



NEW LONDON
PUBLIC SCHOOLS

NEW LONDON PUBLIC SCHOOLS'

DISTRICT

IMPROVEMENT PLAN

YEAR 2
SY25-26

ignite
LEARNING 2024-2027

PROJECTS/ACTIONS TO BE TAKEN BY DEPARTMENTS

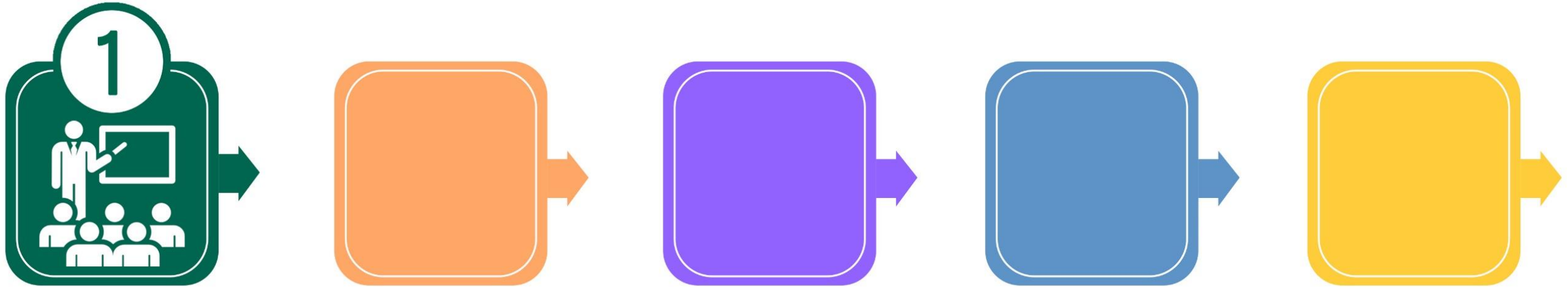


VISION

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.



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 2025	Spring 2026
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of-Year Results
1a District Academic Office (Curriculum, Instruction, Assessment, Coaching, Interventions and Enrichments)	Continued Focus on Tier 1 Instruction in Literacy and Math: <u>Frequent and Ongoing Review of Tier 1 Practices for Literacy and Math:</u> This goal encompasses all content areas with a focus on Tier 1 practices using data, instructional rounds, and professional development	<p>Continue to review curriculum implementation in all classes at all grade levels through instructional rounds and classroom visits</p> <p>Data will be reviewed on a consistent basis through grade level meetings, department meetings, and PLCs and be used to make instructional decisions</p>	<p>These measures will be encompassed in student achievement and growth data, outlined in the Schools' Improvement Plans</p> <p>Meeting minutes and instructional round data</p>		
	Continue to Develop and Implement High Quality Core Curriculum: <u>Implementation of a Curriculum Review Cycle:</u> Review and support existing curriculum and the development of new curriculum.	<p>Continue curriculum development as needed across all departments (i.e. Magnet, MLL, and World Language)</p> <p>Continue to provide professional development, as needed, to ensure support of implementation. (*Note details in sections below.)</p>	<p>Completed curricular units.</p> <p>Professional development sessions.</p> <p>Summary of curriculum review using culturally responsive teaching lens.</p>		

	<p>Focus on Data and Instructional Practices:</p> <p><u>Data Focus:</u> All PLCs, Department Meetings, and Grade Level Meetings utilizing Forefront and the Rise Platform at applicable grade levels</p>	<p>Continue to focus on instructional data to adjust and inform instruction</p> <p>Continue to focus on the use of formative as well as summative, and universal data</p> <p>Utilize the EObserve, Forefront, and RISE Platforms to house data and make informed decisions</p>	<p>Data Team Meeting Minutes</p> <p>Student assessment data</p> <p>Student scores</p>		
	<p>Equity, Diversity and Inclusion:</p> <p><u>District DELT:</u> Leverage the DELT/DELTA leadership teams to provide support with curriculum review, provide professional development, and lead equity work across the district.</p>	<p>Continue to recruit staff and community partners to serve on the committee and help develop actionable focus areas to promote equity for all students and continue to close achievement gaps.</p> <p>Educate all students with culturally relevant, high-quality lessons and hands-on experiences.</p>	<p>Meeting minutes</p> <p>Documentation of actionable steps take to help all students achieve</p> <p>Evidence will be seen as classrooms are visited through instructional rounds.</p>		
	<p>Continued Focus on Early Childhood:</p> <p><u>Play-Based Learning:</u> Increase play-based learning opportunities, across classrooms, PreK-3.</p> <p><u>New Licensure:</u> Being NAEYC Accreditation process at C.B. Jennings</p> <p><u>Enhance:</u> Share successful practices between B.P. Mission and C.B. Jennings teachers as the expansion</p>	<p>Professional development sessions focused on early childhood practices</p> <p>Enter into work with an AQIS consultant and begin the NAEYC process</p> <p>Meetings between B.P. and Jennings Early Childhood staff,</p>	<p>Professional development session resources</p> <p>Documentation of the start of the accreditation process for C.B. Jennings</p> <p>Meeting minutes, and shared practices between B.P. Mission and the PreK classes at C.B. Jennings</p>		

	of programming for Early Childhood did occur last year	opportunities to share ideas and strategies			
	<p>High-Leverage Instructional Practices:</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><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>Brief all schools as instructional rounds, purpose, and goals</p> <p>Cycles of instructional coaching will take place at all levels</p> <p>Differentiated professional development opportunities will be provided for all</p>	<p>Instructional Rounds Data to be analyzed and used to make next step decisions</p> <p>Overview of instructional coaching feedback</p> <p>Materials and feedback from professional development sessions</p>		

