NEW LONDON PUBLIC SCHOOLS

NEW LONDON PUBLIC SCHOOLS'

DISTRICT IMPROVEMENT PLAN

YEAR 3
SY26-27

ignite LEARNING
2024-2027

PROJECTS/ACTIONS TO BE TAKEN BY DEPARTMENTS




















Vision

United in Excellence

Mission

To educate and graduate students who specialize in one of the two themed Magnet pathways: 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.

Welcome to the 2026–2027 School Year:
Fuel the Flame. Carry the Torch.

Dear New London Public Schools Community,

As we enter Year 3 of our three-year strategic journey, I am filled with incredible pride in how far we have come together and look forward to our continued growth and achievements in SY 26-27.

Under our unifying vision, To Unite in Excellence, New London Public Schools continues to uplift and value the rich diversity, ethnicities, cultures, and talents that define our vibrant community. We know that our greatest strength lies in collaboration, teamwork, and fostering a true sense of connectedness for every student, staff member, and family across our PreK–12 and Adult Education programs.

This school year, our theme is Fuel the Flame. Carry the Torch. It is a call to action to ignite learning into the future by building on our momentum, deepening our impact, and ensuring that every learner in New London thrives.



To guide our collective work for SY 2026–2027, our District Improvement Plan focuses on four fundamental Strategic Goals:

ignite LEARNING

New London Public Schools' District Improvement Plan: SY 2026-2027

IGNITE LEARNING...INTO THE FUTURE! NLPS' Three-Year Strategic Plan

SY26-27 (Year 3 of 3) Theme: Fuel the Flame. Carry the Torch.

District's Vision: To Unite in Excellence

Grounding Tenants: New London Public Schools Unites in Excellence, uplifting and valuing its many diversities, ethnicities, cultures, and talents. It finds strength in collaboration and teamwork, seeking a sense of connectedness for every member of its school community.

Strategic Goal 1: MASTER THE KEYS TO UNLOCKING LITERACY.

Students, (PreK-12 and Adult Education), will develop strong literacy skills through comprehensive and targeted instruction, early interventions, differentiated instruction, and robust family and community support. Growth and proficiency levels in a variety of literacy assessments will show improvements across grades, while students also foster a love for life-long learning.

Strategic Goal 2: COMPUTE SUCCESSFULLY and WITH CONFIDENCE in MATHEMATICS.

Students will master number sense, problem-solving, algebraic thinking, spatial and logical reasoning, and persistence when solving problems. As they meet increased success, they will gain confidence in their problem-solving abilities. Growth and proficiency levels in a variety of mathematical assessments will show improvements across grades, while students also foster a love for life-long learning.

Strategic Goal 3: STUDENTS AND STAFF WILL FULLY ATTEND, ENGAGE AND CONTRIBUTE.

Student and staff attendance and contributions across the district, (PreK-12 and Adult Education), will increase, grounded in a positive and inclusive school culture, the implementation of supportive polices, and the promotion and celebration of active participation. Attendance measures will show an increase due to active engagements.

Strategic Goal 4: STRONG FAMILY AND COMMUNITY PARTNERHSIPS WILL FUEL STUDENT SUCCESS.

As a district we will accelerate recruitment into the district's two magnet pathways, build the path to district-wide NEASC accreditation, increase engaging college/career opportunities, and deepen family-community co-partnerships to maximize student success.

GOAL 1 & 2:
Master the keys to unlocking literacy. Compute successfully with confidence in mathematics.

GOAL 3:
Students and staff will fully attend, engage, and contribute.

GOAL 4:
Strong family and community partnerships will fuel student success.

