



NEW LONDON PUBLIC SCHOOLS'

DISTRICT

IMPROVEMENT PLAN

YEAR 2
SY25-26

PROJECTS/ACTIONS TO BE TAKEN BY DEPARTMENTS

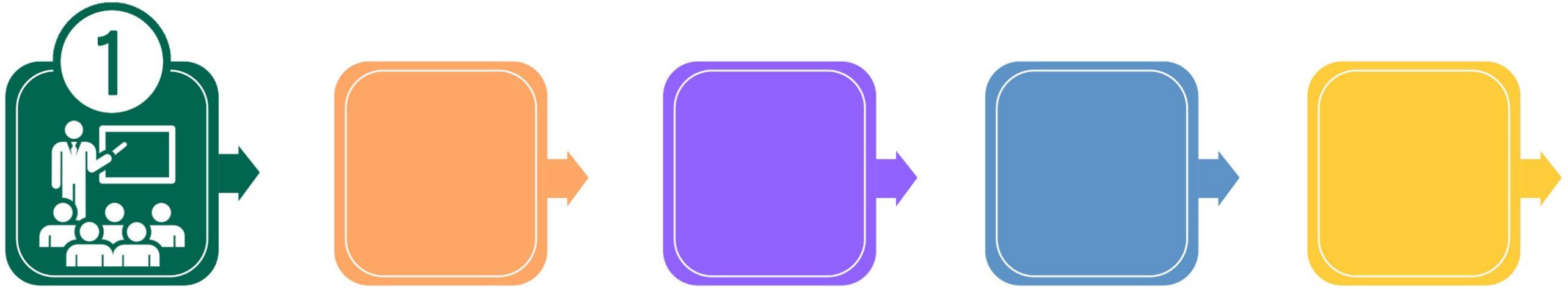


VISION

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	Continue to review curriculum implementation in all classes at all grade levels through instructional rounds and classroom visits Data will be reviewed on a consistent basis through grade level meetings, department meetings, and PLCs and be used to make instructional decisions	These measures will be encompassed in student achievement and growth data, outlined in the Schools' Improvement Plans Meeting minutes and instructional round data	MOY School Improvement Plan updates are in progress. MOY Data Report will also contain growth data. Instructional Round Data has been collected throughout the year. Data has been reviewed at all grade levels.	End-of-year results show 17% of students at proficient or above at the BOY and 31% of students at proficient or above for the EOY based on iReady reading. End-of-year results show 7% of students at proficient or above at the BOY and 23% of students at proficient or above for the EOY based on iReady math. All grade levels met on a regular basis to discuss what strategies were working/needed to be shifted. End of year SIP data and strategies will be presented after the school year is completed and all state data has been finalized.
	Continue to Develop and Implement High Quality Core Curriculum: <u>Implementation of a Curriculum Review Cycle:</u> Review and support	Continue curriculum development as needed across all departments	Completed curricular units. Professional development sessions.	This work is in progress. Work is ongoing with a curricular team at C.B. Jennings that is focused on developing social studies unit for elementary K-4.	One full unit was completed and taught at C.B. Jennings for social studies in grades K-4 this year. The process is due to continue over the summer with a goal of completing an

	existing curriculum and the development of new curriculum.	(i.e. Magnet, MLL, and World Language) Continue to provide professional development, as needed, to ensure support of implementation. (*Note details in sections below.)	Summary of curriculum review using culturally responsive teaching lens.	Units for Grade 5 S.S. have been completed. A review of HS and MS ELA curriculum has found the need to possibly explore new ELA curricula for secondary.	additional unit for each grade level. Due to the consolidation, the work will now include staff from all elementary schools. The ELA departments at both the MS and HS have explored curricula and have voted to adopt CommonLit as the English curriculum in Grades 6-12 for the 26-27 SY. This curriculum will also be brought forth to the BOE Curriculum Committee for review.
	Focus on Data and Instructional Practices: <u>Data Focus:</u> All PLCs, Department Meetings, and Grade Level Meetings utilizing Forefront and the Rise Platform at applicable grade levels	Continue to focus on instructional data to adjust and inform instruction Continue to focus on the use of formative as well as summative, and universal data Utilize the EObserve, Forefront, and RISE Platforms to house data and make informed decisions	Data Team Meeting Minutes Student assessment data Student scores	Data team meetings occur at both secondary and elementary level at least once per month. MOY Data Report and SIPS are in progress of being completed. The RISE Platform is in full use at the HS level, Forefront at elementary. The MS has also begun to explore Forefront.	Data team meetings occurred throughout the year. Data showed growth in proficiency in both reading and math from the BOY to EOY based on iReady (see above). The use of the RISE platform, as a tool to ensure students are on-track early on, has been beneficial. There are currently 185 students out of 216 on track for graduation, as of the end of 9th grade. Grade 9 also now has the lowest chronic absenteeism rate.
	Equity, Diversity and Inclusion: <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.	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.	Meeting minutes Documentation of actionable steps take to help all students achieve Evidence will be seen as classrooms are visited through instructional rounds.	Culturally responsive pedagogy is seen across the district with an emphasis on diversity as an asset. Strong efforts have been made to increase high quality and culturally relevant books and instructional materials, aligned to the various	The DELT team has met twice this year and is in the stages of developing a plan of focus areas for next year. Culturally responsive texts and curricula were the focus when choosing curriculum for grades 6-12

		Educate all students with culturally relevant, high-quality lessons and hands-on experiences.		diversities and cultures of our students.	for ELA and while developing the social studies units for elementary.
	Continued Focus on Early Childhood: <u>Play-Based Learning:</u> Increase play-based learning opportunities, across classrooms, PreK-3. <u>New Licensure:</u> Being NAEYC Accreditation process at C.B. Jennings <u>Enhance:</u> Share successful practices between B.P. Mission and C.B. Jennings teachers as the expansion of programming for Early Childhood did occur last year	Professional development sessions focused on early childhood practices Enter into work with an AQIS consultant and begin the NAEYC process Meetings between B.P. and Jennings Early Childhood staff, opportunities to share ideas and strategies	Professional development session resources Documentation of the start of the accreditation process for C.B. Jennings Meeting minutes, and shared practices between B.P. Mission and the PreK classes at C.B. Jennings	Pre-School and Kindergarten staff attended Play-Based Learning PD in October. Accreditation at C.B. Jennings has not yet begun. The annual NAEYC report is in progress at B.P. Learned.	Play-based learning will continue to be a focus moving into next year and thus will be a topic in the district's PD plan. Due to the closing of C.B. Jennings, we will not be pursuing NAEYC accreditation at Jennings next year. The annual NAEYC report was completed prior to the deadline.
	High-Leverage Instructional Practices: <u>Instructional Rounds:</u> Engage teams of teachers, staff, and others to visit classrooms to find and highlight exemplary instructional practices. <u>Cycles of Instructional Coaching:</u> Develop and implement cycles of continuous improvement to provide instructional coaching. <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.	Brief all schools as instructional rounds, purpose, and goals Cycles of instructional coaching will take place at all levels Differentiated professional development opportunities will be provided for all	Instructional Rounds Data to be analyzed and used to make next step decisions Overview of instructional coaching feedback Materials and feedback from professional development sessions	Instructional Rounds Data is reviewed every month at the MS and HS level. Rounds were conducted by coaches and a consultant at elementary school. Instructional coaching feedback is provided at every level on a regular basis based on the teams being coached. Five differentiated PD sessions have occurred at the secondary level.	Instructional Rounds Data continues to be reviewed, and rounds occur on a regular basis through both state visits, and within the schools. Coaching was provided throughout the year. A total of 8 differentiated PD sessions has occurred at the secondary level.