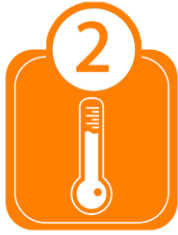
			Winter 2025		Spring 2026
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of-Year Results
1b Multilingual Learner Department	Develop and Implement High Quality MLL Curriculum: <u>ESOL I, II, III:</u> By June 2026 the department is to establish clear, measurable success criteria to guide students' progression through ESOL I, ESOL II, and ESOL III courses. These criteria will define the knowledge, skills, and language proficiency expectations at each level, ensuring consistency in instruction, rigor, and assessment.	Action Steps: <ul style="list-style-type: none"> • <u>Establish a Working Group:</u> Form a committee of ESOL teachers, and instructional coaches. Define roles, responsibilities, and a timeline for the work. • <u>Review Standards and Best Practices:</u> Analyze state English Language Development (ELD) standards, LAS Links, Can Do Descriptors, and other research-based frameworks. Examine existing benchmarks for language proficiency progression. • <u>Develop Measurable Indicators:</u> Create rubrics, checklists, and/or sample performance tasks aligned to the outcomes. Include both formative and summative assessment measures. 	<p>These measures will be encompassed in student achievement and growth data, outlined in the Schools' Improvement Plans</p> <p>Meeting Notes will capture ongoing progress</p> <p>Data collected on Success Criteria, Rubrics, Checklists, and/or performance tasks (outlined in the CN rubrics) will also be utilized to measure and report out on success</p>		
	Department Operations/Cycles of Review: <u>Course Placement Review:</u> To ensure that English Learners are appropriately placed in ESOL I, ESOL II, or ESOL III , by June 2026, the MLL Department will implement a comprehensive review of course placement	<p>This review will analyze existing criteria and procedures for assigning students to ESOL I, II, or III and ESOL Resource; use current assessment data (e.g., LAS scores, language proficiency tests, writing samples, and teacher input) to verify accurate</p>	<p>The final product will consist of a procedural document to support the decision-making process of High School counselors in the placement of MLLs in ESOL I, ESOL II, ESOL III, and ESOL Resource.</p>		

	practices at the High School. The goal is to confirm that students' language proficiency levels, academic needs , and prior educational experiences are accurately evaluated so they receive instruction aligned with their skills and support for continued growth.	placement; identify any gaps in alignment between students' language development needs and course expectations; recommend adjustments to placement and guidelines to promote equitable access and progression through ESOL levels.	Students will be enrolled in the course best suited to their English language proficiency, fostering academic success, confidence, and timely progress toward graduation.		
	<p>Parents as Educational Partners:</p> <p><u>Parent Workshops:</u> By June 2026, 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 will be held. Events will be advertised on the district page and flyers sent home to families.</p> <p>Info session topics will include the Parent Bill of Rights, attendance, and how to help your child in school.</p> <p>Ongoing collaborate with building administrators will occur</p>	<p>Increased attendance</p> <p>Participation in parent feedback surveys</p> <p>Shared training/presentation materials.</p>		

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District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of-Year Results
1c Athletics and Health and Physical Education	Participation Rates: <u>Participation:</u> Increase high school student-athlete participation. (*A 2-point percentage gain is aimed for)	Maximize roster sizes Increase numbers in historically low participation sports such as cross country, girls' basketball and indoor track	Participation rate spreadsheet CIAC roster lists		
	Expanded Offerings: <u>New NLPS Athletic Team:</u> HS Boys' Volleyball will be added as a varsity sport in the spring of 2026.	Continue to promote this opportunity with a preseason meeting Implement middle School skills clinic Develop a roster that supports a varsity and sub-varsity teams Construct a full varsity and JV schedule	Finished schedule CIAC roster Registration flyer		

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1d Magnet Theme-based Curriculum and Integration	Expand Out Magnet-Themed Curriculum: <u>International Education Pathway Development:</u> By June 2026, continue development and implementation a global competency curriculum for grades TK-4. <u>International Educational Partners:</u> By June 2026, establish at least three new long-term community partnerships with global education organizations. <u>International-themed Experiential Learning:</u> By June 2026 we will create five interdisciplinary projects that connect students with real-world international learning experiences.	<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>		
	Integrate Magnet-Themed Units and Professional Development: <u>Magnet-themed Curricular Integration Units:</u> By June 2026, 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>Form a curriculum integration committee by November 2025 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</p>	<p>Grade-level projects and lesson plans are developed.</p> <p>Professional Development is designed and delivered.</p>		