Year 3/3

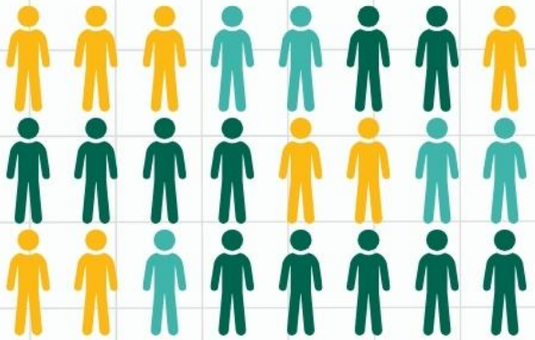


District's Vision:
Unite in Excellence

SY26-27 Theme:
Fuel the Flame
Carry the Torch

New London Public Schools' *Three-Year Strategic Plan*

NEW LONDON PUBLIC SCHOOLS DEMOGRAPHICS



2,684

STUDENTS ENROLLED

Data as of October 1, 2026

UNITED IN EXCELLENCE

NEW LONDON
PUBLIC SCHOOLS

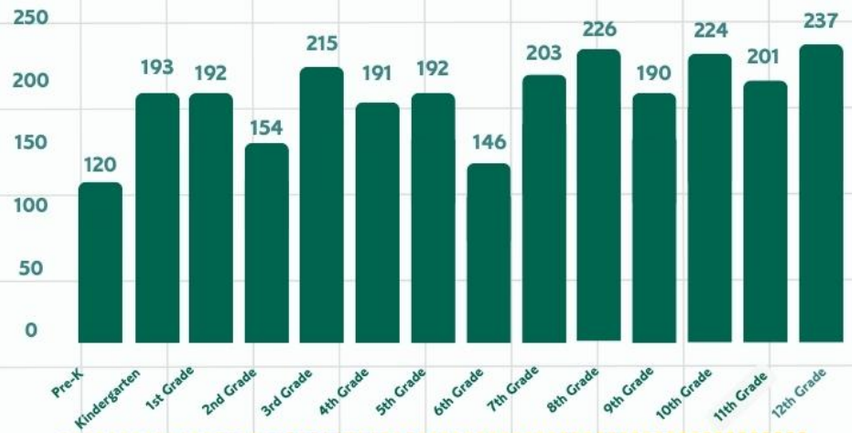
24% **651**
SPECIAL EDUCATION

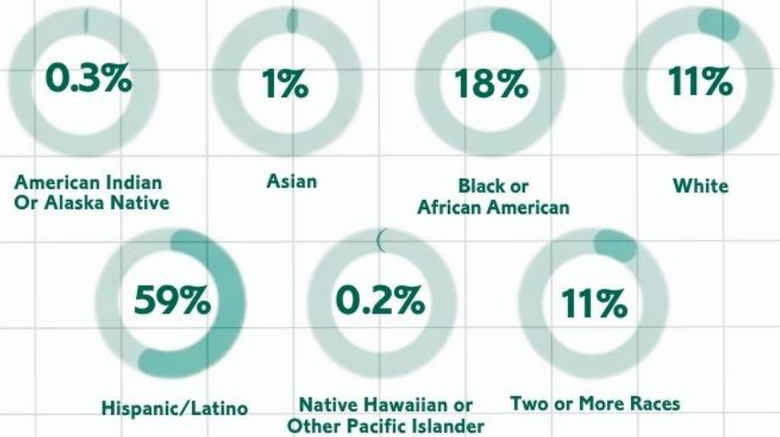
27% **719**
MULTILINGUAL LEARNERS

86% **2,240**
FREE/REDUCED MEAL ELIGIBLE

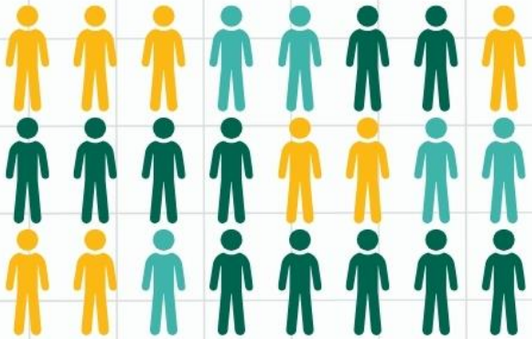
89% **2,379**
STUDENTS OF COLOR

STUDENTS BY GRADE





EARLY CHILDHOOD CENTER DEMOGRAPHICS



116

STUDENTS ENROLLED

Data as of October 1, 2026

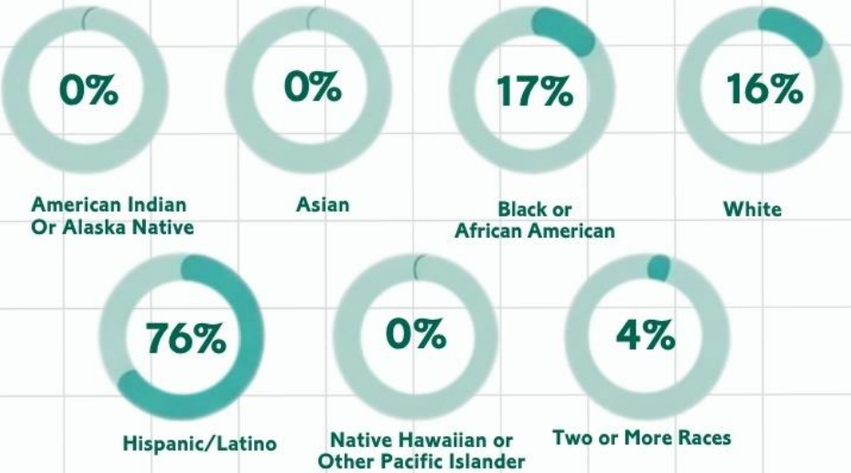
Early Childhood Center at B.P. Mission

34% **40**
SPECIAL EDUCATION

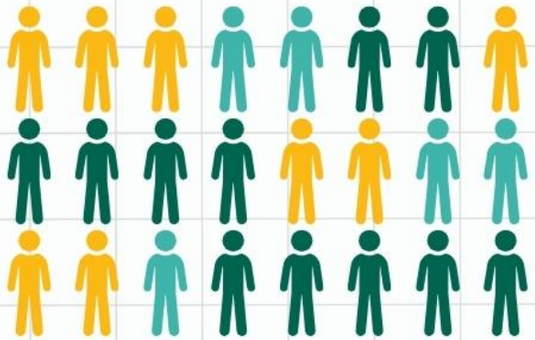
16% **19**
MULTILINGUAL LEARNERS

76% **88**
FREE/REDUCED MEAL ELIGIBLE

84% **98**
STUDENTS OF COLOR



WINTHROP DEMOGRAPHICS



480

STUDENTS ENROLLED

Data as of October 1, 2026

Winthrop Elementary Magnet School STEM

19% **93**
SPECIAL EDUCATION

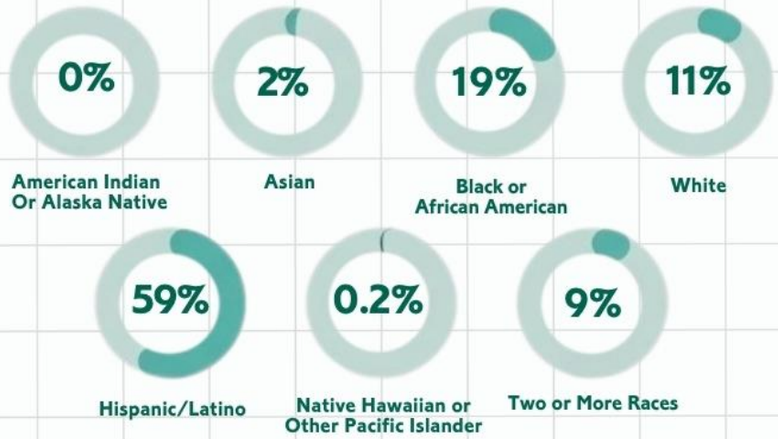
30% **145**
MULTILINGUAL LEARNERS

80% **382**
FREE/REDUCED MEAL ELIGIBLE

89% **426**
STUDENTS OF COLOR

STUDENTS BY GRADE





NATHAN HALE DEMOGRAPHICS



469

STUDENTS ENROLLED

Data as of October 1, 2026

NATHAN HALE
Arts Magnet School

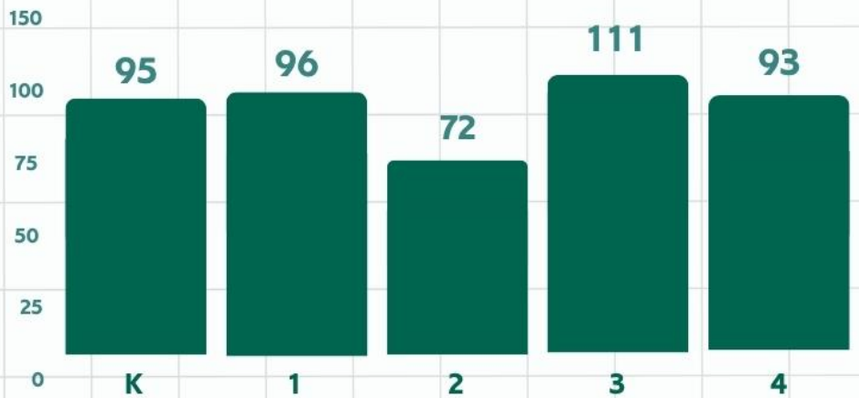
23% **106**
SPECIAL EDUCATION

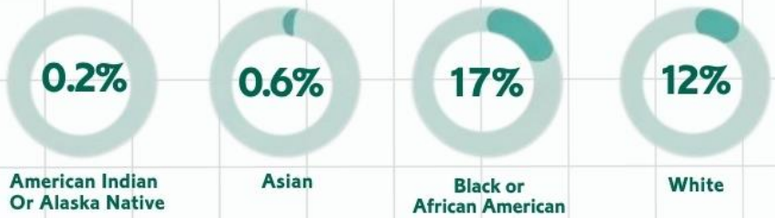
30% **140**
MULTILINGUAL LEARNERS

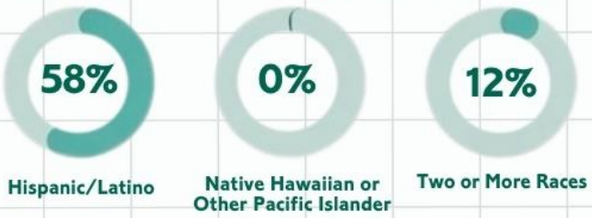
80% **377**
FREE/REDUCED MEAL ELIGIBLE

88% **412**
STUDENTS OF COLOR

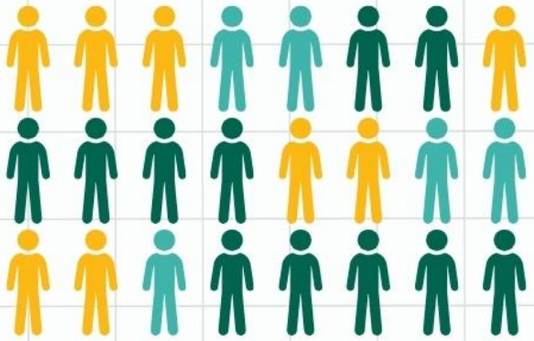
STUDENTS BY GRADE







MIDDLE SCHOOL CAMPUS DEMOGRAPHICS



541

STUDENTS ENROLLED

Data as of October 1, 2026

BENNIE DOVER JACKSON
BDJ
MULTI-MAGNET MIDDLE SCHOOL CAMPUS

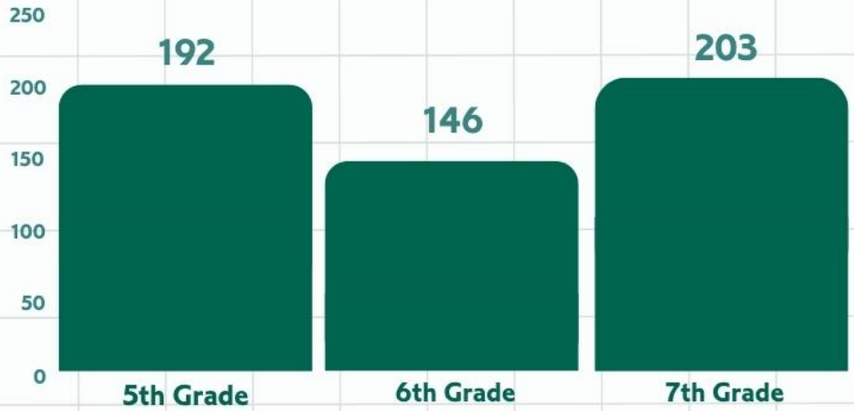
28% **150** SPECIAL EDUCATION

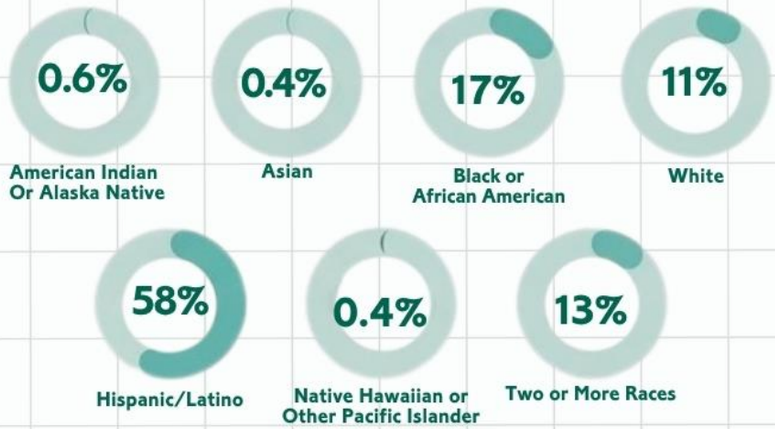
28% **153** MULTILINGUAL LEARNERS

86% **465** FREE/REDUCED MEAL ELIGIBLE

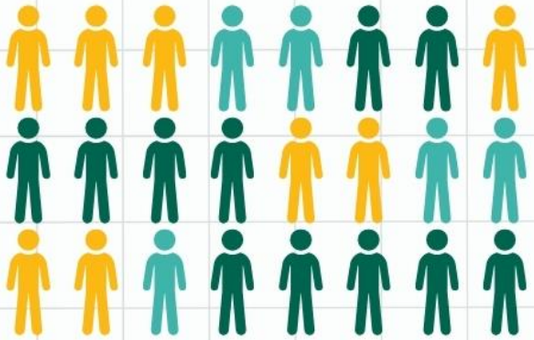
88% **480** STUDENTS OF COLOR

STUDENTS BY GRADE





HIGH SCHOOL CAMPUS DEMOGRAPHICS



1,073

STUDENTS ENROLLED

Data as of October 1, 2026

NLHS MULTI-MAGNET CAMPUS
NLPS

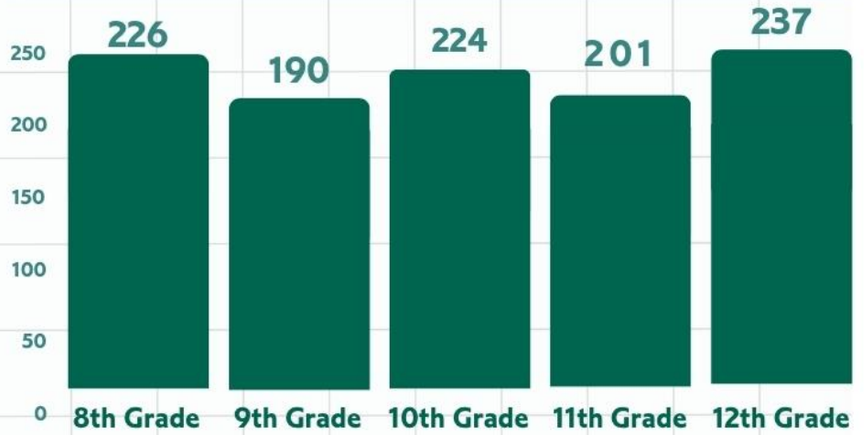
24% **262**
SPECIAL EDUCATION

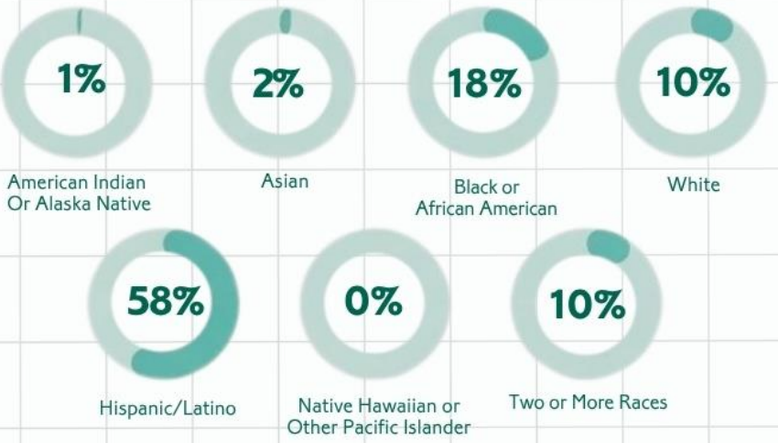
26% **281**
MULTILINGUAL LEARNERS

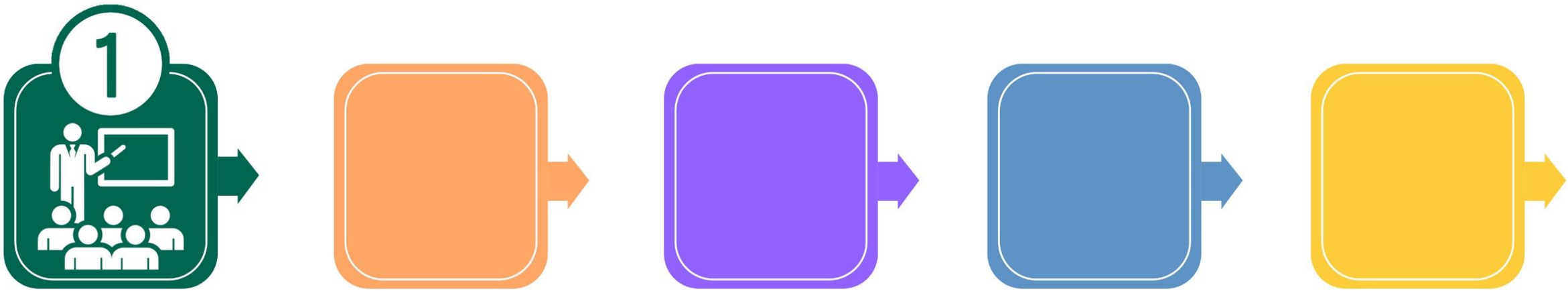
86% **926**
FREE/REDUCED MEAL ELIGIBLE

90% **961**
STUDENTS OF COLOR

STUDENTS BY GRADE







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 2026	Spring 2027
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, including electives/specials, with a focus on Tier 1 practices using data from assessments, instructional rounds, district-wide school visits, and professional development. <u>Play-based learning:</u> Increase play-based learning opportunities across all PreK-3 classrooms.	• Implementation of instructional rounds at every school to focus on individual teacher growth • Implementation of district-wide school visits to identify building-wide trends of strengths and areas of improvement • Data reviews on a consistent basis through grade level meetings, department meetings, and PLCs in order to drive instructional decisions Professional development sessions focused on early childhood practices	• Assessment data including unit assessments, i-Ready, and others outlined in each school's SIP • Data from instructional rounds and district-wide school visits Meeting minutes from grade level meetings, department meetings, and PLCs		
	Continue to develop and implement high-quality curriculum across all content areas including electives/specials: <u>Implementation of a full curriculum audit:</u> Review and support existing curriculum and identify the need to develop new curriculum as needed.	• Full curriculum audit of every class taught at NLPS to adhere to NEASC's standards • Implementation of CommonLit (new 6-12 ELA curriculum) • Engaging various stakeholders to identify a new ELA curriculum for grades K-5 Arts and STEM integration within curriculum units as appropriate	• Creation of a Curriculum Review Committee to complete a full curriculum audit • New K-5 ELA curriculum identified for the 2027-2028 school year • Completed curricular units that include Arts and STEM integration Ongoing professional development		