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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: • <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.	These measures will be encompassed in student achievement and growth data, outlined in the Schools' Improvement Plans Meeting Notes will capture ongoing progress 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	This work is ongoing. This work is ongoing. This work has been ongoing and continues. MLL data is collected during instructional rounds and used to inform the next step for professional development and staff needs.	Units have been completed, but this work will continue over the summer. This work will continue next year. This work will continue next year.
	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	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	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.	A plan has been drafted with these criteria and made available at the secondary level.	A draft placement document has been completed with the collaboration of the high school MLL team, Counselors' and Coaches' input. Over the summer, we will turn this document into a friendly readable format (perhaps a flowchart) to be

	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.	This work has been happening all year and is ongoing.	utilized for placement of MLL students in their respective ESOL level courses. Curriculum progression work will continue next year. Having the placement document developed will guide collaborative conversations to continue adapting the ESL materials from EDGE National Geographic, into a cohesive curriculum with pacing guides and assessments. We realized during PLCs and Department Meetings that we first needed to agree upon success criteria per level to then work on aligning the resources we currently have into a solid curriculum that includes appropriate scaffolds per level, while maintaining rigor and language proficiency standards, that will support students beyond their ESL classroom. Data collection and reflection practices will continue next year.
	Parents as Educational Partners: <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.	Virtual/Coffee Hour with the MLL Director will be held. Events will be advertised on the district page and flyers sent home to families. Info session topics will include the Parent Bill of Rights, attendance, and how to help your child in school. Ongoing collaborate with building administrators will occur	Increased attendance Participation in parent feedback surveys Shared training/presentation materials.	This work is ongoing. Surveys have gone out to families to receive feedback. This data has been analyzed at each school level. Parent workshops have occurred at all levels: Early Childhood events, FAFSA workshops, as well as conferences.	Family engagement will continue to be a priority for the 26-27 school year. As evidenced by survey responses, phone calls, and in-person meetings, families feel most comfortable when there is support in their native language. MLL staff, tutors, and translators have participated in Magnet Tours, Parent Conferences,

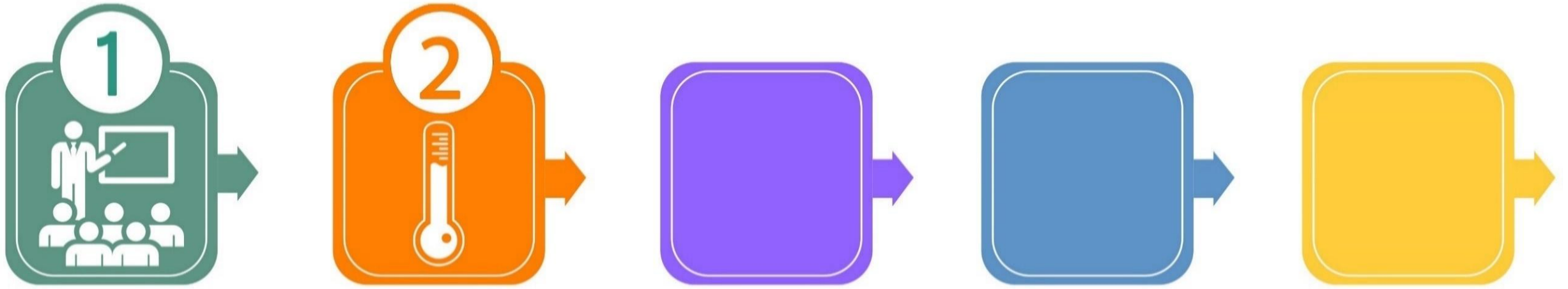
					and after-school activities, and events to engage families into our school communities. The MLL Awards night was held for the 49 students and their families that exited the MLL Program with State Mandated scores on the LAS Links and CAAELP. There were over 100 families in attendance to celebrate their children.
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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	This work is ongoing; rosters continue to be kept and updated as new students join.	Final participation rates for 2025-26 showed a 3.09% increase from the previous school year. 373 athletes of the school's 851 student population or 43.8% participated in athletics. Up from 40.7% in the previous year.
	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	Volleyball will begin in late March. Rosters continue to be kept.	The high school boys volleyball program completed their inaugural season in 2025-26. A full varsity and sub-varsity schedule were played. The team won six of its sixteen games and was highly competitive throughout. The team ended the season with seventeen student athletes on its roster. An excellent foundation was built.

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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.	Form a curriculum development team by October 2024 to design and integrate global competencies into the existing K-12 curriculum. Work with external organizations to secure partnerships and plan experiential learning opportunities, such as cultural exchanges and service-learning projects. Host professional development sessions for teachers on global education themes by February 2025.	International Education curriculum developed K-12. Community Partnerships solidified. Interdisciplinary projects have been developed.	The Global Leaders Curriculum Writing Team began meeting weekly in November and is currently finishing one integrated Social Studies Unit per grade level that will be rolled out during the third trimester TK-4. As the district continues to look for solutions to solve its 6-million-dollar budget gap (for school year 27). It is reviewing various proposals for solutions. One possible solution is to close a pathway and seat all remaining students, not assigned in a pathway, into a pathway. The SDE is also reviewing our proposal to collapse a pathway and leverage two PreK-12 magnet themes, only in response to reduced enrollment and the need for deep budgetary costs. If the state approves and the BoE decides to implement this proposed model, the outstanding work completed by the Jennings staff and those connected to the International Education pathway would be utilized across the district as the United Nations’ standards	The first integrated Social Studies unit was completed and implemented in grades K–4 during the third trimester, beginning in April 2026. Following implementation, teacher feedback was collected regarding unit effectiveness, student engagement, alignment to standards, and recommended revisions. This feedback will be used to refine and strengthen the curriculum materials. In spring 2026, the Connecticut State Department of Education approved the district's proposal to collapse the International Education pathway. As a result, the Global Leaders curriculum and United Nations Sustainable Development Goals (SDG) framework developed through this work will be expanded and utilized at both Winthrop STEM Elementary Magnet School and Nathan Hale Arts Magnet School beginning in the 2026–2027 school year. To support this transition, grade-level teachers from Winthrop and Nathan Hale will join the Global Leaders Curriculum Writing Team during summer 2026. The team will revise

