



NEW LONDON PUBLIC SCHOOLS

**2013 – 2016
STRATEGIC
OPERATING PLAN**

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VISION STATEMENT

The New London Public Schools are a regional center for educational excellence, making creative use of the city's great cultural assets and building student achievement upon a foundation of outstanding, diverse schools. The core of excellence is relevance, academic rigor, innovative and engaging instruction and a diverse staff that challenges all students to reach their potential. Parental involvement adds greatly to student success. All students graduate high school and are college and career ready.

THE MANAGED PERFORMANCE EMPOWERMENT THEORY OF ACTION

The district defines its relationship with each school on the basis of the school's performance. High-performing and/or significantly improving schools are given considerable autonomy and freedom from bureaucratic operating constraints. Chronically low-performing schools (currently the majority of the New London Public Schools) are subject to district intervention, redesign, closure or replacement with higher-performing school models. The vehicle for the turnaround of low performing schools shall be the establishment of a system of K-12 magnet school pathways directly operated by the district and/or community partners.

A managed performance empowerment theory of action leads to a system of high-performing, diverse, financially sustainable, regional schools of choice organized into K-12 pathways. The role of the district in this theory of action is to:

- Adopt standards
- Build capacity of schools
- Ensure equity among schools
- Hold schools accountable for results
- Intervene in low performing schools
- Grant autonomy to high performing schools
- Design and implement K-12 learning pathways

2013-2016 PERFORMANCE TARGETS / MEASURES

1. The District School Performance Index (SPI) will improve by 5 index points per year.
2. At least one school will improve by one performance category on the SPI each year.
3. The district will gain 4 percentage points each year in Mathematics as measured by the grades 3-8 CMT.
4. The district will gain 2 percentage points each year in Reading as measured by the grades 3-8 CMT.
5. The district will gain 4 percentage points each year in Writing as measured by the grades 3-8 CMT.
6. The district will gain 6 percentage points each year in grade 8 Science as measured by the grade 8 CMT.
7. The district will make the following gains in the respective subject areas as measured by the grade 10 CAPT:
 - a. 4 percentage points each year in Mathematics
 - b. 2 percentage points each year in Reading
 - c. 3 percentage points each year in Writing
 - d. 5 percentage points each year in Science
8. Students with disabilities and English Language Learners (ELLs) will achieve at the same rates of growth as their peers.
9. The district will increase the 4-year high school graduation rate by 3 percentage points per year. (The 4-year graduation rate in 2011 was 62 %.)
10. The district will increase the total high school graduation rate, which includes students who graduate in more than 4 years, each year. (Baseline data will be established in the 2012-2013 school year.)
11. The district will increase the percentage of 11th grade students who achieve the college-readiness benchmark on their grade 11 PSAT at the same rate of increase as the 4-year graduation rate. (See 2011-2012 baseline data.)
12. The district will increase the 2-year and 4-year college attendance rates each year as measured by the National Center for Education Statistics (NCES) data. (Baseline data will be established in the 2012-2013 school year.)

GOALS AND STRATEGIES

Goal 1. Create a regional system of high performing, effective schools

1. Develop an accountable and transparent plan for ensuring school effectiveness, holding schools accountable for results, intervening in low-performing schools and recognizing high-performing and improving schools.
2. Develop and implement a K-12 magnet school pathway in Science, Technology, Engineering and Math (STEM).
3. Develop and implement a K-12 magnet school pathway in the visual and performing arts.
4. Develop and implement a K-12 magnet school pathway in Dual Language/Multiple Literacies and Culture.
5. Develop and implement a fourth 6-12 magnet program to be located at the New London High School Campus along with the 6-12 STEM Program.

Goal 2. Improve teacher and leader quality, diversity and retention

1. Develop and implement a talent management strategy, including criteria for assessing effectiveness, to improve teacher and principal effectiveness.
2. Develop, implement and assess effectiveness of a recruitment and retention plan to increase diversity in the teaching and administrative ranks.
3. Reorganize and expand district leadership capacity to implement and sustain the Strategic Operating Plan.
4. Develop and implement a career development system for teachers on the basis of effectiveness in which career level, compensation and responsibility are differentiated including recognition of school/group performance.
5. Develop a system for evaluation of teachers and administrators based on achievement, growth of students and client satisfaction.
6. Develop a system of professional development informed by teacher evaluation.