	Focus on data and high-leverage instructional practices: <u>Data focus:</u> All PLCs, department meetings, and grade level meetings utilizing Forefront and the Rise Platform at applicable grade levels. <u>Instructional rounds:</u> Engage teams of teachers, staff, and other school's admin/teaching staff to highlight exemplary instructional practices, promote individual teacher growth, and building K-12 alignment. <u>Instructional coaching:</u> Develop and implement cycles of instructional coaching in order to promote continuous improvement. <u>Ongoing differentiated professional development:</u> Use data from assessments, instructional rounds, school visits, and staff input to offer research-based, high-quality professional learning sessions for staff.	• Continue to focus on the use of formative, summative, and universal data that are identified in each school's SIP to adjust and inform instruction • Utilize Forefront and Rise platforms to house data that will be used to drive decisions in data teams, grade level teams, and PLCs • Implement instructional rounds at each school to ensure every teacher has participated in at least two cycles by the end of the school year Ongoing differentiated professional development will continue to be provided for all in order to meet the diverse needs of our staff.	• Student work and assessments analyzed at data teams, grade level meetings, and PLCs • Meeting minutes for data teams, grade level meetings, and PLCs. • Instructional round data • Instructional coaching feedback Staff feedback surveys after the completion of PD		

				Winter 2026	Spring 2027
District Focus Areas:	**Goal**	**Actions/Strategies**	**Measures**	**Middle-of-Year Accomplishments**	**End-of-Year Results**
1b **Multilingual Learner Department**	For the 26-27 school year, the MLL Department will continue to focus on student growth, attendance, and working with parents as educational partners. Additionally, we will focus on professional learning to support teachers across content areas and grade levels through professional learning opportunities and resources. Our work across the various focus areas will mirror our tiered systems of support. These goals will be supported in collaboration with various stakeholders to include MLL staff, instructional coaches, administrators, tutors, the Welcome Center, and the Career Center. **Student Growth and Supports** By June 2027, we should see increased participation and growth on the LAS Links and other district assessments.	**TIER I:** • Goal setting conversations with MLLs across K-12 to inform and encourage participation and growth on LAS Links and district assessments. • K-8 MLL Teacher participation at MTSS meetings. • 9-12 Seal of Biliteracy information disseminated **TIER II:** • Conduct meetings with students that are close to exiting and set specific goals for participation and growth expectations based on time in the program. • Calls to families to inform of testing importance and growth expectations.	**Evidence/Measures:** • Teacher notes • Meeting attendance and agenda • Evidence of flyers • Participation in Seal of biliteracy testing **Evidence/Measures:** • Student goal setting forms • LAS Links Results (growth and exits) • Call logs/PS logs • Number of students earning the Seal of Biliteracy		
	Attendance By June 2027, we should see an improvement in the attendance of Multilingual Learners across all schools.	**TIER I:** • Director will attend district and HS attendance meetings • MLL staff will build home and school connections	**Evidence/Measures:** • Attendance meeting agendas • Parent square information sent • Etc.		