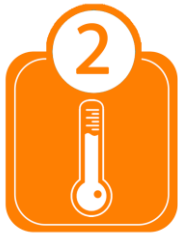
				and curriculum units created for the pathway would be repurposed to enhance the district's social studies curriculum across the district.	the initial units based on implementation feedback and complete the remaining two integrated Social Studies units per grade level, ensuring a comprehensive K–4 Social Studies curriculum aligned to the UN SDG’s and integrated with STEM and/or Arts theme.
	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. <u>Differentiated Professional Development:</u> Provide professional development to at least 80% of teachers on integrating these themes into their instructional practices.	Form a curriculum integration committee by November 2025 to develop grade-level specific projects and lesson plans. Collaborate with magnet pathway department heads 6-12 and Elementary Instructional Coaches to design thematic units and provide ongoing teacher support. 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.	Grade-level projects and lesson plans are developed. Professional Development is designed and delivered.	Initial professional development for elective magnet staff K-12 was held during Wednesday department meeting time.	This work is ongoing and will continue in the Fall 26
	Real-World Connections and Community Partnerships: <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. <u>Expand Community Partners:</u> By June 2026, establish partnerships	By December 2025 students will have identified internship and professional mentorship opportunities. Design a career readiness curriculum specifically for 11th and 12th graders, focusing on resume writing, interview skills, and workplace etiquette.	Real-world experiences will be tracked, and student feedback will be solicited. Community partners will be collated, and students participating will be recorded, and feedback will be solicited.	Work in this area is ongoing. A newly collated district-wide Community Partner document has been created, and partners continue to grow and be categorized for the supportive services they can provide to our students. The district continues to	Work in this area remains ongoing and continues to expand. The district-wide Community Partner document has become a valuable resource for schools, counselors, and staff as they connect students with real-world learning opportunities, career exploration experiences, and supportive services.

	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.	Provide school counselors and College and Career Workforce Coordinators with resources to help students secure placements and track their progress. 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.		be very blessed to have such an extensive list of community partners aligned to multiple areas of our District Improvement Plan.	Throughout the 2025–2026 school year, the district continued to strengthen existing partnerships and establish new relationships with local businesses, industries, higher education institutions, nonprofit organizations, and community agencies. These partnerships supported pathway-specific experiences such as manufacturing and health-care expos, guest speakers for senior career panels, field experiences, and workforce development opportunities such as the Bost for Next Gen with Electric Boat. School counselors, College and Career Workforce Coordinators, and school staff continued collaborating with community partners to identify career-readiness opportunities for students. Student participation and feedback continue to be tracked to inform future expansion of these opportunities.
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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 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	Weekly scheduled training continues for paraeducators spanning topics such as trauma informed practices, understanding IEPs, and communication strategies.	Goal completed and to continue next year aligned to state legislation.
	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	Professional development for secondary special education teachers has been completed. Plans for expansion of programs have been started, and new work sites have been identified.	BRIDGE CT grant has enrolled 10 students to date. Continued implementation 26-27 SY to expand opportunities. High school staff have been trained and assessing students for transition goals aligned with state requirements. Teacher leaders are identified, and plans for expansion of transition programs are ongoing.
	Support Strong Instructional Practices for Diverse Learners: <u>Learning Supports:</u> Support strong practices through curriculum and professional development to best	Continue implementation of co-teaching models at the middle and high schools.	Growth on district assessments will be measured	Co-teaching continues to be implemented at the middle school and high school.	Goal complete.

	meet the needs of students with varying learning needs.	Implement transition/life skills programming at middle and high schools using NextUP Curriculum. Continued implementation of individualized programming for neurodiverse students based on targeted assessments. Implement strong practices around inclusion within general education settings.	Curriculum based assessments will be utilized Increased time with nondisabled peers Increased 4- and 6-year graduation rates		NextUp implemented at high school for transition programming. Increase from 66.8% to 68% time with nondisabled peers. Decreased out-of-district placements from 40 students in 2025 to 33 students in 2026.
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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.	Paraeducators have been trained in Restorative Practices. Teacher training is scheduled for March PD day.	Goal complete. All schools conducted training
	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	BDJ has completed one CBITS group, and the high school is in the process of identifying students for participation.	CBITS groups completed at BDJ and VPAMP. One group implemented at each building.
	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	Work in this area is ongoing.	Goal complete. School teams conducted: • 65 threat assessments • 48 risk assessments • 25 challenging behavior investigations • 8 Title IX investigations Cognitive behavioral therapy, Dialectical Behavior Therapy, Behavior Therapy, and Art Therapy offered.

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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	Chronic Absenteeism: BP: 38% Winthrop: 22.4% C.B. Jennings: 32.1% Nathan Hale: 17.3% BDJ: 26.8% High School Campus: 32% LEAP Home Visits continue for all buildings	Chronic Absenteeism 6/14/26: BP: 42% Winthrop: 20.4% C.B. Jennings: 31.3% Nathan Hale: 20.4% BDJ: 29.7% High School Campus: 33.6% District: 28.4% End of year data from 24-25 school year was 28.8%. School teams continue to implement proactive and reactive strategies to support attendance. LEAP grant expected to be awarded in fall 2026.
	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	Winthrop: 4 C.B. Jennings: 10 Nathan Hale: 1 BDJ: 8 High School Campus: 73 Expulsions: 1	Four out of five schools accomplished the goal of decreasing out of school suspensions in 2026.



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.



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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.	Principals are hosting both in person and virtual meetings with families monthly. Additionally, opportunities exist for parents to be involved in each school's School Safety Committee and PTO. Volunteer opportunities exist across the district.	Principals have continuously held opportunities for parents to connect with their child's school community. Virtual and in-person, as well as daytime and evening opportunities have remained in place. The high school campus has moved forward to begin a formal School Governance Council.
	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.	Several district and school-wide initiatives are planned to help promote a life-long love for literacy. Some are listed below.	See below.	A lot of effort continues surrounding this initiative. Literacy focused events are held during the school day, in the evenings (through Birth –8 events) and also in other community events sponsored by the Garde and library.	Several literacy-focused district events have occurred to include celebrations of literacy in classrooms, guest readers and guest authors, partnerships with the public library, Birth to Age 8 community gatherings and science of reading workshops focused on building adult skills and capacity to be able to support students' literacy development while at school and at home.