Goal 3. Improve instruction for all students

1. Create and implement a college-ready K-12 curriculum in Reading, Math, Writing and Science aligned with Common Core State Standards (CCSS) using data to monitor the effectiveness of the curriculum and standards.
2. Acquire and implement K-8 core reading programs (Tier 1), and reading intervention programs (Tiers 2 and 3) at each grade level.
3. Improve effectiveness of special education programs.
4. Improve the quality and effectiveness of all Special Education District Programs to provide services to all students with disabilities in the Least Restrictive Environment.
5. Improve effectiveness of programs for English Language Learners.
6. Develop and implement K-12 student assessment and data management plan to track student outcomes across all areas of the Strategic Operating Plan (SOP).
7. Implement a comprehensive 4-12 program for students with advanced learning needs.
8. Develop and implement effective, school-based pre-school programs using State School Readiness program funding as the primary means of support.

Goal 4. Increase parent and community involvement and support

1. Create a system of school-based governance and decision-making through district policy and training of School Governance Councils (SGCs).
2. Increase parent responsibility, engagement and involvement at each school.
3. Develop university, community, institutional and business partnerships that expand student learning opportunities.
4. Provide parents with greater opportunities for choice of school programs based on the needs and interests of their children.
5. Measure and increase the level of satisfaction of parents, students and teachers with their schools.
6. Develop and implement a Communications Plan to engage and inform internal and external stakeholders of the status and progress of New London's education reform and celebrate achievements of students and staff.
7. Establish a Local Education Fund (LEF).

Goal 5. Remove barriers to high performance

1. Provide additional learning time for students to close the achievement gap.
2. Improve district governance through Board of Education training, effective governance process and policy that institutionalizes and sustains education reform.
3. Improve school climate where necessary through Positive Behavior Intervention and Supports (PBIS).
4. Create program options to reduce the level of suspension and expulsion rates.
5. Improve student attendance and reduce truancy.

Goal 6. Create a stable system of support that sustains New London's schools and maximizes the use of public resources

1. Take advantage of opportunities to increase the level of state and federal support for New London's schools.
2. Provide safe and effective life learning environments for all students and ensure long-term stewardship of school buildings through the development and implementation of a 10-year Facilities Master Plan (FMP).
3. Reduce student transportation costs to a sustainable level; provide greater opportunities for students to walk or bike to school.
4. Reduce long-term operational costs through the development of jointly administered (in partnership with the City of New London) financial management and information technology systems.
5. Achieve greater return on investments, transparency, and efficiency in the allocation and expenditure of local, state and federal education funds.

Goal 1: Create a Regional System of High Performing, Effective Schools

Overview: New London Public Schools have traditionally strived to continually improve student achievement. An accountability plan is developed to ensure the effectiveness of every school. This turnaround strategy involves the development of high-performing schools of choice offering a variety of academic choices and pathways based on student needs, interests, and college and career-ready skills, i.e. an “all magnets” system of schools. This plan anticipates that K-12 pathways in Language Study, STEM and the Arts would be achieved through the creation of three new 6-12 schools. One would represent an expansion of the current STEM high school program and be located on the high school campus as part of its renovation (renovation as new). Another would be located downtown in partnership with the ISAAC Charter School and Garde Arts Center. The third pathway, in Language Study involves the creation of a 6-12 International Language Studies Program at the Bennie Dover Jackson facility. In addition, the plan anticipates the construction of a fourth 6-12 magnet program on the New London High School campus.

Strategies

- 1. Develop an accountable and transparent plan for ensuring school effectiveness, holding schools accountable for results, intervening in low-performing schools and recognizing high-performing and improving schools.**

Implementation Step 1: Develop an annual school performance measure using the School Performance Index (SPI) score.

Years of Implementation: Year 1

Implementation Step 2: Categorize schools annually on the basis of relative performance and rate of improvement.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 3: Intervene in schools with an SPI below 64 to increase student outcomes. This plan will be approved by the Board of Education.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 4: Grant full autonomy to schools in the Distinguished category, 70 and above, on the SPI matrix in the areas of allocation of resources, assignment of personnel, programs and operations.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 5: Redesign, close, or repurpose any school that remains in the Review category for two consecutive years without improvement.

Years of Implementation: Year 2, Year 3

Implementation Step 6: Develop operations plan or design specifications for any new, redesigned or expanded magnet school.

Years of Implementation: Year 1, Year 2, Year 3

2. Develop and implement a K-12 magnet school pathway in Science, Technology, Engineering and Math (STEM).

Implementation Step 1: Develop program specifications for the STEM pathway K-8.

Years of Implementation: Year 1

Implementation Step 2: Align K-8 STEM program with existing 9-12 STEM program using current facilities while the high school campus is being redesigned and renovated as new.

Years of Implementation: Year 1

Implementation Step 3: Implement STEM program in Grades K-6.