		• Attendance materials distributed in different languages **TIER II:** • Work with the College and Career Center to have at least 3 events during the school year to engage chronically absent seniors and their families to plan for graduation and beyond. • Parent meetings, calls home, and info sessions.	• Home calls logged in PS **Evidence/Measures:** • Invitations • PS logs • Attendance sheets • Etc.		
	Parents as Educational Partners By June 2027, we will have at least three parent events where families receive information regarding attendance, graduation requirements, celebrations of growth, and/or Q & A sessions.	**Tier I:** • General school messages • Parent Bill of Rights posted • Information sent via Parent Square **Tier II:** • Personalized meetings with specific students and families • Calls home	**Evidence/Measures:** • Participation in building activities • Website • Parent Square information sent home **Evidence/Measures:** • Personalized invitations to a select group of students/families • PS logs		

				Winter 2026	Spring 2027
District Focus Areas:	**Goal**	**Actions/Strategies**	**Measures**	**Middle-of-Year Accomplishments**	**End-of-Year Results**
1c **Athletics and Health and Physical Education**	**Participation Rates:** Final participation rates for the 2025-26 SY were 43.8%, which was a 3.09% increase from the previous school year. For the 2026-27 school year, the goal will be a 2.2% increase that will get us to 46% of our student enrollment participating in at least one sport.	Target recruiting student athletes to sports where increased participation numbers strengthen the program. Most notably, track and field, wrestling, and football. Promote participation through an initiative highlighting sportsmanship. Book bag tags are awarded to student athletes that demonstrate sportsmanship.	Compare participation rates from the past five years to chart progression. Record number of social media posts that celebrate sportsmanship recipients.		
	Expanded Offerings: For the 2025-26 SY, the high school boys' volleyball program completed their inaugural season. For the 2026-27 SY, we will be expanding sub-varsity scheduling. This will draw and keep additional student athletes.	Provide more game opportunities for freshman and junior varsity teams. Most notably, basketball, freshman football, softball, baseball	Compare the number of sub-varsity games offered last school year to this school year.		

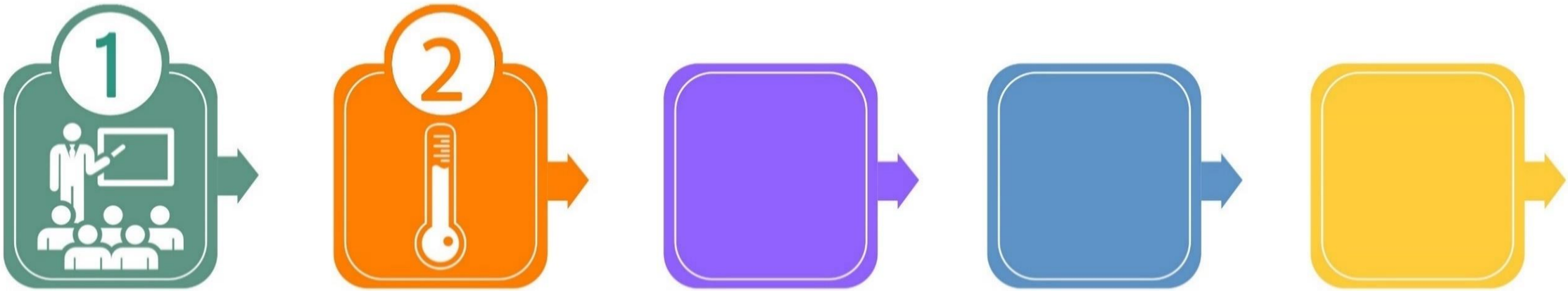
				Winter 2026	Spring 2027
District Focus Areas:	**Goal**	**Actions/Strategies**	**Measures**	**Middle-of-Year Accomplishments**	**End-of-Year Results**
1d **Magnet Theme-based Curriculum and Integration**	**Expand and Implement Magnet Theme-Based Curriculum Across the K-12 Pathways:** During the 2026–2027 school year, the Magnet Department will support the continued development, implementation, and refinement of standards-aligned curriculum within the district's STEM and Visual & Performing Arts pathways. At the elementary level, the work will focus on implementing and refining the SDG-integrated Social Studies units. At the secondary level, the district will establish a foundation for consistent magnet-theme integration by supporting departments in applying a STEM or Arts Lens to existing curriculum and instruction.	**Elementary Level: Grades K–4** • Support the implementation of the SDG-integrated Social Studies units developed by the K–4 curriculum-writing team at Nathan Hale and Winthrop. • Collect teacher feedback and student work following the implementation of each unit. • Review instructional pacing, standards alignment, student engagement, and the effectiveness of the STEM or Arts connections. • Revise curriculum materials based on implementation data and teacher feedback. **Secondary Level: Grades 5–12** • Reinforce the STEM and Arts Lens introduced during beginning-of-year professional development. • Develop or refine a common planning tool that teachers can use to identify how the pathway theme is reflected in a lesson or unit. • Complete an initial curriculum inventory to identify existing	**Elementary Level: Grades K–4** • 100% of K–4 grade levels at Winthrop STEM and Nathan Hale Arts will implement their school-specific launch unit. • 100% of K–4 grade levels will implement at least two SDG-integrated Social Studies units during the 2026–2027 school year. • Each unit will include documented integration of the school's STEM or Arts theme. • Teacher feedback will be collected following each unit, with a target response rate of at least 80%. • At least one student work sample or performance task will be collected from each grade-level unit. • Recommended curriculum revisions will be documented by June 2027.		

		examples of STEM and Arts integration within core academic and pathway-specific courses. • Identify one existing lesson, unit, performance task, or project within each core academic department that can be strengthened through the appropriate STEM or Arts Lens. • Facilitate collaboration between core academic teachers and STEM or Arts teachers to develop meaningful interdisciplinary connections. • Encourage teachers to connect instruction to authentic problems, design challenges, performances, exhibitions, creative products, careers, community partners, and the United Nations Sustainable Development Goals where appropriate. • Pilot the revised lessons or units and collect student work, teacher reflections, and student feedback. • Create a shared collection of exemplar lessons and student products that can be used to support continued curriculum development. • Provide opportunities for teachers to share successful integration practices during department meetings, professional learning, or an	**Secondary Level: Grades 5–12** • A baseline inventory of existing STEM and Arts curriculum integration will be completed at both the middle and high school levels. • Each core academic department—English Language Arts, mathematics, science, and social studies—within each secondary pathway will identify, revise, and implement at least one lesson, unit, project, or performance task using the appropriate STEM or Arts Lens. • Each participating department will submit at least one curriculum artifact and one example of student work demonstrating theme integration. • At least one collaborative planning or professional learning opportunity focused on magnet-theme integration will be provided at each secondary campus. • Teacher feedback will be collected to identify successes, challenges, resource needs, and		

