Secretaries and Administrators will receive training on the website, including how to update the calendar. Each school and department will update their events as they are scheduled and placed on the internal District Event Calendar.</p>	<p>The District’s website calendar will be complete and inclusive of all school-based and district-level events.</p>	<p>The District’s website calendar has been updated regularly with both school-based and district-level events. These events have also been featured on various social media sites.</p>	<p>*This goal has been completed.</p>
	<p><b>New App:</b></p> <p><u>Communication Platform:</u> NLPS will launch a new two-way communication tool, entitled ParentSquare, that will replace the current Blackboard Communications System. This will allow families and school staff to share and receive information and communicate effectively in multiple languages.</p>	<p>The core communications team for the District will strategize and organize the launch of the new app. Training will be scheduled and rolled out to all secretaries, administrators, teachers and parents.</p>	<p>Staff and parents will have access and will have downloaded the ParentSquare platform. District and School Newsletters will be disseminated through this app, as well as all mass communications (to include phone calls, texts and emails).</p>	<p>ParentSquare has launched for staff to begin to log in and be trained on the program. An introduction has been disseminated to parents through the Superintendent’s “What’s Next with NLPS publication”. Parents and guardians will receive more direct communication via email and social media postings throughout the weeks of March, and in person during the parent/teacher conferences to be held in March, with District use launching at the beginning of April.</p>	<p>*This goal has been completed.</p>

				Winter, 2024	Spring, 2025
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of Year Results
<p style="text-align: center;"><b>4i</b></p> <p style="text-align: center;"><b>Operations (Record Retention &amp; Policy Work)</b></p>	<p><b>Website:</b></p> <p><u>Policies:</u> Update the District’s website to include all up-to-date policies and inform staff of all updates as they occur.</p>	<p>As policies are updated through the approval process at the Board of Education’s level, they will be communicated through email to all staff and updated on the District’s Website for all to access.</p>	<p>All current policies will be accessible on the District’s website. Updated policies will also be communicated and evidenced through the Superintendent’s weekly “Monday Memo”.</p>	<p>Policies have been updated throughout the year via the Board’s Policy Committee and regular Board of Education meetings. Legislative reviews continue to occur to ensure that district policies are up to date, legally.</p>	<p>*Goal completed.</p> <p>In total 22 number of district policies have been updated this year through the work of the BoE’s Policy Committee.</p> <p>Significant time was spent on the newly updated Policy 5131.81 – Use of Private Technology Devices by Students.</p> <p>Policy update work will continue into the 2025-2026 school year.</p>
	<p><b>Records Retention:</b></p> <p><u>Cycles of Clean Out:</u> Complete the disposition of all applicable student records at the middle school campus.</p>	<p>Middle School secretarial staff will review and collate records and files that qualify for disposition in accordance with the CT State Records Library.</p>	<p>By the end of SY24-25, there will be at least two records of disposition requests completed by the middle school.</p>	<p>The middle school has completed one disposition of records, year to date, approved by the CT State Records Library. This disposition contained 111 sq ft. of records.</p> <p>Secretarial staffing at the middle school has changed mid-year, and training to continue this work has been planned.</p>	<p>*Goal completed.</p> <p>An additional disposition of requests will be submitted this summer. A regular cycle of record disposition will continue.</p>



## *Recruit, Retain and Recognize Talent*

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.



## 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.

				Winter, 2024	Spring, 2025
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of Year Results
<p style="text-align: center;">5a</p> <p style="text-align: center;"><b>Recruitment, Retention and Recognition</b></p>	<p><b>Diversify Staff:</b></p> <p><b>Increase Educator Diversity</b> – Finalize and implement the IED plan.</p>	<p>Finalize and secure approval of the Increasing Educator Diversity Plan (IED), which is also a key statewide focus, due by October 1, 2024.</p> <p>Partner with alternative routes to certification programs and explore other pathways to attract diverse candidates into teaching and other professional student support roles.</p> <p>Develop internal growth programs to encourage current employees (i.e.. Paraeducators and other support staff) to pursue certification and other professional student support roles.</p>	<p>Successful submission and approval of the IED plan by the October 1 deadline.</p> <p>Track the number of candidates recruited through alternative certification programs and other pathways.</p> <p>Monitor the internal promotion of employees from paraeducator and other support roles into teaching positions aiming to for an increase of 10% in internal candidates transitioning into educator roles in the first year.</p> <p>Measure the diversity of external candidates hired with a target of aligning representation outlined in the IED plan.</p>	<p>Met the submission of the IED plan by the October 1 deadline.</p> <p>The IED plan submitted has been reviewed and approved by the CSDE.</p> <p>We are monitoring the number of candidates recruited through alternative certification programs and other pathways.</p> <p>It is ongoing that we monitor demographics of our hires and current employees.</p>	<p>*Goal to continue in SY26.</p> <p>We continue to increase diversity in an effort to have staff that represent the population in which they serve. We also launched a new career counseling service through HR to support staff in their professional growth. Around 5% of our educators participated in this initiative, many of whom come from underrepresented backgrounds. Approximately 20 in total were successful in achieving some type of certification for the year.</p> <p>These early steps are helping us create a more inclusive, supportive environment, and we’re excited to grow this work in the coming year.</p>