	<u>United States of Readers’ National Program:</u> NLPS is thrilled to have 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.	The United States of Readers’ program will bring in several talented authors of 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. Students will receive free books of their choice from Scholastic flyers, thus promoting voice, choice and agency.	Students in elementary schools will be able to use their decision-making skills to select books of their choice from Scholastic Flyers, which will not have any prices on them.	The United States of Readers program has placed free, high quality and diverse books in the hands of our elementary students throughout each month.	
	<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.	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.	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.	Students and families have been part of an active research project. The district will receive the results of this approved study, expected by the end of the school year.	This research project will be completed prior to June 30th. Families and staff are still currently in the interview process, but all student interviews have been completed.
	<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.	The Adult Education program is looking to see if funding can be available to offer this course for the community beginning in January.	If it is possible, the class will launch in January at Adult Education.	A review of current enrollment in various courses at Adult Education is ongoing. This new course remains an aim, however, has not been started yet.	The Adult Education Programs continue to be reviewed collaboratively with the leaders and teachers. The goal remains to increase course opportunities and to increase enrollment through these new opportunities. These will be in place for SY27.
	<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	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 hands-on learning activities. The aim is for several parents and caregivers to learn key strategies for how to help their child with skill	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.	The district’s Birth to Age 8 family/community events grounded in literacy instruction continued to be very popular and meaningful for parents, teachers, staff and community partners.	A total of six Birth-8 events have occurred this year. These have continued to be focused on developing family literacy skills and have been well attended with over a hundred participants each time.

	learning workshops have been scheduled.	development at home for literacy and math as well as to empower each household with free resources.			Several community partners attend our events and enjoy the opportunity to network with members of our school community. Parents benefit from free resources, books, and the opportunity to have a hot and delicious meal alongside school and district staff and fellow families.
	Innovative Programming for the 21st Century: <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. 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.	Currently the following are being explored and/or in process of being implemented: • 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	Program updates will be shared at the mid-year mark’s presentation of the D.I.P.	The new Alternative Education program started at the Adult Education facility for high school aged students has been successful. There are approximately 15 students who partake in some of their coursework within this different setting. Transitional Kindergarten classes have been a success. These are housed at Jennings School. Two classrooms are filled. The Board of Education and Administrative Council has received training in A.I. Committees will now form further lead work aligned to approved A.I. practices for staff as well as students. Safety protocols for the use of A.I. will also be identified and shared. This work will continue. Secondary students have engaged in a variety of enriching community focused arts engagement events. These have been very well received and helped connect students’ creativity to passion projects that aim to make a positive difference in	The district has continued to promote extended learning opportunities for students of all levels. Elementary students benefitted from several field trips, assemblies, guest speakers and after school programs, and the secondary schools benefited from several field trips, college and career visits, guest speakers, employment assistance, alternative education opportunities, college bearing credit courses (offered through partnership with local colleges) and several after school clubs, activities, and athletics. Nine students have shown interest in pursuing a career in education and support for them will continue. The district will continue to apply for the Educator’s Rising state grant. The district will be working with New London’s Youth Affairs again to hire several students for summer employment with the district. The district remains incredibly proud to have such robust programs to support students of all levels, across the district.

				the world. Several students have been highlighted for their artistic excellence.	
	Wrap-Around Family Services and Support: <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	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: • Food Insecurity: • Homelessness: • Healthcare: • Mental Health Care: • Medical Care: • Dental Care:	Track usage of referrals and support, by keeping data on how many families are referred to each community partner. Make follow-up phone calls to determine if their needs have been met and assess if they need further assistance. Conduct home visits to check in with families and to provide them with a list of resources available. Ensure wrap-a-round services are in place for those students who need additional support	This work continues. The district has maintained an average of 275 homeless students, daily, on a regular basis. Our social workers, counselors, administrators, cabinet members and family engagement specialists are often those who are working directly with students with extensive social service needs. Home visits continue to happen weekly. These are documented with guidance and support protocols. The Superintendent, the Ex. Director of Student Support Services and a teacher also serve on a community homeless-focused committee. Here all collaborate around possible supports and solutions for students experiencing homelessness and other social services needs to include food, mental health, medical and dental care needs. A dental hygienist remains a part of our district, which is great! A new partnership with an organization who can provide additional mental health support for children and families has been in the works and should be finalized soon.	The district remained committed to supporting families throughout the school year. • Food Insecurity: The district continues to support community meals and visits the food pantry weekly to provide boxes of food for families in need. These are delivered to our families. • Homelessness: The district works continuously to support students and families experiencing homelessness. Discreet support is offered. • Healthcare: the district is proud to have School Based Health Centers within our schools as well as registered nurses and nurses' aides. Students receive high-quality care through these professionals. Outside referrals are also made. • Mental Health Care: The district offers multi-tiered systems of support for mental health needs. Behavior and Wellness staff

					are integral members of the district who support students, in differentiated ways, daily. Tier 1 (curriculum), tier 2 (interventions) and tier 3 (risk and threat protocols) are in place. Outside referrals are also made. • Dental Care: The district is incredibly proud of the unique partnership it has with a dental hygienist. This creative idea to have a hygienist on site, in the schools has been incredibly beneficial for our schools and families. Over 400 students received dental cleanings this year.
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				Winter 2025	Spring 2026
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of-Year Results
3b Innovative Partnerships for the Classroom	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	Work continues in this area, and all are excited about the possibility of moving forward with this unique opportunity for work experience and certification for our students. We should know soon if we are successful in this approval.	A total of 12 students successfully completed the pilot and work has already begun to grow this partnership next year.

				Winter 2025	Spring 2026
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of-Year Results
3c Adult Education	National Association for the Education of Young Children (NAEYC) Year 2: <u>Accreditation:</u> Successfully implement all of the Year 2 foundational steps for NAEYC accreditation.	Complete all Year 2 self-study documentation and evidence collection by June 2026. Conduct two staff training sessions on Year 2 standards and classroom implementation by March 2026. Submit mid-year and end-of-year progress reports to track completion of Year 2 accreditation steps.	Required Year 2 self-study documentation and evidence submitted by June 2026. All Even Start staff participate in two Year 2 standards training sessions by March 2026. Mid-year and end-of-year progress reports completed and submitted on schedule.	Self-study documentation and evidence will be submitted with yearly report. Completed NYAEC training from Sep 9 through Sep 19, 2025. No Mid-year report. The yearly report is done at the end of the year.	All of year-2 requirements have been completed including end-of-year report, CPR certification, and ongoing required trainings.
	Program Enhancement Project Implementation: <u>PEP Grant:</u> Successfully implement the seven grant-funded initiatives found in this project, aimed at enhancing Adult Education programming.	Develop and implement project timelines with clear milestones and assigned leads for all seven PEP priority areas. Facilitate quarterly staff check-ins to review initiative progress, share updates, and address challenges throughout 2025-2026. Establish measurable goals for each project and complete mid-year and end-of-year reports to assess outcomes and adjust implementation as needed.	Project timelines with leads created for the seven PEP projects by November 2025. Quarterly staff check-ins held with documented progress notes for each project during 2025-2026. Mid-year and end-of-year reports completed on schedule with measurable outcomes identified for each project.	Project timelines have been developed and leads designated for each of the seven PEP projects enabling coordinated planning and progress tracking. Work continues through Data Teams led by program leads. Reports have been completed on schedule with measurable outcomes.	This goal has been completed and will continue. The seven grant-funded initiatives found in this project, aimed at enhancing Adult Education programming, continue to be in place and completed.