	<p><u>Differentiated Professional Development:</u> Provide professional development to at least 80% of teachers on integrating these themes into their instructional practices.</p>	<p>thematic units and provide ongoing teacher support.</p> <p>Conduct workshops and provide instructional resources to help educators integrate International Education, STEM, and Visual and Performing Arts into core subjects - math, science, language arts, and social studies.</p>			
	<p>Real-World Connections and Community Partnerships:</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 2026, 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>By December 2025 students will have identified 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 2025 to identify internship and mentorship opportunities.</p>	<p>Real-world experiences will be tracked, and student feedback will be solicited.</p> <p>Community partners will be collated and students participating will be recorded and feedback will be solicited.</p>		



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 2025	Spring 2026
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of-Year Results
2a Special Education Services	Paraeducator Professional Development: <u>Capacity Training:</u> Develop skillset of paraeducators to support behavioral, academic, and social-emotional needs of students.	Continue strategic implementation of targeted weekly trainings to build skillsets of paraeducators.	Completion of trainings		
	Expand Transition Services: <u>Vocational Training:</u> Increase opportunities for vocational training at the high school.	Create two new tiers for students under age 18 to build vocational and volunteer skills to support preparation for post-graduation employment.	Transition assessments Student input		
	Support Strong Instructional Practices for Diverse Learners: <u>Learning Supports:</u> Support strong practices through curriculum and professional development to best meet the needs of students with varying learning needs.	Continue implementation of co-teaching models at the middle and high schools. Implement transition/life skills programming at middle and high schools using NextUP Curriculum.	Growth on district assessments will be measured Curriculum based assessments will be utilized Increased time with nondisabled peers		

		<p>Continued implementation of individualized programming for neurodiverse students based on targeted assessments.</p> <p>Implement strong practices around inclusion within general education settings.</p>	<p>Increased 4- and 6-year graduation rates</p>		
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District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of-Year Results
2b Mental Health and Wellness Services	Strengthen Relationships: <u>Solution Focused and Supportive Measures:</u> Implement Restorative Practices Circles, K-12 with fidelity and expansion of implementation.	Train all staff on implementation of Circles in K-12 schools with integration across all disciplines.	Targeted training for staff conducted at least 3 times a year.		
	Trauma Therapy: <u>CBITS:</u> Implement CBITS therapy groups through CHDI at the middle and high schools.	Each school will run at least one CBITS group to support students who have experienced traumatic events.	Completion of two therapy groups		
	Continuum of Services: <u>Services Provided:</u> Continue to build and support a continuum of mental health services to ensure student needs are met.	Implement behavior and mental health interventions through MTSS process. Provide crisis support through school mental health staff. Provide various research-based counseling supports for students through IEP and 504 plans. Maintain referral relationship with School Based Health Services	Counseling and MTSS data will be collated and analyzed highlighting students' improvements		

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2c Climate & Culture	Reduce Chronic Absenteeism: <u>New Systems/Strategies for Chronic Absenteeism:</u> The district will implement new strategies to combat chronic absenteeism. <u>LEAP Home Visits:</u> Increase engagement and attendance through district initiatives.	Revision of District Attendance Team protocols Incorporation of new school-based strategies, focused on students, families, incentives, and social service needs, to increase school attendance Continued implementation of LEAP Home Visit program to identify barriers to attendance and support engagement	Decrease in chronic absenteeism for all buildings		
	Decrease Out of School Suspensions: <u>Decrease of Suspensions:</u> All schools will show a decrease in out of school suspensions by June 2026.	Build strong school support systems through relationship building, behavior management and de-escalation, and responsive discipline.	Decrease in out of school suspensions		



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

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				Winter 2025	Spring 2026
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of-Year Results
3a Student, Staff, Family, and Community Engagement and Empowerment	Co-Leadership: <u>Parent/Community Co-Leadership:</u> Each school will be home to parent leadership groups, where parents will engage in decision-making, provide feedback and share ideas and opinions about district practices that can further student success.	The district will recruit parents to participate in the leadership group through a variety of ways, such as the principal’s newsletter, during family engagement events, and via social media and private phone calls, etc.	Each parent leadership group will meet once a month to discuss the members’ feedback and ideas. Family relationships will continue to be built through personal outreach and quarterly check-ins.		
	Schoolwide/Family/Community Literacy: <u>Literacy:</u> Literacy is the great equalizer, opening doors to opportunities for all students. Knowing how to read and reading fluently and with confidence in forming understandings of text, are expectations for all students. Being literate as well as celebrating a love for literacy (and for learning) are life-long aims we will continue to promote. Adults, too, are teachers and promoters of learning. <u>United States of Readers’ National Program:</u> NLPS is thrilled to have	Several district and school-wide initiatives are planned to help promote a life-long love for literacy. Some are listed below. The United States of Readers’ program will bring in several talented authors of	See below. Students in elementary schools will be able to use their		