	<p><b>Recruitment:</b></p> <p><u>Applicant Tracking System (ATS)</u> - Improve and enhance the utilization of the Frontline ATS.</p>	<p>Conduct an audit of Frontline ATS to identify underutilized features and areas for improvement in the recruitment process.</p> <p>Develop and implement training sessions for HR staff, then directors, administrators and secretaries on maximizing ATS functionalities to streamline hiring workflows.</p> <p>Create a user-friendly guide / resource for ongoing support to ensure all users effectively utilize the system's advanced features.</p> <p>Create a Time-to-Fill Guide to standardize the recruitment process across departments. The guide will outline timeframes for each stage of the process (posting a vacancy, interviewing, job offer, background compliance, onboarding) utilizing the ATS to track progress.</p>	<p>Completion of the ATS audit and identification of key areas for improvement by Winter 2024.</p> <p>Track the number of training sessions completed with a goal of 100% participation from HR team members, directors, and administrators and secretaries by Spring 2025.</p> <p>Measure the time taken to fill positions before and after the training, aiming to create a baseline time-to-fill in the Winter 2024, aiming for a target of a 20% reduction in the time-to-fill metric by June 2025.</p> <p>Monitor the usage of ATS features and reporting tools while tracking progress against the time-to fill goals set by the guide.</p>	<p>The ATS audit is in progress, with an initial review of key areas completed. Data collection and analysis are ongoing.</p> <p>The process of measuring the baseline time-to-fill has begun, with preliminary data being collected.</p> <p>Monitoring of ATS feature usage is ongoing, with regular reports being generated. Initial trends have been identified, but full analysis in relation to time-to-fill goals will continue.</p> <p>Created New Marketing Materials</p> <ul style="list-style-type: none"> <li>•Flyers for hiring and postcards with QR codes for job fairs.</li> </ul>	<p>*Goal to continue in SY26. <sup>46</sup></p> <p>The HR team has continued to improve the use of the Frontline Applicant Tracking System (ATS), leveraging more of its features to streamline processes and improve overall efficiency. We've enhanced our ability to generate on-demand reports, providing valuable insights into key hiring metrics such as the number of hires, separations, and job postings.</p> <p>These reports now play a regular role in data-driven decision-making and staffing discussions.</p> <p>From a user experience perspective, we've improved applicant workflows by sending required forms directly through the system, allowing us to track progress, verify completion, and ensure compliance at each stage of the hiring process.</p> <p>We also successfully calibrated our "time to fill" process, reducing the average time to hire to 10 business days, significantly increasing responsiveness and operational efficiency.</p> <p>These improvements have made our hiring process more timely, transparent, and aligned with organizational goals. Final totals for hires and separations for the school year: 87 new hires and 65 separations. This is about a 92% retention rate and an 8% turnover rate.</p>