	Career Pathways including Career Navigation: <u>Career Navigator Program:</u> Students will be scheduled in activities and programming to engage in career awareness and pathway exploration.	Develop and publish annual calendar of career workshops, college visits, and pathway events. Ensure 100% of cohort enrolled students participate in at least one career navigation activity each semester. Convene project staff biannually to track and review student engagement in career activities, document measurable outcomes in LACES database, and guide program improvements.	Annual calendar of career workshops, college visits, and pathway events published by October 2025. 100% of enrolled students participate in at least one career navigation activity each semester. Bi-annual staff meetings held with documented review of student engagement data and program outcomes.	<u>Completed Activities:</u> October 15 – presentation by Higher Edge, New London December 21-23 Onsite Visit to Manufacturing Pipeline training series in connection with EB November 11 – Visit to CT State Community College December 03 – Guest Speaker from State Technical School, trades presentation December 09 – CT State Three Rivers FAFSA presentation Hosted 2 Transitions Advisory Board Meetings with community partners from CT State Three Rivers, CT Department of Labor, Higher Edge, TVCCA, and Mitchell College to discuss upcoming events and support for students transitioning into training and employment. <u>Programmed Activities:</u> March 18 - Eastern CT Chamber of Commerce Career Pathway Expo at CT State Three Rivers Community College Campus March 24 - Campus Tour at CT State Three Rivers Community College Campus April 7 - Empowered to Employed at New London Adult & Continuing Education	Throughout the year students participated in programming from EWIB, visited multiple colleges, participated in college and career presentations and had the opportunity to practice interviewing and receive assistance with resume completion and college applications.



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	Magnet Enrollment: <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. <u>Multi-tiered Plan:</u> Roll out an expanded marketing plan through videos, social media and planned events across all schools <u>Educate on Keeping Students Enrolled:</u> Students’ consistent participation in magnet programs matters greatly.	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. Hold Magnet themed Expos at each school that are advertised to the public. A communication will reiterate the message that students may remain in New London Public Schools when they move out of the district.	Increase in # of Out of District Students applying/registering and retaining. Each school will increase their magnet enrollment to meet and even exceed their set targets. 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.	Planned and participated in two successful Regional School Choice Fairs in collaboration with LEARN. The number of Out of District applicants for Grades 6-12 magnet pathways increased by 25% for the 26-27 SY over last year. Launched a new Facebook page for the STEM Magnet pathway K-12 Increase in the frequency of posting through social media, which is resulting in a higher engagement percentage.	Out-of-district applications for grades 6–12 magnet pathways increased by 25% over the previous year, exceeding the established goal of a 20% increase. Social media engagement increased significantly through more frequent and pathway-specific content. Schools continued to communicate pathway opportunities and enrollment information through websites, social media, family outreach, and marketing materials. Additionally, communications were shared with families regarding continued enrollment eligibility for students who move outside of New London, supporting student retention efforts. Collectively, these strategies contributed to increased awareness, interest, and enrollment in the district's magnet programs.

	District Branding:				
	<u>Logos:</u> Complete branding logos and marketing print packages for NLHSMMC.	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.	By the end of SY25-26 there will be updated logos and branding guides for NLHSMMC.	This work is still ongoing.	While the NLHSMMC logo redesign was not finalized during the 2025–2026 school year due to the collapse of the International Education pathway. This work will remain a priority as the district continues to refine and strengthen the visual identity and marketability of the now two magnet pathways and programs.

				Winter 2025	Spring 2026
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of-Year Results
4b Budget, Business and Finance	Financial Software Implementation: <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. Implement Executime Time and Attendance software	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. 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.	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. Payroll encumbrances are updated every time that payroll is run Updated forecasts are shared with grant leaders, department heads and building leaders in accordance with the developed schedule 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.	Work to implement payroll encumbrances is ongoing. Executime implementation is in process with a “go-live” date targeted for July 2026.	Work on Executime implementation is on track. Test groups will begin using Executime in Late June with cancellation of the old platform “Kronos to become effective at the end of August. Work on implementing payroll encumbrances is on hold. Certain Munis rights were taken away late in the fiscal year by city finance, resulting in shifting critical priorities to posting grant budget revision adjustments. Payroll encumbrances will be a primary focus for FY27 but final adjustments to the FY27 budget must first be translated into Munis accounts codes and loaded.
	Long-term Budget Planning: <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	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)	Forecast data will be updated by grant managers and department heads prior to the beginning if the budget development process, Details from forecasts will be used to inform needed budget amounts for the	Weekly and biweekly grant meetings with grant managers continue to review actual expenditures in grant funds and to identify any needs to develop and request budget revisions to granting entities.	Grant meetings continue and were critical to the work of submitting grant budget revisions to SDE and drawing down funds by the June 12 deadline. These weekly meetings will continue throughout the remainder of FY26 and during all of FY27. These meetings have been very successful in improving communication between

			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. 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.	Grant managers engaged on greater detail in the budget planning process for the FY27 proposed budget. Work on the FY27 budget is ongoing as various cost saving measures and re organization is explored	operational departments and the business office and continue to enable greater delegation and sharing of grant related accounting tasks as well as better future expense forecasting and quicker response to changes in grant revenues. Operational and instructional departments were more involved in budget development process as projections were analyzed and updates collaboratively. Work continues on developing standardized forecasting templates for certain complex expense types, although these tasks are currently addressed as part of the weekly grant meetings
	Business Office Systems: <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: • 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 Enhance the use of Position Control so that all Munis users can use it to	Fully utilize the position control feature in Munis so that only budgeted and vacant positions can be filled. 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.	A flowchart that outlines processes for posting and hiring approvals is published on the district website for employees. 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)	Processes for posting and approval of positions have been outlined. As we face a significant budget gap for FY27 all positions are closely scrutinized and discussed before being posted or filled. The process of developing and publishing a flow chart of the approval process is ongoing as resources continue to become more scarce. All changes to structure or staffing are discussed with greater efficiency and cost savings in mind.	Processes for posting and filling positions as well as making necessary changes to the budget to support staffing changes are being actively utilized through a workflow of approvals across numerous departments. Addressing needs for added positions as student needs change remains challenging, but the flow of communication and approvals and resulting controls over filling new of vacant positions consistently initiate discussion and greater fiscal planning. The development of highest quality processes requiring grant budget revisions and Line-Item Transfers are ongoing. Loading the final revised

	inform of the stats of positions and so that the most current budget clearly balances with position control. 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				FY27 budget and corresponding Position Control will be critical to this. Hourly wages as compared to the budget are reviewed during weekly grant meetings.
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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	On Hold.	On hold due to funding.
	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.	We have a report that is shared with the business office. As of the second week of February 136 hours of OT have been charged to P&R.	Custodial overtime is now tracked monthly so we can allocate funds by department accordingly. P&R 158 Hours Athletics 226 Hours Magnet events 96 Hours Operations 261 Hours
	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.	In progress, we have spent time head custodians specifically at the HS and MS going through Ops Manuals.	Goal is on-going as we continue to add items and provide 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	Ongoing quarterly meetings. With the integration of HelpDesk we have an automated and seamless on-boarding and off-boarding process.	Successfully implemented and maintained a coordinated onboarding and offboarding process between Technology and Human Resources.
	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	On hold.	On hold.
	Technology Workshops for Staff: <u>Professional Development Offerings:</u> Develop a beginners tech training class to include: • 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.	In Progress.	Training videos were created in English and Spanish and are accessible through the All-Staff teams file. See an example here .