		end-of-year curriculum showcase.	priorities for continued implementation. • Exemplary lessons and student products will be shared with staff and/or the Board of Education by June 2027. • Findings from the pilot year will be used to establish expanded secondary integration goals for the 2027–2028 school year.		
	Strengthen Magnet-Themed Instructional Integration and Professional Learning: By June 2027, each school will strengthen the visibility and integration of its magnet theme by incorporating meaningful STEM or Visual and Performing Arts connections into core instruction, interdisciplinary projects, schoolwide experiences, and professional learning.	• Provide Magnet 101 professional learning for staff to build a shared understanding of magnet-school expectations, pathway identity, theme integration, reduced isolation, and student recruitment. • Provide ongoing, differentiated professional learning focused on integrating STEM, Arts, and the SDGs into classroom instruction. • Continue monthly STEM-integration professional learning and support at Winthrop STEM. • Continue monthly Arts-integration professional learning and support at Nathan Hale Arts. • Use K–12 Magnet Department meetings to coordinate curriculum, pathway programming, and vertical alignment. • Support teachers in developing or refining at least one	• Magnet 101 professional learning will be provided at each magnet school or pathway during the 2026–2027 school year. • At least 80% of instructional staff will participate in one or more magnet-theme integration professional learning opportunities. • Each grade level, K–12, will implement or document at least one interdisciplinary project or learning experience connected to its STEM or Arts pathway. • Professional learning agendas, attendance records, instructional materials, photographs, and student work samples will be collected as		

		interdisciplinary magnet-themed learning experience at each grade level. • Encourage schools to "scream the themes" by making their magnet identities visible through instruction, student work, performances, exhibitions, communications, events, and the physical environment. • Provide opportunities for teachers to share magnet-themed instructional practices and student products with colleagues.	evidence of implementation. • At least 80% of participating teachers will report increased confidence in integrating the magnet theme into instruction, as measured through a staff survey or professional learning feedback form. • Each school will provide evidence of at least two ways it increased the visibility of its magnet theme during the school year.		
	Expand Real-World Learning and Community Partnerships: During the 2026–2027 school year, the Magnet Department will maintain and expand partnerships with businesses, industries, colleges and universities, arts and cultural organizations, nonprofit agencies, and community organizations to provide students with authentic learning, career awareness, enrichment, and workforce-development experiences aligned with the STEM and Visual and Performing Arts pathways.	• Review and update the districtwide Community Partner document to ensure that contact information, services, grade levels, and pathway connections remain current. • Identify gaps in community partnerships by school, grade span, pathway, content area, and career cluster. • Maintain and strengthen existing partnerships with organizations such as Electric Boat, NESS, Project O, LEARN, Connecticut College, UConn ECE, EastCONN, the Garde Arts Center, Essex Winter Series, and the Eastern Connecticut Symphony Orchestra. • Develop additional partnerships that support STEM, health care, manufacturing, maritime careers, engineering, visual	• The districtwide Community Partner document will be reviewed and updated at least twice during the school year. • Each magnet pathway will engage students in at least three documented partner-supported learning experiences during the 2026–2027 school year. • Each school will document at least one new or expanded community partnership. • Partnership activities will be documented through participation records, agendas, photographs, student		

		arts, music, dance, theatre, and media arts. • Collaborate with school counselors, College and Career Workforce Coordinators, teachers, and administrators to connect students with guest speakers, field experiences, career panels, workshops, performances, mentoring, job-shadowing, internships, and other authentic learning opportunities. • Increase connections between community partners and classroom curriculum so that partnership activities reinforce academic standards and pathway learning. • Track student participation and gather student and staff feedback to evaluate the quality and impact of partnership experiences. • Recognize and communicate partnership activities through district and school newsletters, websites, social media, exhibitions, and community events.	work, reflections, or partner feedback. • Student feedback will be collected following major career-readiness or community-partner experiences. • At least 80% of responding students will report that the experience increased their understanding of a career field, college pathway, community issue, or real-world application of their learning. • An end-of-year summary will identify active partners, students served, activities completed, pathway alignment, and recommendations for continued expansion in 2027–2028.		



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

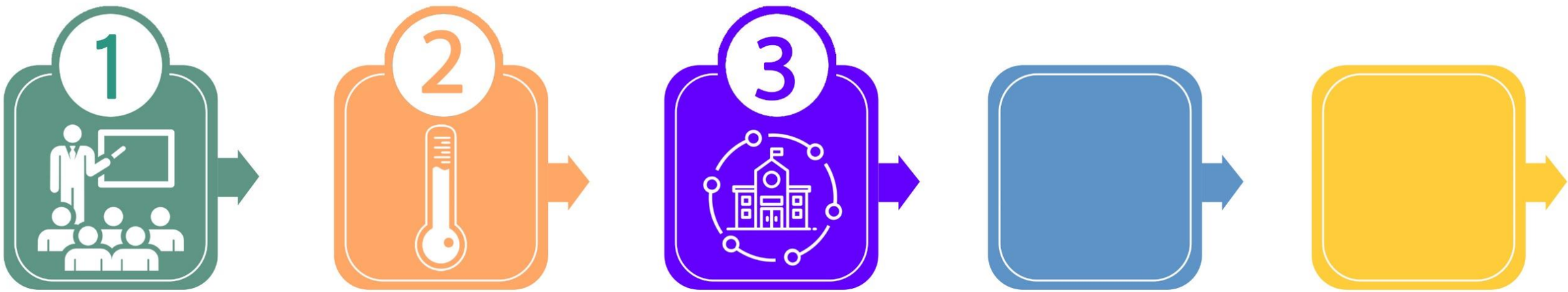
Culture of Excellence:

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 2026	Spring 2027
District Focus Areas:	**Goal**	**Actions/Strategies**	**Measures**	**Middle-of-Year Accomplishments**	**End-of-Year Results**
2a **Special Education Services**	**Paraeducator Professional Development:** Paraeducator professional development will continue.	Implement targeted professional development for paraeducators on early release days.	Professional development schedule		
	Expand Transition Services: The SOS transition program will provide opportunities for vocational skill development.	Continued work with BRIDGE CT to support expansion of the transition program. Enrollment of students in pre-SOS program to provide vocational skill development. Support for transition and vocational skill development in Resource classes.	Completion of action steps		
	Support Strong Instructional Practices for Diverse Learners: Focus will be on the instructional core, ensuring high-quality differentiated instruction aligned to students' needs.	Review and coordination of curriculums across self-contained classroom settings to align instructional practices. Training through VB Mapp and implementation of program design based on student data. Review of additional programs to support neurodiverse learners.	Completion of action steps		

				Winter 2026	Spring 2027
District Focus Areas:	**Goal**	**Actions/Strategies**	**Measures**	**Middle-of-Year Accomplishments**	**End-of-Year Results**
2b **Mental Health and Wellness Services**	**Strengthen Relationships:** All schools will continue to develop systems to support strong staff/student relationships.	Continued implementation of district wide prek-12 SEL curriculum, Second Step. Continued implementation of PBIS systems in all schools.	Second Step completion PBIS Rewards		
	Trauma Therapy: CBITS will continue at the middle school to support students experiencing trauma.	Collaboration with CHDI to implement CBITS at the middle school.	Successful completion of two CBITS groups by June 2027.		
	Continuum of Services: A continuum of instructional support will continue to be provided to students receiving special education services.	Support co-teaching models through continued professional development of teacher pairs. Individualized programming for students in self-contained classrooms.	Student progress on IReady, IEP goals, and district assessments.		

				Winter 2026	Spring 2027
District Focus Areas:	**Goal**	**Actions/Strategies**	**Measures**	**Middle-of-Year Accomplishments**	**End-of-Year Results**
2c **Climate & Culture**	**Reduce Chronic Absenteeism:** All schools will reduce chronic absenteeism.	Continued proactive and reactive strategies to support student attendance and engagement including incentives, home visits, meetings, class recognitions.	District attendance data		
	Maintain or Decrease Out of School Suspensions: All schools will either maintain low numbers or decrease school suspensions.	Implementation of social emotional learning curriculum and restorative practices in all schools to create a positive school culture.	District suspension data		



A School Community that Creates Welcoming and Empowering Partnerships for Learning

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



A School Community that Creates Welcoming and Empowering Partnerships for Learning

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

				Winter 2026	Spring 2027
District Focus Areas:	**Goal**	**Actions/Strategies**	**Measures**	**Middle-of-Year Accomplishments**	**End-of-Year Results**
3a **Student, Staff, Family, and Community Engagement and Empowerment**	**Student Opportunity and Empowerment:** The district will continue to promote extended learning and student empowerment opportunities.	This year we aim to develop a new committee, alongside current partners and potential employers, which will work to align students to new internship opportunities. This initiative will help students make connections, and it will guide steps in the process of workforce development. This initiative may also allow high school students to earn part time pay.	A new committee will be informed. Partners/employees will be engaged. Procedures will be developed.		
	Fostering Shared Leadership: This year's theme elevates our belief in the talents of our educators and staff. We will provide opportunities for staff to co-lead initiatives and professional learning.	One such example is the development of NEASC Steering Committees, which have engaged several leaders, teachers and staff.	NLPS staff will be seen and tapped on the shoulder to co-lead initiatives. This work will be highlighted as we "pass the torch" (small recognition prizes) highlighting the talents and contributions of our staff.		
	Secretarial staff will have the opportunity to be engaged in professional development sessions monthly, throughout the school year.	These professional development opportunities will allow secretaries to come together to learn, re-train, and collaborate with their peers.	Secretaries will attend monthly professional development sessions. All information shared will be housed in a folder in the All Staff OneDrive for future reference and training.		
	Family-School Partnerships: The district and schools will offer multiple opportunities for families to co-partner with educators, to ensure students achieve.	The high school campus is initiating a formal School Governance Council. The elementary and middle schools will be engaging with families through scheduled PTO/Parent Leadership	Meetings will occur on a regular basis. Meeting agendas and minutes will be taken.		