	<p>been selected by Scholastic for this amazing national program, hugely supported by a variety of generous donors, both in New London, as well as nationwide.</p> <p><u>Elementary Schools’ Literacy Research Project Connected to U.S. Readers:</u> Scholastic will be engaging Harvard University to student students’ responses to receiving and engaging with 15 free books, which they will be able to choose and keep, through the United States of Readers’ program.</p> <p><u>Adult Basic Literacy Course:</u> Being literate is a basic human right. NLPS will work to see if a new class for basic literacy can be offered for any adult in the community who would like to learn to read.</p> <p><u>Early Childhood Development “Learning to Read” and “Learning to Compute” Family Learning Workshops:</u> Families continue to be our partners in helping their child acquire literacy skills. Therefore, several collaborative learning workshops have been scheduled.</p>	<p>children’s books to inspire children to follow their dreams, work hard, and use their voice to tell stories as well as to read stories to learn about the world around them.</p> <p>Students will receive free books of their choice from Scholastic flyers, thus promoting voice, choice and agency.</p> <p>Scholastic will engage with a team at Harvard to conduct and action research project focusing on students’ confidence, enthusiasm, and engagements with the books of their choice. Qualitative data will be collected, and a district report will be shared at the end of the year.</p> <p>The Adult Education program is looking to see if funding can be available to offer this course for the community beginning in January.</p> <p>The district’s Birth to Age 8 Community Gatherings will continue, however, new strategies will be put into place to ensure all attendees are actively engaged in literacy and mathematics hands-on learning activities. The aim is for several parents and caregivers to learn key strategies for how to help their child with skill development at home for literacy and math as well as to empower each household with free resources.</p>	<p>decision-making skills to select books of their choice from Scholastic Flyers, which will not have any prices on them.</p> <p>The study will involve a select group of students from one school and will take place between the fall and winter. Results will be shared with the district in the spring. There is no cost for the district.</p> <p>If it is possible, the class will launch in January at Adult Education.</p> <p>The year-long schedule of events, promoting both academic and community resources, will be shared by the end of September. Data on attendance and measurements on learning outcomes will be collected at each event.</p>		
	<p>Innovative Programming for the 21st Century:</p>				

	<p><u>Ignite Learning Beyond the School Walls!</u> Students and staff will continue to be invited to “Dream Big” and request/share ideas to promote engagement, new partnerships, efficiencies and life-long learning.</p> <p>Continue to work to modernize the system of education as whole, leveraging new ideas, strategies and opportunities to connect both staff and students to 21st century experiences.</p>	<p>Currently the following are being explored and/or in process of being implemented:</p> <ul style="list-style-type: none"> • Regional Remote (Jan. Launch) • Credit bearing work study internships • Expanded year-round models • New Transitional Kindergarten opportunities • Launch an A.I. Committee to begin to learn and embrace the benefits of A.I. regarding instruction, efficiency and overall support for all • Hiring of our high school students for after school childcare • Offering pre-employment contracts for those students who are committed to attending a four-year college for a degree and certification in education. • Celebration and study of art showcased around the New London Community • College and Career field trips, outside of the school day, to give students additional experiences 	<p>Program updates will be shared at the mid-year mark’s presentation of the D.I.P.</p>		
	<p>Community Connectedness:</p> <p><u>Communication Strategies:</u> NLPS will utilize a variety of strategies to communicate effectively and through two-way avenues to be able to both share and receive feedback.</p>	<p><u>Family Connections Newsletter:</u> In addition to the district’s publication of <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 following communications will go out to families on a regular basis:</p> <ul style="list-style-type: none"> • District community communication: <i>What’s Next With NLPS</i> • Social media posts (one per week, per building, minimal) 		

	<p><u>Community Partnerships:</u> The district values its many community partners (150+) who co-serve our students by offering several additional ways to learn and be engaged in programming, both inside and outside of school.</p>	<p><u>Parent Square:</u> The district will launch the full use of the Parent Square district app, which will share pertinent information, reminders and updates and that will streamline written, text, visual, and video communications (in a variety of languages) through an easy to access communication portal. Teachers will also be able to communicate back and forth with families via texting.</p> <p>The district will continuously aim to increase its partnerships with organizations that offer unique, hands-on, and engaging programming for our students. New partners are often found through research and grant opportunities.</p>	<ul style="list-style-type: none"> • Principal Newsletters to families (once a month minimally) • Community Connections' Newsletter (once a month) • Parent Square reminders/texts/calls about events: regularly <p>Personal phone calls home to families from administrators, teachers and support staff - regularly</p>		
	<p>Wrap-Around Family Services and Support:</p> <p><u>Social Services Supports:</u> Several families have been referred to receive social services resources. Food insecurity has been the number one reason for referrals amongst families in our district, followed by housing insecurity. We continue to work with many community partners to provide families with resources, goods and information</p>	<p>Continue to collaborate with community partners such as the Gemma Moran Food Center, Safe Futures, New London Youth Affairs, Child and Family, the City of New London, the CT Diaper Bank, DCF, CT Coast Guard, etc. To support collective solutions to the following needs:</p> <ul style="list-style-type: none"> • Food Insecurity: • Homelessness: • Healthcare: • Mental Health Care • Medical Care: 	<p>Track usage of referrals and support, 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>Conduct home visits to check in with families and to provide them with a list of resources available.</p> <p>Ensure wrap-a-round services are in place for those students who need additional support</p>		