				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	Provided support to farm to school activities such as apple crunch event, and heart month celebration. Assisted in implementation of farm to school grant to purchase garden bed supplies. Implemented fruit snack program.	BP Successfully implemented farm to school and garden initiatives/ education in the school. Hosted multiple family engagement nights and taste tests. Purchased garden and cooking equipment with Farm to School Grant funds.
	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	Policy adoption pending March 9 BOE meeting.	Policy was revised and adopted.
	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	Hosted Brigaid Kitchen Qualified pilot with 12 culinary students mid-February. Partnered with culinary on Community Meal desserts.	10 culinary students passed the KtchnQualified course and are officially certified as of 5.29.26. NLHS Culinary provided 4 desserts for Community Meal.

				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.	Currently, we are working with LEARN to explore the possibility of implementing new transportation software. Demonstrations have been requested from several companies, and the first Zoom meeting took place last week. We are continuing to review options and will provide updates as we move through the evaluation process.	The Transportation Department will transition to BusBoss Route Patrol for the 2026–2027 school year. Route Patrol is the web-based version of our current routing software system and will improve accessibility, efficiency, and route management capabilities.
	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.	Backpack tag template have been created.	Bus tags will be implemented at Nathan Hale, Winthrop, and B.P. Mission beginning in the 2026–2027 school year. The tags are intended to enhance student safety and assist drivers, monitors, and substitute staff with student identification and bus assignments.
	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	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	Work in progress, awaiting quotes from First Student.	On hold due to funding

	student productivity, especially for those with longer commutes.		commutes. This also helps bridge the digital divide for students lacking reliable home internet.		
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				Winter 2025	Spring 2026
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of-Year Results
4g Operations (Safety and Security)	Safety: <u>E3 – Emergent 3 Application Rollout:</u> Train all staff in district and complete a tiered training rollout and official launch for staff.	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.	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.	Training for E3 has been ongoing, and buildings have been utilizing the app for drills.	The buildings have utilized E3 throughout the year for both drills and active events throughout the district.
	Educate Family/Community on Safety Protocols, including internet safety: <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.	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.	A flyer will be created and disseminated advertising the event, and parents and guardians will sign in to reflect their attendance at the event.	Planning for this event is in progress.	Planning for this event will continue into the SY26-27 school year.
	Capacity Building: <u>ALICE Train the Trainer sessions for Administrators:</u> Host an ALICE Train the Trainer session for administrators.	This training will be scheduled for the early spring and will ensure that all administrators have received the same Train the Trainer experience.	Staff will sign in and receive their certification following the completion of the training.	The originally scheduled dates in June will need to be rescheduled due to the snow days. Depending on the last day of school, this training may need to occur in July or August.	This training will be held for all administrators on August 17 and August 18 as required for professional development.
	District Safety & Vulnerability Assessments: <u>Updated assessments to be completed:</u> Partner with NLPD to complete these assessments.	Meetings will be scheduled with NLPD representatives to complete the Safety & Vulnerability Assessments at each building in the district.	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 Capital Improvement Plan	Scheduling for these assessments is in progress.	These assessments will occur over the summer months in partnership with NLPD.

			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.	Posts have been made regularly on social media platforms and ParentSquare.	Posts have been made and will continue to be made regularly on social media platforms and ParentSquare.
	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.	The district calendar has been updated regularly to reflect upcoming events at the district and school levels.	The district calendar was updated regularly to reflect events at the district and school levels. This work will continue for back-to-school events as well.
	Community Connectedness: <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.	<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. <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	The following communications will go out to families on a regular basis: - District community communication: <i>What's Next With NLPS</i> - Social media posts (one per week, per building, minimal) - Principal Newsletters to families (once a month minimally) - Community Connections' Newsletter (once a month) - Parent Square reminders/texts/calls	These communications have been occurring regularly throughout the school year.	These communications occurred regularly throughout the school year. The district is proud of its ability and efforts to communicate regularly and in a variety of modalities and languages.

	<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.	access communication portal. Teachers will also be able to communicate back and forth with families via texting. 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.	about events: regularly Personal phone calls home to families from administrators, teachers and support staff - regularly		

				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.	This work continues.	This work was completed throughout the year and will continue as policies are updated.
	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.	The maintenance of this chart continues as policy work occurs throughout the year.	The maintenance of this chart continues as work has occurred throughout the year, and new legislative requirements are released effective July 1.
	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.	This work continues.	Due to multiple unexpected absences at middle school, this goal will continue into SY27.



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.	Implementation of the recruitment plan is actively underway, focusing on high-need areas including special education, STEM, and bilingual education. University partnerships and educator residency pipelines have been strengthened to expand access to highly qualified and diverse candidates. Position Control Numbers (PCNs) have been reviewed to ensure alignment between staffing allocations and budgeted positions. The hiring process has been refined to ensure candidates meet certification requirements, and collaboration with Supporting Talent through Engage Planning (STEP) and CSDE has supported certification pathways for shortage area candidates.	Recruitment strategies have been successfully implemented, with a primary focus on expanding university partnerships and diverse educator residency pipelines to increase access to highly qualified candidates in shortage areas. The new Supporting Talent Through Engaged Planning (STEP) initiative has been a significant driver of this success, as evidenced by a substantial increase in employees seeking out individualized career counseling through HR to navigate certification pathways and CSDE authorizations. The hiring process has been further refined to ensure all candidates meet strict certification requirements, supported by a comprehensive review of Position Control Numbers (PCNs) to maintain alignment with budgeted staffing allocations.

				Recruitment efforts remain ongoing, with continued focus on strengthening candidate pipelines and preparing for anticipated end-of-year staffing needs.	While the recruitment objectives for the current cycle have been met, these efforts remain ongoing as the HR team continues to strengthen pipelines and proactively manage the district’s evolving staffing needs. Recruitment Outcomes: • 136 employees hired districtwide • Approximately 16% of the workforce was recruited during the fiscal year • Average of 11 hires per month Equivalent to recruiting and onboarding 1 new employee for every 6 positions in the district
	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, plan initiatives, and foster a culture of belonging and recognition. 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.	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 enhanced onboarding and orientation.	Retention initiatives have centered on strengthening communication, onboarding, and engagement across all levels of employment. The Human Resources Department implemented a structured new employee orientation program, receiving positive feedback from participants. Follow-up outreach during employees’ first week has been established to ensure smooth transitions and early support. Foundational retention practices have been reinforced through intentional outreach, connection to resources, and promotion of	Retention initiatives have been successfully finalized, centering on a supportive onboarding experience and robust career guidance for all staff, specifically those in high-turnover and hard-to-fill positions. The structured new employee orientation program and established first-week outreach protocols have been institutionalized, ensuring that new hires enter the district feeling supported and set up to thrive in their new roles. New hires are now being set up for job shadow, mentors, and/or advanced training on job specific applications. Mid-year stay interviews and comprehensive employee experience surveys were completed to assess