	Partnerships are the key to success for all.	Team Meetings and magnet-themed hands-on learning events. Goals are set for all.	Participation will increase from the beginning of the year to the end of the year.		
	Wrap-Around Family Services and Support: The district remains committed to supporting families' social service needs, to the best extent possible, throughout the school year. **NEASC District-wide Accreditation:**	• <u>Food Insecurity:</u> The district will continue to support family needs by visiting the food pantry, weekly, to build and deliver to our families. • <u>Homelessness</u>: The district will continue to work to support students and families experiencing homelessness though collaboration with the CIty and partner agencies. Discreet support is offered. • <u>Mental Health Care:</u> The district will continue to offer multi-tiered systems of support for mental health needs. Tier 1 (curriculum), tier 2 (interventions) and tier 3 (risk and threat protocols) will be in place. Outside referrals will also be made. • <u>Dental Care:</u> The district will continue its unique partnership, created with a dental hygienist. A hygienist remains on site in the schools for this school year.	Data and outcomes will be continuously analyzed and responded to. The goal is to ensure that every family in need is known and empowered with knowledge of resources and NLPS staff connections. Surveys will be administered this fall.		

	The NLPS school community will be engaged in setting and accomplishing goals, aligned to national standards for PreK-12 accreditation. This work will take three years to complete, with SY 26-27 being year 1.	Teachers, support staff, families and students will be engaged in various ways to help guide this work and develop a “Portrait of a Learner” for NLPS. NEASC Steering Committees are developed and work is in process	Several NLPS staff will participate in high-quality NEASC Professional Development The district will achieve its set NEASC Accreditation goals set for SY 2026-2027.		



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 2026	Spring 2027
District Focus Areas:	**Goal**	**Actions/Strategies**	**Measures**	**Middle-of-Year Accomplishments**	**End-of-Year Results**
4a Magnet Marketing & Recruitment	**Increase Magnet Awareness, Applications, Enrollment, and Retention:** During the 2026–2027 school year, the Magnet Department, in collaboration with the district's newly hired full-time Communications and Marketing Manager, will implement a coordinated, data-informed marketing and recruitment plan that increases awareness of the district's STEM and Visual & Performing Arts pathways, generates qualified applications, supports families through the enrollment process, and strengthens student retention. Attention will be given to increasing out-of-district enrollment at the middle and high school levels as the district works toward the state-established goal of at least 25% out-of-district enrollment in each secondary magnet program by the 2029–2030 school year. Recruitment at the elementary level will be aligned with available capacity at Winthrop STEM and Nathan Hale Arts.	• Develop and implement a districtwide magnet marketing and recruitment calendar in collaboration with the Communications and Marketing Manager. • Clearly define the marketing and recruitment responsibilities of the Magnet Department, Communications and Marketing Manager, school administrators, teachers, counselors, students, and family ambassadors. • Develop pathway-specific messaging that communicates the distinctive programs, courses, partnerships, student experiences, and PK–12 progression of the STEM and Visual & Performing Arts pathways. • Maintain consistent application deadlines, tour dates, contact information, and pathway descriptions across district and school websites, social media	• Out-of-district magnet applications will increase by at least 10% over the 2025–2026 application cycle. • Application data will be reviewed at least monthly during the recruitment period and disaggregated by school, pathway, grade level, residency, and application status. • The district will document the number of applications started, applications completed, placement offers made, offers accepted, students enrolled, and students placed on waitlists. • A baseline application-to-enrollment conversion rate will		

		accounts, printed materials, and SchoolMint. • Increase the frequency of pathway-specific content highlighting student work, performances, competitions, career-connected learning, community partnerships, and student accomplishments. • Create a coordinated social media schedule that balances districtwide magnet messaging with school- and pathway-specific content. • Schedule school tours, open houses, information sessions, performances, exhibitions, and pathway showcases throughout the recruitment cycle. • Conduct targeted outreach to families in surrounding communities through schools, libraries, community events, youth organizations, partner agencies, and other family-centered locations. • Engage current students, families, staff members, alumni, and community partners as ambassadors for the district's magnet pathways. • Develop clear, family-friendly materials explaining the application, lottery, acceptance, and waitlist processes.	be established for each school and pathway. • Families with incomplete applications or unaccepted placement offers will receive documented follow-up communication. • Each magnet school or secondary pathway will offer multiple recruitment opportunities, such as tours, open houses, showcases, performances, or information sessions, during the application cycle. • Each school will provide the Communications and Marketing Manager with pathway-specific content on a regular schedule. • Social media reach and engagement will be monitored, with results compared to the 2025–2026 baseline. • Each secondary magnet program will demonstrate progress toward the state goal of at least 25% out-of-district enrollment by the		

		• Provide direct follow-up to families who begin but do not complete applications and to families who receive placement offers but have not responded. • Continue communicating with current families about continued enrollment eligibility when a student moves outside New London to support student retention. • Review application, acceptance, enrollment, waitlist, withdrawal, and retention data regularly to identify trends and determine which recruitment strategies are most effective. • Adjust recruitment efforts throughout the application cycle based on application numbers, grade-level needs, available seats, and out-of-district enrollment percentages.	2029–2030 school year. • Student withdrawal and retention information will be reviewed to identify trends and opportunities for improved family communication and student support. • An end-of-cycle recruitment report will summarize applications, offers, acceptances, enrollments, residency, event participation, communication reach, and recommendations for the next recruitment cycle.		
	Strengthen District and Magnet Pathway Branding: During the 2026–2027 school year, the district will establish a clear and consistent visual and narrative identity for its two PK–12 magnet pathways. The Magnet Department and Communications and Marketing Manager will collaborate with school leaders to ensure that district and school communications clearly communicate the identity, continuity,	• Finalize the updated NLHSMMC logo and visual identity to reflect the district's two-pathway structure. • Review existing school and pathway logos, messaging, colors, taglines, and marketing materials for accuracy and consistency. • Develop consistent language describing the district as an all-magnet public school district and	• The updated NLHSMMC logo and visual identity will be finalized and approved during the 2026–2027 school year. • An updated district magnet branding guide will be developed and shared with school leaders and staff.		

	and unique value of the STEM and Visual & Performing Arts pathways.	explaining the PK–12 progression of each pathway. • Create a shared set of approved templates for flyers, presentations, social media posts, recruitment materials, event signage, and family communications. • Update district and school websites to reflect current grade configurations, pathway structures, courses, programs, partnerships, application information, and contact information. • Ensure that the STEM and Arts pathways are visible throughout school buildings, classrooms, events, digital communications, and public presentations. • Develop a library of current photographs, videos, testimonials, student work, and pathway-specific stories for use in recruitment and public communications. • Provide staff with guidance on the appropriate use of approved logos, pathway descriptions, messaging, and marketing templates. • Coordinate the release of major announcements and pathway accomplishments through district and school communication channels.	• Approved templates will be available for commonly used recruitment and communication materials. • District and school magnet webpages will be reviewed and updated for accuracy at least twice during the school year. • 100% of magnet schools and programs will use current pathway names, grade configurations, logos, and approved program descriptions in public-facing materials. • Each magnet school or secondary pathway will provide current photographs, student work, program highlights, and success stories for inclusion in the district's shared marketing library. • A midyear and end-of-year review of websites, social media, printed materials, and school-based signage will be conducted to assess		

			branding consistency. • Staff and family feedback will be collected to determine whether the district's pathway structure and distinctive magnet offerings are clearly understood.		