		<ul style="list-style-type: none">• Dental Care:			
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				Winter 2025	Spring 2026
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of-Year Results
3b Adult Education	<p>National Association for the Education of Young Children (NAEYC) Year 2:</p> <p><u>Accreditation:</u> Successfully implement all of the Year 2 foundational steps for NAEYC accreditation.</p>	<p>Complete all Year 2 self-study documentation and evidence collection by June 2026.</p> <p>Conduct two staff training sessions on Year 2 standards and classroom implementation by March 2026.</p> <p>Submit mid-year and end-of-year progress reports to track completion of Year 2 accreditation steps.</p>	<p>Required Year 2 self-study documentation and evidence submitted by June 2026.</p> <p>All Even Start staff participate in two Year 2 standards training sessions by March 2026.</p> <p>Mid-year and end-of-year progress reports completed and submitted on schedule.</p>		
	<p>Program Enhancement Project Implementation:</p> <p><u>PEP Grant:</u> Successfully implement the seven grant-funded initiatives found in this project, aimed at enhancing Adult Education programming.</p>	<p>Develop and implement project timelines with clear milestones and assigned leads for all seven PEP priority areas.</p> <p>Facilitate quarterly staff check-ins to review initiative progress, share updates, and address challenges throughout 2025-2026.</p> <p>Establish measurable goals for each project and complete mid-year and end-of-year reports to assess outcomes and adjust implementation as needed.</p>	<p>Project timelines with leads created for the seven PEP projects by November 2025.</p> <p>Quarterly staff check-ins held with documented progress notes for each project during 2025-2026.</p> <p>Mid-year and end-of-year reports completed on schedule with measurable outcomes identified for each project.</p>		
	<p>Career Pathways including Career Navigation:</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>Develop and publish annual calendar of career workshops, college visits, and pathway events.</p> <p>Ensure 100% of cohort enrolled students participate in at least one</p>	<p>Annual calendar of career workshops, college visits, and pathway events published by October 2025.</p> <p>100% of enrolled students participate in at least one</p>		

		<p>career navigation activity each semester.</p> <p>Convene project staff biannually to track and review student engagement in career activities, document measurable outcomes in LACES database, and guide program improvements.</p>	<p>career navigation activity each semester.</p> <p>Bi-annual staff meetings held with documented review of student engagement data and program outcomes.</p>		
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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 2025	Spring 2026
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of-Year Results
4a Magnet Marketing & Recruitment	<p>Magnet Enrollment:</p> <p><u>Welcome More Students:</u> By June 2026, out-of-district student enrollment will increase by 20% compared to the 2024-2025 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> Students’ consistent participation in magnet programs matters greatly.</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 2026.</p> <p>Hold Magnet themed Expos at each school that are advertised to the public.</p> <p>A communication will reiterate the message that students may remain in New London Public Schools when they move out of the district.</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>District Branding:</p> <p><u>Logos:</u> Complete branding logos and marketing print packages for NLHSMMC.</p>	<p>Working groups will be put together to gather feedback on updates to the NLHSMMC 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 SY25-26 there will be updated logos and branding guides for NLHSMMC.</p>		

				Winter 2025	Spring 2026
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of-Year Results
<p style="text-align: center;">4b</p> <p style="text-align: center;">Budget, Business and Finance</p>	<p>Financial Software Implementation:</p> <p><u>MUNIS:</u> Complete next phase of software implementation to include comprehensive use of payroll encumbrances and forecasting of current year expenditures at specific intervals.</p> <p>Implement Executime Time and Attendance software</p>	<p>General Ledger, Purchasing, Payroll and HR have been implemented. Next steps are to fully update and utilize payroll encumbrances to aid in accurately forecasting wage and benefits expenses and identify areas that would likely exceed the original budget as well as potential unexpended funds that can potentially be repurposed to support high need initiatives and areas.</p> <p>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>A schedule will be produced to share updated current year expense and revenue forecasts at a minimum of 3 times per fiscal year has been developed and shared.</p> <p>Payroll encumbrances are updated every time that payroll is run</p> <p>Updated forecasts are shared with grant leaders, department heads and building leaders in accordance with the developed schedule</p> <p>All employees are using Executime to document hours worked or attendance by the end of the school year. No paper time sheets are in use.</p>		
	<p>Long-term Budget Planning:</p> <p><u>Budget Development:</u> Utilize current year forecasts and Munis budgeting tools to develop future budgets as well as to manage the documentation of calculations and budgeting details/back up documentation</p>	<p>Develop future budgets using the forecasting and budgeting tools in Munis. Work with the City Finance department to identify and define the components of budgeting details to be accessible within the Munis budgeting module. This will require multiple budget cycles to implement (goal of FY27)</p>	<p>Forecast data will be updated by grant managers and department heads prior to the beginning of the budget development process,</p> <p>Details from forecasts will be used to inform needed budget amounts for the</p>		