				professional growth opportunities, including STEP. Retention efforts remain ongoing, with continued focus on enhancing employee engagement and responsiveness throughout the remainder of the year.	job satisfaction and mitigate potential retention risks. While the formation of a formal district-wide engagement committee was deferred, mini-internal committees led by HR were successfully established to elevate staff's voice and foster a culture of belonging and recognition. Retention has been further strengthened as employees are increasingly seeking career counseling through HR, utilizing Supporting Talent Through Engaged Planning (STEP) for individualized professional growth and long-term career planning. Retention efforts remain ongoing, with a continuous focus on enhancing professional responsiveness and overall employee experience. Retention Outcomes: Retention remained strong during FY2025–26. Of the 136 employees hired during the fiscal year, 117 remained employed with the district at year-end, resulting in an 86% new-hire retention rate. The district's overall turnover rate for the year was 14.69%.
	Recognition: <u>Recognition Strategies:</u> Strengthen Recognition Practices to Meaningfully Value Excellence, Growth, and Dedication	Partner with the Employee Engagement Committee and leadership to implement simple,	Number of staff recognized quarterly through formal and informal methods.	Human Resources has actively recognized staff accomplishments and professional milestones, including advanced degrees,	Recognition practices have been successfully implemented, shifting focus from the initially planned “Employee Spotlight” to a more

		impactful recognition strategies that foster a culture of appreciation. Feature an “Employee Spotlight” in HR communications to highlight contributions across all roles. Celebrate staff through spontaneous recognition moments, such as unplanned acts of appreciation such as thank-you visits and on the spot recognition acknowledgements. Highlight internal growth and promotions (e.g., paraeducator to teacher) through board recognitions and internal announcements.	Staff feedback on recognition practices (via employee experience survey). Participation from departments/schools in recognition initiatives.	successful completion of required assessments, and acquisition of CSDE authorization and certification. HR is in the development phase of establishing a formal District Recognition Committee to create a sustainable recognition framework. Survey data and staff feedback are being collected to inform future practices and ensure celebrations are meaningful and aligned with district priorities. Recognition efforts remain ongoing, with continued focus on fostering a culture of professional acknowledgment and morale.	comprehensive, year-long initiative dedicated to employee and teacher appreciation across all positions. These efforts fostered a consistent culture of appreciation through spontaneous recognition moments and intentional celebrations of staff dedication throughout the school year. While the formal district-wide committee was deferred, mini internal committees led by HR were utilized to champion these appreciation efforts and organize meaningful celebrations of professional milestones. These initiatives culminated in a finale Board of Education presentation, which celebrated the collective achievements of retirees, staff longevity, recent graduates, teachers of the year, paraeducators of the year and significant professional milestones. Recognition efforts remain ongoing, with a continued focus on institutionalizing these celebratory practices to further promote staff morale and professional acknowledgment. Recognition Outcomes: 100% of staff members recognized this year through a combination of formal board recognitions and informal “Employee Celebrations”. 96: total staff members, including retirees and graduates, formal
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					recognized during the finale Board of Education celebration event.
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				Winter 2025	Spring 2026
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of-Year Results
5b HR Operations and Systems	HR Systems: <u>Create, Review, and Revise Systems:</u> Optimize HR Technology, Workflows, and Communication Platforms	Conduct a comprehensive HRIS audit to improve data accuracy, identify inefficiencies, and streamline workflows across systems. Create strong, documented HR workflows that support consistent service delivery, employee experience, and process improvement. 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. Enhance the Employee Access portal with features to increase and improve employee self-service. 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. Feature a monthly HR news in the bi-weekly Monday newsletter to keep employees informed and engaged.	Engagement metrics for Employee Access. Reduction in email-based HR inquiries due to streamlined systems and self-service tools. Feedback on system usability and workflow clarity from employee surveys or focus groups. Number of system/process improvements implemented based on cross-departmental collaboration	Significant progress has been made in optimizing HR systems, workflows, and communication platforms. The iQ Human Resources platform was implemented in collaboration with the Technology Department, introducing a ticketing system to streamline communication and reduce reliance on email inquiries. Enhancements to the Employee Self Service portal are underway to expand usability and access. The department is also collaborating with the Business Office to implement a Time and Attendance system integrated with the Munis / ERP payroll platform. Internal conversations and mini-audits with building administrators have strengthened hiring process consistency from requisition submission through recommendation for hire. Systems improvement efforts remain ongoing, with continued focus on integration, user experience, and operational alignment across departments.	Significant progress has continued in the optimization of HR technology, internal workflows, and communication platforms to improve data accuracy and efficiency. The iQ Human Resources platform and its centralized ticketing system have been implemented to streamline communication and reduce reliance on email inquiries; however, as the system is still new, the official district-wide kickoff is set for the start of the new fiscal and school year to ensure a seamless transition for all staff. Last year we implemented and kicked off Employee Access. This year we are finding more employees using the platform. Employees are utilizing this system for a variety of reasons such as access to paycheck data, initiating address changes, and more. HR and the Business Office are currently engaged in training and are working through the final implementation phases of the new Time and Attendance system integrated with the Munis/ERP platform, preparing for full launch in the upcoming fiscal year.

					Internal conversations and audits have further strengthened hiring process consistency, from requisition submission through the recommendation for hire, ensuring alignment with district-wide operational needs. These systems' improvement efforts remain ongoing, with a continued focus on integration, user experience, and reinforcing a unified employee self-service model. The HR Department successfully managed the following operational volume to support district compliance and staff wellbeing: HR Systems Outcomes: Modernized HR operations through technology implementation, process improvement, and compliance management, supporting employees through more than 200 HR services and compliance cases during FY2025–26. • iQ HR platform and ticketing system implemented • Employee Access utilization increased districtwide • Time & Attendance implementation nearing full launch • Hiring workflow audits completed to improve consistency • 83 FMLA cases managed • 80 workplace accident reports processed • 32 unemployment claims administered
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					• 5 leave of absence cases managed • 100% Paraeducator Pathways compliance 100% Training Compliance
	Operational Collaboration: <u>Capacity Building Opportunities:</u> Build HR Capacity Through External Collaboration and Professional Development	Establish a regional HR Roundtable to collaborate with other public education HR leaders on staffing challenges, policy updates, and innovations. Host or co-host quarterly Roundtable meetings, sharing best practices on educator pipelines, compliance, and retention strategies. Use insights from the Roundtable to inform internal HR strategies and policy updates.	Total number of HR Roundtable sessions held annually. Documented best practices or initiatives adopted as a result of collaboration. Participant feedback on professional value and impact.	The Human Resources Department has continued to build internal and regional capacity through structured collaboration and professional engagement. The HR Collective, a quarterly Roundtable co-led by the NLPS HR Executive Director and LEARN Director of HR, convened twice during SY 2025–2026 to facilitate shared problem-solving, policy alignment, and best practice exchange. Partnerships with neighboring districts have strengthened regional collaboration and access to shared expertise. Internally, recurring cross-departmental meetings have been established to enhance communication, clarify processes, and ensure alignment with district protocols. Capacity-building efforts remain ongoing, with continued focus on collaboration, professional growth, and systems alignment.	The Human Resources Department has successfully finalized its annual commitment to building internal and regional capacity through structured collaboration and professional engagement. A continued emphasis has been placed on fostering strong communication, collaboration, and interdepartmental relationships throughout the district. Strategic partnerships have been strengthened with the Business Office, Operations, Information Technology, Special Education, Building Secretaries, and other key stakeholders to ensure open lines of communication, coordinated support, and effective problem-solving across the organization. The HR Collective (regional round table), the quarterly Roundtable co-led by the NLPS HR Executive Director and LEARN Director of HR, completed its full meeting cycle for the 2025–2026 school year, facilitating continuous shared problem-solving and the exchange of best practices regarding educator pipelines, compliance, and retention. Partnerships with neighboring districts have been solidified, ⁵²