				Winter 2026	Spring 2027
District Focus Areas:	**Goal**	**Actions/Strategies**	**Measures**	**Middle-of-Year Accomplishments**	**End-of-Year Results**
4b **Budget, Business and Finance**	**Financial Software Implementation:** Work with the Board of Education to craft an agreement between the New London Board of Education and the City of New London for the shared use of, and access to Munis financial, [payroll and Human Resources software platform and database	Work with the Board president and the joint meeting of the BOE and City Council Finance Committees to discuss and explore the challenges that we are having with the Minis software package and determine ways in which processes could be made more efficient. Negotiate with the city in order to craft a mutually acceptable agreement that defines the rights and responsibilities of the City of New London, and of the New London Board of Education with regard to the processing and tracking of financial transactions in the shared Munis system	A MOU is officially signed and approved by the BOE and by city government where both parties feel that their individual interests and responsibilities are protected		
	Long-term Budget Planning: Develop a formal process whereby program leaders maintain and update expense forecasts as the year progresses. At certain milestones, to assist with financial planning during budget development as well as the year-end financial close **Audit Findings Response:** In response to a repeated audit finding, in conjunction with the city finance department, design and implement a monthly, quarterly, or semiannual financial close process to	Develop a standard template for forecasting each expense line. Determine how and when current actual and budget information will flow into the template. (Possibly through the use of a 3rd party tool?) Meet with program leaders to present the forecasting tool and seek to buy in from program leaders as to the importance of forecasting expenses. Schedule meetings with the City of New London Finance Director to identify the parts of the financials that should be reconciled, and to	Forecasts are being refreshed early in the budget development process Line-item transfers are being approved and recorded proactively The audit finding will not be repeated in the FY27 audit. Note that this will require a joint effort between the city and the BOE finance		

	verify balance sheet balances and prepare for the annual financial close and annual independent audit of the combined financial statements	determine who will be responsible for reconciling what, by what date	department. Neither department can complete this task by itself.		
	Business Office Systems: Budget development upgrade: utilize the budgeting tools that are provided as part of Munis or utilize a 3rd party budgeting/budget reporting software package to build and present budgets to include what-if scenarios and greater detail in what makes up the costs that rare included in each non staffing budget line (i.e. vendor, contract, quantity, pricing assumptions.	Seek demonstrations of how Munis budgeting tools work. This can be done through Munis support, as well as by contacting other school districts and municipalities that have vast experience budgeting with Munis. Seek presentations from 3rd party programs that offer these tools.			

				Winter 2026	Spring 2027
District Focus Areas:	**Goal**	**Actions/Strategies**	**Measures**	**Middle-of-Year Accomplishments**	**End-of-Year Results**
4c **Operations (Facilities)**	**BP Classroom Expansion:** Build two temporary classrooms at BPL to accommodate 40 students	Develop a compliant, cost-effective classroom solution that meets instructional and operational needs. Ensure the temporary classrooms provide a safe, functional, and equitable learning environment.	Site and classroom specifications approved; project remains within approved budget; all required permits/approvals obtained.		
	Maintenance Cycle: Establish a districtwide painting cycle so every building receives a fresh coat of paint at least once every five years.	Incorporate painting into the annual facilities budget and capital planning process.	At least 20% of the district's scheduled painting scope completed each year; 100% of buildings painted within a rolling five-year period		

				Winter 2026	Spring 2027
District Focus Areas:	**Goal**	**Actions/Strategies**	**Measures**	**Middle-of-Year Accomplishments**	**End-of-Year Results**
4d **Operations (Technology)**	**Information Support:** Create an AI platform that staff members can use to easily search BOE policies.	Develop a centralized, user-friendly AI policy search platform. Compile and organize all current BOE policies; standardize policy titles, numbers, categories, and effective dates. Implement an AI search tool that allows staff to ask questions and provide direct links and citations to the applicable policy language.	100% of active BOE policies available through the platform; AI responses provide a source policy/citation for 100% of policy-related answers.		
	Shared Vision: Create a shared Technology and Academics Committee to strengthen collaboration between instructional and technology teams and ensure technology decisions support teaching and learning.	Establish a cross-functional committee with clear representation and purpose. Identify representatives from Technology, Curriculum/Academics, school administration, teachers, special education, and others as needed. Develop the committee; define roles, meeting frequency, decision-making responsibilities, and communication expectations.	Committee established with representation from all identified stakeholder groups; charter approved; regular meeting calendar established.		

				Winter 2026	Spring 2027
District Focus Areas:	**Goal**	**Actions/Strategies**	**Measures**	**Middle-of-Year Accomplishments**	**End-of-Year Results**
4e **Operations (Food Service)**	**Meal Accountability:** Implement computerized meal counting and claiming system at elementary schools.	Improve the accuracy of meal counts and reimbursement claims.	Standardize point-of-service procedures; automate student meal identification and daily counts; establish reconciliation procedures between meal service and claiming data; conduct periodic audits.		
	Student Feedback: Implement a QR-code feedback system at the High School that allows students to provide real-time feedback on meals, menu items, and overall dining experience	Create an easy and accessible student feedback system. Use student feedback to improve menus and dining services.	Feedback reviewed at least monthly; documented menu or service improvements made based on student input; improvement in average student satisfaction ratings over time.		

				Winter 2026	Spring 2027
District Focus Areas:	**Goal**	**Actions/Strategies**	**Measures**	**Middle-of-Year Accomplishments**	**End-of-Year Results**
Operations (Transportation)	**Bus Contract:** We will continue to implement the current bus contract while monitoring transportation needs and usage to help inform planning for the upcoming bid cycle.	Bus Contract-Student transportation is critical to the success of a school system and is particularly important in supporting a robust magnet school system, as well as after-school and athletic programming.			

				Winter 2026	Spring 2027
District Focus Areas:	**Goal**	**Actions/Strategies**	**Measures**	**Middle-of-Year Accomplishments**	**End-of-Year Results**
4g **Operations (Safety and Security)**	**District Safety Committee:** <u>Committee Meetings:</u> District-level safety committee meetings will be held quarterly.	Meetings will be scheduled and will be inclusive of district and building staff, as well as local first responders.	Meeting minutes will be housed in the Executive Director of Operations' office.		
	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 and bonding requests if physical safety improvements need to be made.		
	Policy Revisions: <u>Updated Policies:</u> District safety policies will be updated to reflect updated legislation.	Draft policy revisions will be presented to the Board's Policy Committee, inclusive of updated legislative language.	An updated policy will be finalized by June 30, 2027.		

				Winter 2026	Spring 2027
District Focus Areas:	**Goal**	**Actions/Strategies**	**Measures**	**Middle-of-Year Accomplishments**	**End-of-Year Results**
4h **Operations (Communications)**	**Strengthen Strategic District Communications:** Establish a consistent, coordinated, and proactive communications system that keeps families, staff, and community members informed about district priorities, programs, events, accomplishments, and urgent information.	• Develop and implement a districtwide communications plan led by the Communications and Marketing Manager. • Establish a regular schedule for district and school communications through ParentSquare, social media, websites, newsletters, press releases, and other appropriate channels. • Create shared communication protocols, templates, branding expectations, and content calendars for schools and departments. • Regularly highlight student learning, staff accomplishments, magnet pathways, partnerships, and district successes. • Coordinate timely and accurate communications related to district operations, schedule changes, emergencies, and other time-sensitive matters. • Review engagement data to determine which messages and communication platforms are most effective.	• Districtwide communications plan and content calendar developed and implemented. • Consistent weekly district communications through social media, ParentSquare, and other identified platforms. • Increased social media reach and engagement compared with the 2025–26 baseline. • ParentSquare delivery, open, and engagement rates monitored quarterly. • Increased number of positive stories and accomplishments shared through district platforms and local media. • Quarterly review of communication analytics used to adjust strategies.		
	Improve Calendar Coordination and Access to Information: Maintain accurate, accessible, and coordinated district and school calendars so families, staff, and community members can easily locate current information about programs, meetings, activities, and events.	• Establish procedures and timelines for schools and departments to submit calendar information. • Designate staff responsible for reviewing and updating district and school calendars. • Use shared planning tools to coordinate major events and reduce scheduling conflicts.	• District and school calendars reviewed and updated at least weekly. • Major district and school events entered a minimum of 30 days in advance whenever feasible. • Reduced number of scheduling conflicts, duplicate		

		• Publish key dates and upcoming events regularly through district websites, ParentSquare, social media, and newsletters. • Conduct routine reviews to remove outdated information and confirm that event details are accurate and accessible.	events, and outdated calendar entries. • Monthly calendar reviews completed by designated staff. • Family feedback indicates improved ease of locating event and scheduling information.		
	Increase Family and Community Connectedness: Strengthen trust, engagement, and two-way communication by ensuring that all families and community members receive timely, accessible, and culturally responsive information and have meaningful opportunities to provide feedback.	• Continue providing important district communications in families' preferred languages through ParentSquare and other communication platforms. • Use multiple communication methods—including digital, print, telephone, in-person outreach, and community-based distribution—to reach families effectively. • Partner with schools, community organizations, and local media to expand the reach of district information. • Provide regular opportunities for families, students, staff, and community members to share feedback. • Promote community events, partnerships, student opportunities, and resources through coordinated district communications. • Identify families who are not consistently reached through digital communications and develop targeted outreach strategies.	• Increased ParentSquare contactability, delivery, and engagement rates across schools. • Essential district communications provided in the primary languages represented within the district. • At least two districtwide communication or engagement surveys administered during the school year. • Participation in family and community engagement opportunities tracked and reviewed. • Increased number of community partnerships, events, and resources promoted through district channels. • Survey results demonstrate improvement in families' perceptions of the timeliness, clarity, accessibility, and usefulness of district communications.		