			<p>following budget year. Details of a certain budget line of contracted services, transportation and outplacement tuition can be drilled down on, in order to understand all of the components of the requested support.</p> <p>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>Business Office Systems:</p> <p><u>B/O Procedures:</u> In coordination with the Human Resources department, create a flow chart the details out the financial and budget related processes for posting and filling positions. To include but not limited to:</p> <ul style="list-style-type: none"> • Verification of available and budgeted funding • Reallocation of funds to create an unbudgeted position, and any related budget transfers o adjustments • Posting and hiring for an anticipated vacancy • Change in rate or terms or work schedule <p>Enhance the use of Position Control so that all Munis users can use it to inform of the stats of positions and so that the most current budget clearly balances with position control.</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>A flowchart that outlines processes for posting and hiring approvals is published on the district website for employees.</p> <p>The flowchart will identify how a person can look up the status of funding for a posting or for hiring (budget transfer or grant revision confirmed as completed)</p>		

	Develop a process to track actual hourly wages paid and share the information with grant managers to ensure that funds are spent properly and at budget				
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				Winter 2025	Spring 2026
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of-Year Results
4c Operations (Facilities)	Fire Panel: <u>Replacements Required:</u> Replace fire panels at Winthrop and Nathan Hale to have non-proprietary systems.	Create a comprehensive plan of the entire system. Look for companies that can offer a compatible non-proprietary panel.	Report to the BOE's School Facilities & Program Design Committee		
	Facilities Usage: <u>Tracking System:</u> Create a system to track Parks & Recreation facilities usage.	Create a custodial overtime schedule and track expenses related to Parks & Recreation.	Monthly reporting to the business office.		
	Capacity Building: <u>In-House training:</u> Cross-train custodians and grounds staff in light plumbing, HVAC checks, and electrical troubleshooting	Create a list of useful training that can be easily rolled out in the first 30 days of employment. Then cross training starts between buildings.	Quarterly updates on who has received training.		

				Winter 2025	Spring 2026
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of-Year Results
4d Operations (Technology)	Tech/HR Onboarding/Offboarding: Collaboration among departments is critical for successful management of almost a thousand employees	Monthly collaboration meetings will occur, bringing department staff together, to refine the on-boarding process and implement a similar off-boarding process.	Monthly reporting of outcomes		
	District Phone System: The phone server the district is currently using will become obsolete in February. The district was just made aware of this.	Research and collaboration to find a phone system that can be hosted and maintained in-house. While moving all on-prem servers to cloud based technology.	Quarterly updates of decisions and fiscal impact		
	Technology Workshops for Staff: <u>Professional Development Offerings:</u> Develop a beginners tech training class to include: <ul style="list-style-type: none"> • Logging into Microsoft and Google using MFA • Email Safety and Security • Power Teacher and Attendance • How to submit a HelpDesk ticket. 	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.		

				Winter 2025	Spring 2026
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of-Year Results
4e Operations (Food Service)	Farm to Table Mini-Grants: <u>Launch of Grant:</u> Assist BP in building out their farm to school and wellness initiatives	Participate in BP Farm to School Committee Meetings. Assist in providing nutrition and Farm to School resources. Deliver fruit & veggie taste tests. Implement food waste initiatives.	Quarterly program updates		
	Wellness Policies: <u>Policy Update:</u> Update the District Wellness Policy to ensure continued compliance and promote a healthy school environment.	Work with specific district staff to update policy. Bring to Policy Committee for an update.	Bring a draft to Policy Committee		
	High School Culinary Program: <u>Support to the Program:</u> Support High School Culinary Program vision	Work with school and district admin to determine goals and vision for program. Support the collaboration between CNP and Culinary.	Monthly meetings with admin, teacher and staff to gather feedback on expanded goals		

				Winter 2025	Spring 2026
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of-Year Results
4f Operations (Transportation)	Software: <u>Bus Routing Software:</u> Research new school bus routing software that can handle increased enrollment, limited fleet capacity, and create more efficient routes.	Conduct ongoing reviews and make adjustments to routes as enrollment and ridership change throughout the year.	Share summary of learning and recommendation for the routing software that supports continuous improvement and refinement of routes, effectively adapting to the district's changing enrollment growth.		
	Backpack Tags: <u>Implement Backpack Tags:</u> To ensure student safety and smooth dismissal procedures, bus tags will be used for all Pre-K, Kindergarten, and 1st grade students.	Implement tags as an added layer of safety and communication between staff, bus drivers, and families to ensure young students travel safely and dismissal remains orderly.	Dismissals are effective and smooth; Students are consistently placed on the correct bus, dropped off at the correct stop, and dismissal operations are safer and more organized.		
	Wi-Fi on buses: <u>Potential Wi-Fi on Buses:</u> To explore the feasibility of installing Wi-Fi on district school buses to enhance student productivity, especially for those with longer commutes.	Develop a cost/benefit analysis, identify potential funding sources (including grants), and establish safety and security protocols prior to implementation.	Students gain an additional 3+ hours of extended learning time per week, with increased access to educational resources during commutes. This also helps bridge the digital divide for students lacking reliable home internet.		