	<p><b>Employee Retention:</b></p> <p><u>Strengthen Retention</u> – Strengthen Employee Retention through engagement, development, and recognition initiatives and a focus on paraeducator support.</p>	<p>Implement a structured paraeducator support program (HR collaboratively with Academics and Family &amp; Student Support leadership) with a focus on onboarding and mentorship, providing training, peer support and career pathways to improve retention, growth and a sense of belonging.</p> <p>Conduct regular stay interviews with paraeducators to understand their concerns and needs, allowing the HR team in collaboration with the department/school leaders to adjust and improve job satisfaction and reduce turnover.</p>	<p>Track the onboarding satisfaction of paraeducators with a goal of 90% feedback from all new hires in year 1.</p> <p>Increase paraeducator retention by reducing turnover, with a focus on monitoring retention monthly.</p> <p>Regularly review feedback from stay interviews aiming for improved satisfaction regarding support and growth opportunities and use this feedback to adjust programs and support as needed (focus on continuous improvement).</p> <p>Quarterly and annually recognize staff milestones, tenure, pathway and achievements.</p>	<p>Employee Engagement Initiatives</p> <ul style="list-style-type: none"> <li>• Implemented Employee Voice Surveys &amp; Feedback <ul style="list-style-type: none"> <li>○ Initial Onboarding Survey</li> <li>○ "Tell Me About Your First Week" (1st-week survey)</li> <li>○ 30-Day Check-In (Send welcome postcard via Interoffice)</li> </ul> </li> </ul> <p>Recent or New Initiatives</p> <ul style="list-style-type: none"> <li>• HR Open House</li> <li>• New Employee Orientation (every Friday)</li> <li>• In-House Job Fair in development</li> <li>• Students-to-Staff Collaboration with local colleges in the works, to provide valuable experience and contribute to student success as well as build a talent pool and pipeline.</li> <li>• Created a certificate to recognize paraeducators who successfully complete the ParaPro Assessment.</li> </ul>	<p>*Goal to continue in SY26. <sup>47</sup></p> <p>A strong emphasis has been placed on employee retention this year, launching the “Employee Voice” initiative to ensure staff feedback plays a meaningful role in shaping and improving our district culture. Through surveys, events, and open conversations, we’ve created more opportunities for employees to share their perspectives and, just as importantly, to feel heard, valued, and supported.</p> <p>We also enhanced our exit process. The feedback from exit surveys has helped us pinpoint areas for growth. Since January 1, 2025, we’ve reached 100% of resigning employees, ensuring their insights inform continuous improvement across the district.</p> <p>We also achieved 100% feedback participation from all new hires since launching our updated onboarding and orientation process demonstrating strong engagement from the very start of the employee experience.</p> <p>These efforts reflect our ongoing commitment to creating a workplace where every employee feels supported, empowered, and part of a culture that listens and has opportunity to grow.</p>

				Winter, 2024	Spring, 2025
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of Year Results
<p style="text-align: center;"><b>5b</b></p> <p style="text-align: center;"><b>HR Operations and Systems</b></p>	<p><b>Mandatory Training:</b></p> <p><u>Training Compliance</u> – ensure 100% completion of mandatory training for all new hires and current employees.</p>	<p>Create a training calendar for all current employees listing all required annual trainings and a training requirement and timeframe for new employees.</p> <p>Create customized reports within the training platform to monitor data on employee training progress, completion rates monthly.</p> <p>Continuously update training materials/requirements to reflect any new regulations and legislation to ensure compliance.</p>	<p>Achieve 100% of departments receiving quarterly reports on employee training progress.</p> <p>Increase overall employee training completion rates to 100% each year.</p> <p>Seek feedback from employees regarding the training structure and make adjustments accordingly (i.e. Ease of access, understanding, success within the platform).</p>	<p>All mandatory training, as identified by relevant agencies (DOL, CSDE, Federal, State, DCF etc.), have been categorized by frequency.</p> <p>A clear structure, using the Vector platform, is now in place to track the training required for both new hires and current employees.</p> <p>HR is progressing toward achieving 100% training compliance. To date, all new employees are fully compliant.</p> <p>Ongoing efforts (communicating with employees and leadership) are taking place to ensure full compliance among current employees.</p>	<p>*Goal completed.</p> <p>We are able to report a successful 100% completion rate for all new employees, driven by improvements to our onboarding process. By integrating the required training into onboarding tasks and making compliance a prerequisite for attending New Employee Orientation, we’ve ensured consistent training compliance and a more informed start for every new hire.</p> <p>For current employees, we are continuing to work toward our goal of 100% training completion. While we haven’t reached that benchmark yet, we’re taking active steps to get there. Through increased communication, regular reminders, and a continued emphasis on the importance of compliance, we’re confident we will make increased progress in the upcoming school year.</p>
	<p><b>Employee Self-Service (ESS):</b></p> <p><u>Systems:</u> Launch and Integrate the Employee Self-Service (ESS) Platform to enhance employee access.</p>	<p>Work with TylerTech support, the Business office and HR teams to develop and customize the TylerTech ESS platform, ensuring it includes all necessary features for employee self-management, such as personal information updates.</p>	<p>Achieve a successful launch of the ESS platform with 100% employee access by June 2025.</p> <p>Train 100% of new hires, department leaders and secretaries on the use of the</p>	<p>HR has completed training as a team and plans to test Employee Access in March in preparation for a soft rollout this Spring.</p> <p>The goal was slightly adjusted due to a platform delay and the</p>	<p>*Goal to continue in SY26.</p> <p>The original goal to launch and implement ESS changed due to the expected discontinuation of the platform, so we pivoted to launch Employee Access a variation of ESS. We were able to successfully initiate a soft launch in June of 2025 of the</p>