					ensuring regional collaboration remains a consistent source of shared expertise and innovation. Capacity-building efforts remain ongoing, with a continued focus on leveraging regional insights to inform professional growth and long-term systems alignment Operational Collaboration Outcomes: • Completed 4 quarterly HR Collective Roundtable sessions during the 2025–2026 school year. • Engaged 13+ surrounding districts, with 1–2 HR leaders per district participating, expanding regional collaboration and shared expertise. • Expanded partnerships with the Business Office, Operations, Information Technology, Special Education, and school-based administrative teams to strengthen coordinated support and communication.
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				Winter 2025	Spring 2026
District Focus Areas:	Goal	Actions/Strategies	Measures	Middle-of-Year Accomplishments	End-of-Year Results
5c Talent Pipelines and Community Engagement	Community Engagement:				
	<u>Enhancing Community Engagement:</u> Modernize and Strengthen Volunteer, Intern, Student Teacher, and Contractor Processes	Update and streamline the onboarding, approval, and tracking systems for all non-employee contributors, including volunteers, interns, student teachers, and contractors. Develop a centralized Volunteer, Intern & Contractor Portal to support applications, clearances, matching, onboarding, and ongoing communication. Collaborate with internal departments (e.g., school sites, IT, legal, and security) to ensure compliance, clarity, and efficiency in onboarding processes. Improve communication with both internal stakeholders (school leaders and staff) and external stakeholders (colleges, community orgs, agencies) regarding requirements, timelines, and opportunities for engagement.	Portal usage and completion rates for onboarding processes. Stakeholder feedback on clarity and ease of process. Compliance metrics (e.g., background check completion, required documentation).	The application process for student interns and volunteers has transitioned to a fully online format through Frontline, improving accessibility, efficiency, and tracking. Onboarding procedures for contractors, interns, and volunteers continue to be refined to enhance clarity, compliance, and consistency across the district. HR has strengthened partnerships with colleges and universities to support structured internship placements and align with program requirements. Collaboration with school secretaries and district staff ensures consistent communication about processes, timelines, and opportunities for engagement. Community engagement efforts remain ongoing, with continued focus on centralization, compliance, and user experience.	The modernization and strengthening of processes for volunteers, interns, student teachers, and contractors have been successfully finalized, ensuring a highly efficient and compliant onboarding experience for all non-employee contributors. The transition of the application process to a fully online format via Frontline has been institutionalized, serving as the centralized portal for managing applications, clearances, and ongoing communication. Internal collaboration with school sites, IT, and security has been standardized to ensure strict compliance with background checks and required documentation. Furthermore, communication protocols with both internal staff and external university partners have been solidified, providing clear timelines and structured opportunities for high-quality internship placements. These community engagement efforts remain ongoing, with a continued focus on further centralizing data and enhancing the user experience for all district stakeholders. Community Engagement Outcomes:

					Volunteer onboarding fully digitized and centralized utilizing the Frontline platform 100% background check compliance
	Talent Pathways: <u>Enhancing Talent Pathways Opportunities:</u> Expand Talent Pathways from Volunteers, Interns, Student Teachers, and Contractors into Employment	Strengthen partnerships with universities, community colleges, and community organizations to expand pipelines for interns, student teachers, and volunteers, particularly in hard-to-fill roles. Develop support systems and coaching pathways to help paraeducators, interns, and student teachers transition into certified or full-time district roles. Track and promote volunteer-to-hire, intern-to-hire, and contractor-to-hire conversions to increase local pipeline development. Share success stories in HR communications and at board meetings to elevate the impact of these pathways.	Baseline data collection on the number of active interns, volunteers, student teachers, and contractors currently engaged in the district. Number of new or updated partnerships established with colleges, universities, and community organizations. Development and launch of a tracking system or process to monitor involvement and potential hiring outcomes for interns and volunteers. Survey feedback from interns, student teachers, and volunteers on their experience, support, and interest in future employment with the district. Percentage of participants who express interest in district employment following their placement.	The Supporting Talent Through Engaged Planning (STEP) program has been successfully developed and implemented to expand internal talent pathways from volunteers, interns, student teachers, and contractors into district employment. STEP meetings have been conducted with staff exploring new roles, pursuing additional education, or requiring guidance for CSDE authorization. The program provides structured planning, professional guidance, and individualized support, enhancing career readiness. Early feedback indicates that staff feel supported and engaged, contributing to retention and internal talent development. STEP implementation remains ongoing, with continued focus on career pathway expansion and skill development.	Converted the volunteer application and approval process to a fully online system to improve efficiency, ensure continuity of information, streamline application processing, and verify that all volunteers receive the appropriate clearances and approvals prior to participation. The Supporting Talent Through Engaged Planning (STEP) program has been successfully institutionalized as the district's primary framework for expanding internal talent pathways from volunteers, interns, student teachers, and contractors into full-time employment. Support systems and coaching protocols are now established, directly contributing to enhanced career readiness and a culture of internal promotion. Partnerships with universities and community colleges have been solidified, ensuring a consistent and diverse pipeline of contributors in high-need certification areas. Talent Pathways Outcomes: Processed and approved 147 districtwide volunteers, strengthening early-stage

					engagement in the talent pipeline. • Institutionalized the STEP (Supporting Talent Through Engaged Planning) program as the district’s primary framework for developing internal and external talent pathways into employment. ○ Engaged 56 district employees in structured career pathway planning through STEP ○ Of STEP participants, 9 earned CT CSDE certification, advancing toward certificated employment eligibility. ○ Of STEP participants, 11 earned a Master of Teaching degree, strengthening long-term educator pipeline readiness. • Coordinated 9 student teacher placements across 7 certification areas in partnership with 7 colleges and universities, supporting structured entry into the teaching profession.
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