				Winter 2025	Spring 2026
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of-Year Results
<p style="text-align: center;">4g</p> <p style="text-align: center;">Operations (Safety and Security)</p>	<p>Safety:</p> <p><u>E3 – Emergent 3 Application Rollout:</u> Train all staff in district and complete a tiered training rollout and official launch for staff.</p>	<p>This application has been downloaded to district devices and staff will receive training on how the app is used and interfaces with local first responders.</p>	<p>Training will be held during Professional Development times. After Action reports are provided when drills or real-life events are conducted and they will be reviewed.</p>		
	<p>Educate Family/Community on Safety Protocols, including internet safety:</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 and guardians will sign in to reflect their attendance at the event.</p>		
	<p>Capacity Building:</p> <p><u>ALICE Train the Trainer sessions for Administrators:</u> Host an ALICE Train the Trainer session for administrators.</p>	<p>This training will be scheduled for the early spring and will ensure that all administrators have received the same Train the Trainer experience.</p>	<p>Staff will sign in and receive their certification following the completion of the training.</p>		
	<p>District Safety & Vulnerability Assessments:</p> <p><u>Updated assessments to be completed:</u> Partner with NLPD to complete these assessments.</p>	<p>Meetings will be scheduled with NLPD representatives to complete the Safety & Vulnerability Assessments at each building in the district.</p>	<p>These completed assessments will be made as addendums to the District’s All-Hazards School Security & Safety Plan and will be utilized as a baseline for the</p>		

			Capital Improvement Plan and bonding requests if physical safety improvements need to be made.		
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				Winter 2025	Spring 2026
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of-Year Results
4h Operations (Communications)	Leverage Communication Strategies: <u>Social media:</u> Create and disseminate at least one social media post per building, per week, to include upcoming events and the celebration of past events.	A communications calendar will be developed and disseminated outlining the expectations for social media posts.	Posts will be made visible across social media platforms, and as appropriate, the ParentSquare platform as well.		
	Shared Calendars: <u>Centrally Manage Events:</u> Update the District's website with all Engagement events.	Schools and departments will submit their proposed event dates into a centrally managed event form. Once approved the dates will be shared via multiple platforms, including the district's website.	The district website calendar will be robust and inclusive of all upcoming school and district events.		

				Winter 2025	Spring 2026
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of-Year Results
4i Operations (Record Retention & Policy Work)	Website: <u>Policies:</u> Update the District’s website to include all up-to-date policies and inform staff of all updates as they occur.	The website will be updated once the policies have been approved at the Board of Education meetings.	The policy section of the website will only include the most up-to-date versions of each policy.		
	Policy Maintenance: <u>Policy Requirements:</u> A document of all policies and their associated requirements will be created.	A chart will be created which will outline any specific requirements of policies to include forms, regulations, handbooks, etc.	The completed chart will be shared with the Superintendent to guide compliance to Board policies.		
	Records Retention: <u>Cycles of Clean Out:</u> Complete the disposition of all applicable student records at the middle school campus.	This goal will continue from SY25, completing the disposition of old records and creating a regular cycle of disposition.	At the end of SY26 the only records that will be housed at the middle school will be those which are not yet ready for disposition.		



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 2025	Spring 2026
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of-Year Results
5a Recruitment, Retention and Recognition	Recruitment: <u>Recruitment Strategies:</u> Increase Recruitment of Highly Qualified and Diverse Staff, with a Focus on Shortage Area Positions	Expand targeted recruitment through university partnerships, focusing on special education and high-need certification areas. Implementing a Shortage Area Recruitment Strategy, including certification support. Deepen relationships with diverse educator pipelines (residency programs).	Measures will include: The percentage increase in certified hard to fill hires. The fill rate in high-need areas (SPED, STEM, bilingual). The internal conversion rate from support staff to certified roles.		
	Retention: <u>Retention Strategies:</u> Improve Retention of Certified, Hard-to-Fill, and High-Turnover Positions through Career Support, Belonging, and a Strong Onboarding Experience	Conduct mid-year stay interviews with staff in these roles to assess support needs, job satisfaction, and potential retention risks. Develop and administer regular surveys focused on the overall employee experience, with special attention to factors influencing retention in high-need roles. Launch an Employee Engagement Committee to elevate staff voice,	Retention rates for certified staff in hard-to-fill and high-turnover positions. Survey data on employee experience, onboarding, and engagement. Participation rates and qualitative feedback from		