		<p>Conduct training sessions for employees on how to use the ESS platform effectively.</p> <p>Develop user guides and FAQs to support the rollout.</p> <p>Establish a support system for ongoing assistance and collect feedback from users to make continuous improvements to the platform.</p>	<p>ESS platform within the first three months of launch.</p> <p>Collect feedback from at least users within the first six months and implement necessary improvements based on the feedback.</p>	<p>transition from Employee Self-Service to Employee Access.</p>	<p>Employee Access platform self<sup>49</sup> service platform, a major step forward in improving access to employee information and streamlining some of the HR and payroll processes. With this new platform, it will become a central hub where employees can easily view and update key information.</p>
	<p><b>Streamline HR Operations:</b></p> <p><u>Efficiencies:</u> Conduct internal training for the HR team, directors, and administrative staff on the effective use of the Applicant Tracking System (ATS), Employee Self-Service (ESS), and Enterprise Resource Planning (ERP) platforms to reduce inefficiencies.</p>	<p>Use the ERP system to automate routine processes and utilize the workflow capabilities to streamline communications, approvals and document management.</p> <p>Create a time-to-fill guide to standardize the recruitment process, clearly outlining timelines for different roles, and ensuring accountability for reducing time-to-hire.</p> <p>Develop centralized HR resources on the website where employees can access all HR-related forms, policies, and procedures, as well as submit requests and inquiries.</p>	<p>Train 100% of HR team members and directors/admin on the ATS and ESS platforms, with a focus on process improvement.</p> <p>Achieve a reduction in the average time-to-fill for vacant roles by implementing the time-to-fill guide and streamlining recruitment efforts within the first year (determine the baseline and determine a goal for reduction %).</p> <p>Ensure employees actively use the HR resource links for submitting requests and accessing HR documents within the first year, as tracked by usage analytics.</p>	<p>Training on the various platforms is ongoing and individualized.</p> <p>Updated the HR section of the NLPs webpage with content to ensure employees have access to up-to-date information.</p> <p>Streamlined employee onboarding processes and requirements prior to employee start dates.</p> <p>HR team regularly meets to discuss and implement process changes.</p> <p>Developed a New Employee Orientation program.</p> <ul style="list-style-type: none"> <li>• Clearly communicated policies and expectations to enhance employee readiness.</li> <li>• Ensured new employees feel prepared and engaged as they transition into their roles.</li> <li>•</li> </ul>	<p>*Goal to continue in SY26.</p> <p>Recognizing that HR is a central hub for a wide range of employee needs, our team has spent this year strengthening internal training and refining how we triage and manage both employee needs and employee relations.</p> <p>We've improved interdepartmental collaboration and adopted a more intentional, empathetic approach to resolving concerns ensuring employees feel seen, heard, and supported.</p> <p>A key example of this work is our New Employee Orientation program. This structured onboarding experience provides new hires with a clear understanding of district policies, expectations, and professional standards. Beyond logistics, the orientation fosters a strong sense of pride, connection, and belonging from day one. We collaborate closely with the Operations and Business departments, as well as all hiring managers, to ensure the experience</p>

				<p>Coordinated with secretaries, supervisors, and other key staff to ensure work locations are notified in advance and ready to welcome new hires each week.</p>	<p>is seamless and welcoming for every new employee.<sup>50</sup></p> <p>We also created a New Hire Itinerary after identifying a gap in the essential information provided to employees transitioning into new roles. This tool offers greater clarity and consistency, helping employees feel prepared and supported from the start.</p> <p>The HR team has made strides in streamlining communications, particularly around end-of-year notifications, to ensure information is clear, timely, and easily accessible.</p> <p>Our main goal remains to provide a well-rounded and streamlined support system for all staff.</p>
--	--	--	--	--	---