				Winter 2026	Spring 2027
District Focus Areas:	**Goal**	**Actions/Strategies**	**Measures**	**Middle-of-Year Accomplishments**	**End-of-Year Results**
4i **Operations (Policy Work)**	**Website:** <u>Policies:</u> Update the District's website to include all up-to-date policies and inform staff of all updates as they occur.	The website will be updated once the policies have been approved at the Board of Education meetings.	The policy section of the website will only include the most up-to-date versions of each policy.		
	Policy Maintenance: <u>Policy Requirements:</u> A document of all policies and their associated requirements will be created.	A chart will be created which will outline any specific requirements of policies to include forms, regulations, handbooks, etc.	The completed chart will be shared with the Chair of the Policy Committee to guide compliance to Board policies		
	Policy Updates: <u>Updates:</u> Policies will be updated in accordance with updated legislation.	Policies will be brought to the Board's Policy Committee meeting for review, to adopt language which aligns with current legislation.	All relevant policies will be updated by June 2027 to address all legislative updates adopted in the 2026 session.		



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 2026	Spring 2027
District Focus Areas:	**Goal**	**Actions/Strategies**	**Measures**	**Middle-of-Year Accomplishments**	**End-of-Year Results**
5a **Employer Branding & Targeted Pipelines**	**Modernize District Marketing & Candidate Reach:** In 2025–2026, HR focused on establishing foundational university partnerships and refining hiring processes, onboarding 136 new employees (16% of the workforce). To build on this foundation and expand candidate reach, the district is transitioning from traditional recruiting to proactive digital employer branding, leveraging the baseline of 30 internal employees, interns, and student teachers who expressed interest in career growth opportunities. The aim and expected outcome are to modernize candidate engagement through social media campaigns and the “Why Do I Work at NLPS?” staff video series, aiming to increase overall application volume, expand digital reach, and convert student teachers and interns into full-time district hires.	Launch an official employer branding strategy across social media platforms, featuring authentic employee spotlight content like the “Why Do I Work at NLPS?” video series. Deepen relationships with university partners, residency programs, and community colleges to secure student teachers and intern placements in high-need roles.	Social media engagement metrics, candidate application volume, and applicant survey data on how candidates discovered opportunities. Increase overall application volume and candidate reach across digital channels. Baseline of 30 candidates expressing formal interest in district employment (tracked via Frontline portal).		

	Expand Shortage Area & Grow Your Own pipelines: The STEP (Supporting Talent through Engaged Planning) initiative was officially launched in 2025–2026 as a structured pathway for support staff, creating a foundational cohort of 56 participating employees, with 9 earning CSDE certifications or permits and 11 completing Master of Teaching degrees. The aim and expected outcome are to continue to cement STEP as a permanent internal pipeline aiming to increase internal support-to-certified conversions and achieve higher fill rates in critical shortage areas such as Special Education, STEM, Bilingual, and Adult Education.	Utilize the STEP program to provide structured career counseling, CSDE authorization guidance, and certification support for internal staff who have an interest in moving into certified roles. Conduct targeted check-ins and stay interviews for staff impacted by elementary consolidation and redistricting to address climate concerns and maintain job satisfaction. Maintain structured new employee orientation and first week outreach protocols to ensure newly hired staff feel supported from day one.	STEP Internal Certification Pipeline tracking with a baseline of 56 employees actively pursuing or completing support to certified pathways, tracked via the HR STEP intake logs. Shortage area fill vacancy fill rates, specifically tracking onboarding for shortage area positions.		

				Winter 2026	Spring 2027
District Focus Areas:	**Goal**	**Actions/Strategies**	**Measures**	**Middle-of-Year Accomplishments**	**End-of-Year Results**
5b **Leadership Stabilization, Transition Support & Retention**	**Targeted Onboarding & Support for Administrator/Leadership Transitions**: While 2025-2026 established new employee and first week outreach for newly hired school staff, 2026-2027 brings an unexpected trend of administrative Assistant Superintendent/ Executive Director/ Middle/High/Elementary leadership, Adult Education). The aim and expected outcomes are to provide structured administrative onboarding and ongoing HR operational mentorship aiming to achieve 100% transition stability and strong leadership retention during these shifts.	Establish a structured administrative onboarding and mentoring protocol for new and interim leaders (Middle School, High School, Elementary, Director of Adult Ed) to ensure operational continuity and retention. Provide continuous HR operational guidance to support building leaders in maintaining hiring process consistency, evaluative timelines, and staff climate focus.	Administrator retention rates and successful transition tracking across all new and interim administrative appointments. Mid-year survey feedback and qualitative input from administrators regarding onboarding support, and HR operational guidance.		
	Organizational Climate & Staff Retention Amid Change: 2025–2026 established an overall certified retention rate of 85.31% (14.69% turnover) and an 86% new-hire retention rate through structured orientation and recognition. This goal applies those proven retention practices directly to the challenges of elementary school consolidation and redistricting. The aim and expected outcome through conducting stay interviews, climate check-ins, and mini-	Conduct targeted check-ins and stay interviews for staff impacted by elementary school consolidation to mitigate retention risks. Maintain structured new employee orientation, first week outreach, and mentor matching across all school sites. Foster a culture of belonging, staff voice, and recognition through HR mini-committees and employee appreciation initiatives.	Staff retention rate, maintaining or exceeding the 85.31% baseline (14.69% turnover benchmark). New hire onboarding survey ratings, orientation participation rates, and qualitative experience feedback.		

	committee activities for impacted staff, aiming to maintain or exceed the 85.31% certified staff retention benchmark and support staff morale through structural changes.				

				Winter 2026	Spring 2027
District Focus Areas:	**Goal**	**Actions/Strategies**	**Measures**	**Middle-of-Year Accomplishments**	**End-of-Year Results**
5c **Credential Compliance & HR Systems Optimization**	**Proactive certification & credential lifecycle monitoring:** 2025–2026 achieved 100% background check compliance and established initial alignment between Position Control Numbers (PCNs) and candidate certification requirements. Expanding into a comprehensive monitoring framework for the district's 800–900 staff (450 certified/permitted) using the state Educator Data System (EDS). The aim and expected outcome is to automate 90, 60, and 30-day renewal alerts and enforce strict pre-hire and "STEP-to-Appointment" credential audits, aiming for zero active employees with expired/lapsed credentials and 100% verified compliance prior to Board appointments.	Build proactive monitoring protocol within Frontline/Munis to track expiration dates for all CSDE certifications, initial/durational permits, paraeducator requirements, and high school diploma verifications via state Educator Data System (EDS), implementing automated 90, 60, and 30 day renewal notifications. Enforce strict "Condition of Hire" and "STEP to Appointment" verification protocol requiring official primary-source verification before final offer or start date. Conduct quarterly credential audits against state database (CSDE).	Zero instances of expired certifications or permits among active staff. 100% of new hires and internal STEP promotions verified for active credentials prior to start/appointment date. 100% completion rate of quarterly credential audits.		
	Leveraging Technology for HR Support & Workflows: Following the initial 2025-2026 development and rollout of digital onboarding systems and the iQ HR platform to modernize administrative operations. The aim and expected outcome are to execute the official rollout of the iQ HR ticketing system to centralize employee service requests, certification inquiries, and credential	Execute the official rollout of the iQ HR ticketing system to centralize employee service requests, certification inquiries, and credential submissions into a single, trackable portal. Enhance self-service features on the Employee Access portal, allowing staff to view credential statuses, access HR forms, and submit updated certification documents. Maintain collaborative alignment with the Business Office on their	Measurable transition of routine staff inquiries from direct emails to the iQ HR ticketing system. Monitoring of total tickets received for HR Support. Percentage of employees utilizing the new iQ HR platform. Percentage of employees utilizing the Employee Access for self-service requests and credential updates.		

	submissions into a single, trackable portal. Maintain collaborative alignment with the Business Office on their Munis Executime Time & Attendance rollout and continue to collaborate to ensure FTE's, PCN's and all other employee data flow accurately between systems.	Munis Executive Time & Attendance rollout and continue to collaborate to ensure FTE’s and PCN’s and all other employee data flow accurately between systems.			