		<p>plan initiatives, and foster a culture of belonging and recognition.</p> <p>Enhance orientation and onboarding processes to ensure new employees, especially in hard-to-fill and high-turnover roles, enter with high expectations, feel supported from day one, and are set up to thrive.</p>	<p>enhanced onboarding and orientation.</p>		
	<p>Recognition:</p> <p><u>Recognition Strategies:</u> Strengthen Recognition Practices to Meaningfully Value Excellence, Growth, and Dedication</p>	<p>Partner with the Employee Engagement Committee and leadership to implement simple, impactful recognition strategies that foster a culture of appreciation.</p> <p>Feature an “Employee Spotlight” in HR communications to highlight contributions across all roles.</p> <p>Celebrate staff through spontaneous recognition moments, such as unplanned acts of appreciation such as thank-you visits and on the spot recognition acknowledgements.</p> <p>Highlight internal growth and promotions (e.g., paraeducator to teacher) through board recognitions and internal announcements.</p>	<p>Number of staff recognized quarterly through formal and informal methods.</p> <p>Staff feedback on recognition practices (via employee experience survey).</p> <p>Participation from departments/schools in recognition initiatives.</p>		

				Winter 2025	Spring 2026
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of-Year Results
<p style="text-align: center;">5b</p> <p style="text-align: center;">HR Operations and Systems</p>	<p>HR Systems:</p> <p><u>Create, Review, and Revise Systems:</u> Optimize HR Technology, Workflows, and Communication Platforms</p>	<p>Conduct a comprehensive HRIS audit to improve data accuracy, identify inefficiencies, and streamline workflows across systems.</p> <p>Create strong, documented HR workflows that support consistent service delivery, employee experience, and process improvement.</p> <p>Optimize and integrate existing technology platforms, including the applicant tracking system, Munis Tyler Tech HR platform, HR page of the website, and Employee Access portal, with a focus on usability, accessibility, and functionality.</p> <p>Enhance the Employee Access portal with features to increase and improve employee self-service.</p> <p>Collaborate with district leaders and departments to ensure HR systems and processes align with districtwide operational needs, support a unified user experience, and reinforce the vision of United in Excellence.</p> <p>Feature a monthly HR news in the bi-weekly Monday newsletter to keep employees informed and engaged.</p>	<p>Engagement metrics for Employee Access.</p> <p>Reduction in email-based HR inquiries due to streamlined systems and self-service tools.</p> <p>Feedback on system usability and workflow clarity from employee surveys or focus groups.</p> <p>Number of system/process improvements implemented based on cross-departmental collaboration</p>		
	<p>Operational Collaboration:</p>				

	<p><u>Capacity Building Opportunities:</u> Build HR Capacity Through External Collaboration and Professional Development</p>	<p>Establish a regional HR Roundtable to collaborate with other public education HR leaders on staffing challenges, policy updates, and innovations.</p> <p>Host or co-host quarterly Roundtable meetings, sharing best practices on educator pipelines, compliance, and retention strategies.</p> <p>Use insights from the Roundtable to inform internal HR strategies and policy updates.</p>	<p>Total number of HR Roundtable sessions held annually.</p> <p>Documented best practices or initiatives adopted as a result of collaboration.</p> <p>Participant feedback on professional value and impact.</p>		

				Winter 2025	Spring 2026
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of-Year Results
<p style="text-align: center;">5c</p> <p style="text-align: center;">Talent Pipelines and Community Engagement</p>	<p>Community Engagement:</p> <p><u>Enhancing Community Engagement:</u> Modernize and Strengthen Volunteer, Intern, Student Teacher, and Contractor Processes</p>	<p>Update and streamline the onboarding, approval, and tracking systems for all non-employee contributors, including volunteers, interns, student teachers, and contractors.</p> <p>Develop a centralized Volunteer, Intern & Contractor Portal to support applications, clearances, matching, onboarding, and ongoing communication.</p> <p>Collaborate with internal departments (e.g., school sites, IT, legal, and security) to ensure compliance, clarity, and efficiency in onboarding processes.</p> <p>Improve communication with both internal stakeholders (school leaders and staff) and external stakeholders (colleges, community orgs, agencies) regarding requirements, timelines, and opportunities for engagement.</p>	<p>Portal usage and completion rates for onboarding processes.</p> <p>Stakeholder feedback on clarity and ease of process.</p> <p>Compliance metrics (e.g., background check completion, required documentation).</p>		
	<p>Talent Pathways:</p> <p><u>Enhancing Talent Pathways Opportunities:</u> Expand Talent Pathways from Volunteers, Interns, Student Teachers, and Contractors into Employment</p>	<p>Strengthen partnerships with universities, community colleges, and community organizations to expand pipelines for interns, student teachers, and volunteers, particularly in hard-to-fill roles.</p> <p>Develop support systems and coaching pathways to help</p>	<p>Baseline data collection on the number of active interns, volunteers, student teachers, and contractors currently engaged in the district.</p> <p>Number of new or updated partnerships established with</p>		

		<p>paraeducators, interns, and student teachers transition into certified or full-time district roles.</p> <p>Track and promote volunteer-to-hire, intern-to-hire, and contractor-to-hire conversions to increase local pipeline development.</p> <p>Share success stories in HR communications and at board meetings to elevate the impact of these pathways.</p>	<p>colleges, universities, and community organizations.</p> <p>Development and launch of a tracking system or process to monitor involvement and potential hiring outcomes for interns and volunteers.</p> <p>Survey feedback from interns, student teachers, and volunteers on their experience, support, and interest in future employment with the district.</p> <p>Percentage of participants who express interest in district employment following their placement.</p>		