				Winter, 2024	Spring, 2025
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of Year Results
<p><b>5c</b></p> <p><b>Volunteers and Employee Engagement</b></p>	<p><b>Streamline Procedures:</b></p> <p><u>Enlist Volunteers:</u> Restructure the Volunteer Program onboarding process and program</p> <p>Leverage the volunteer program to recruit substitute teachers and entry-level student support positions.</p> <p><u>Engage/Staff in Empowering Opportunities/Build Career Pipelines for Current Employees:</u> Actively market opportunities for staff to continue their education towards certification, serve on committees, co-lead workshops, etc. Rising among the ranks within NLPS.</p>	<p>Review the current volunteer program and structure, roles and activities (assess the needs for improvement).</p> <p>Create a clear pathway for volunteers to apply for substitute and entry-level positions, including mentorship and guidance.</p> <p>Use newsletters, social media, and community meetings to inform volunteers about job openings and highlight the benefits of working within the district.</p> <p>Create a clear guide with roles to ensure alignment with needs to support the schools and partnerships.</p> <p>Create clear structures around compliance. Provide training on the Raptor volunteer management platform to best utilize the volunteer portal features.</p> <p>Streamline the application process with an online platform for applications, background checks, and training resources.</p> <p>Determine specific substitute and student support roles that can be filled by volunteers transitioning to paid positions.</p>	<p>Create an assessment of the current processes and present findings and prepare recommendations by Winter 2024.</p> <p>Communicate and introduce the new guide and roles to all leaders and secretaries by January 2025.</p> <p>100% training of Volunteer staff and secretaries using the Raptor portal by February 2025.</p> <p>Ensure 100% volunteers are onboarding using the new structures and platforms by Spring 2025.</p>	<p>100% of volunteers, interns, and contractors have completed their compliance training to date.</p> <p>Ongoing communication with school and program secretaries and other points of contacts to ensure they are aware of the volunteer process and the point of contact for background checks.</p> <p>We are currently assessing the Raptor Volunteer platform to improve and streamline the volunteer screening and onboarding process and ensure continued compliance.</p>	<p>*Goal to continue in SY26.</p> <p>Key successes for volunteer and employee engagement include: Expanded Volunteer Program</p> <ul style="list-style-type: none"> <li>Restructured to include student interns, creating more pathways for early career experience and increased community involvement.</li> </ul> <p>Career Pathways Collaboration</p> <ul style="list-style-type: none"> <li>Partnered with local colleges and universities to support student placements that align with academic program requirements.</li> </ul> <p>Connected students with district staff for firsthand experience in education careers.</p> <ul style="list-style-type: none"> <li>Supported current employees exploring Education Preparation Programs (EPPs) and internal growth opportunities.</li> </ul> <p>Monthly HR Webinars</p> <ul style="list-style-type: none"> <li>Launched a series of virtual sessions to provide timely updates, professional insights, and support</li> </ul>

					resources in an accessible format.
	<p><b>Recognize and Celebrate Excellence:</b></p> <p><u>Employee, Volunteer and Partner Recognition and Appreciation:</u> Utilize HR and Volunteer systems to identify and recognize milestones, exceptional attendance and performance.</p>	<p>Celebrate employees and volunteers during national days for various roles such as “national volunteer day”, “teacher appreciation day”, and similar.</p>	<p>Track how many volunteers successfully move into substitute or support roles each year.</p> <p>Conduct follow-up surveys with newly hired substitutes and support staff to assess their initial experience and connection to the volunteer program.</p> <p>Guage employee satisfaction with the recognition process through surveys, aiming for feedback from employees across all positions within the district including administrative, instructional, custodial, child nutrition program, and volunteers.</p>	<p>In the Welcome Center engagement room, we have created designated walls to recognize and celebrate our community partners. We are also in the process of creating spaces to honor employees, as well as students and families, to show our appreciation for all NLPS community members.</p> <p>We are looking forward to celebrating Teacher Appreciation Day in May and Volunteer Appreciation in April.</p>	<p>*Goal completed.</p> <p>Employee Recognition</p> <ul style="list-style-type: none"> <li>• Celebrated years of service across the district and provided individual recognition for retirees.</li> <li>• Annual celebration of “All” Employees during Employee Appreciation Day and “Teacher Appreciation” week</li> <li>• In collaboration with schools, recognized Employees of the Quarter (certified and non-certified) at Board of Education meetings for outstanding contributions.</li> </ul> <p>Community Partnership Wall</p> <ul style="list-style-type: none"> <li>• Successfully completed a visual display recognizing and honoring our valued community partners.</li> </ul>