Years of Implementation: Year 1

Implementation Step 4: Implement STEM program in Grade 7.

Years of Implementation: Year 2

Implementation Step 5: Implement STEM program in Grade 8.

Years of Implementation: Year 3

Implementation Step 6: Collaborate with the Connecticut Science Center to provide inquiry-based teacher training for all STEM staff.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 7: Design curriculum aligned with Connecticut Science Standards and the Common Core State Standards (CCSS).

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 8: Design assessments aligned with Connecticut Science Standards and the CCSS that measure proficiencies in STEM skills.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 9: Create and/or (re)align standards-based report cards to standards and STEM curriculum.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 10: Identify and vertically align community partnerships to enhance K-12 STEM programs/pathway.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 11: Implement expanded learning time K-8.

Years of Implementation: Year 1, Year 2, Year 3

3. Develop and implement a K-12 magnet school pathway in the visual and performing arts.

Implementation Step 1: Develop program specifications for Grades K-5 of the visual and performing arts pathway.

Years of Implementation: Year 1

Implementation Step 2: Develop program leadership capacity for a K-12 performing arts pathway.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 3: Implement visual and performing arts program in Grades K-5.

Years of Implementation: Year 2, Year 3

Implementation Step 4: Collaborate with the Interdistrict School for Arts and Communication (ISAAC) and Garde Arts Center to develop the visual and performing arts pathway in Grades 6-12.

Years of Implementation: Year 2

Implementation Step 5: Develop program specifications for Grades 9-12 of the visual and performing arts pathway.

Years of Implementation: Year 2, Year 3

Implementation Step 6: Train and develop visual and performing arts staff.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 7: Design curriculum that utilizes the arts as a vehicle to deliver the Common Core State Standards.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 8: Design assessments aligned with the Connecticut Arts Standards and the CCSS that measure proficiencies in creative writing skills.

Years of Implementation: Year 2, Year 3

Implementation Step 9: Create and align standards-based report cards to standards and visual and performing arts curriculum.

Years of Implementation: Year 2, Year 3

Implementation Step 10: Partner with Garde Arts Center to identify and vertically align community partnerships to enhance K-12 visual and performing arts programs/pathway.

Years of Implementation: Year 2, Year 3

Implementation Step 11: Implement expanded learning time K-5.

Years of Implementation: Year 3

4. Develop and implement a K-12 magnet school pathway in Dual Language/ Multiple Literacies and Culture

Implementation Step 1: Offer an additional World Language option within the K-5 program.

Years of Implementation: Year 2, Year 3

Implementation Step 2: Work with LEARN to develop program specifications for Grades 6-8 of the Dual Language pathway.

Years of Implementation: Year 2, Year 3

Implementation Step 3: Align and implement Dual Language programming beginning with Grade 6.

Years of Implementation: Year 2, Year 3

Implementation Step 4: Collaborate with LEARN on operations for Grades 6-8 Dual Language program.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 5: Design curriculum aligned with Dual Language program standards and the CCSS.

Years of Implementation: Year 2, Year 3

Implementation Step 6: Adopt assessments that measure linguistic and academic proficiencies and growth in languages and in core content areas.

Years of Implementation: Year 2, Year 3

Implementation Step 7: Create and/or (re)align report cards to align with standards and Dual Language program curriculum.

Years of Implementation: Year 2, Year 3

Implementation Step 8: Continue collaboration with the Center for Applied Linguistics to develop and evaluate Dual Language programming.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 9: Work with LEARN to identify and vertically align community partnerships to enhance K-12 Language and International Studies pathway.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 10: Develop a plan for continuing the Language and International Studies pathway in Grades 9-12.

Years of Implementation: Year 2, Year 3

Implementation Step 11: Design program specifications for Grades 9-12 of the Language and International Studies pathway.

Years of Implementation: Year 1, Year 2

Implementation Step 12: Implement Language and International Studies program in Grades 9-12.

Years of Implementation: Year 3

Implementation Step 13: Implement expanded learning time in Grades K-8.

Years of Implementation: Year 1, Year 2, Year 3

5. Develop and implement a fourth 6-12 magnet program to be located at the New London High School Campus along with the 6-12 STEM Program

Implementation Step 1: Investigate and identify the theme and focus of a fourth 6-12 magnet program.

Years of Implementation: Year 1

Goal 2: Improve Teacher and Leader Quality, Diversity and Retention

Overview: New London Public School recognizes that principals and teachers are educational leaders who play the most important role in ensuring academic excellence for all students. We are committed to recruiting, retaining, recognizing, and developing highly effective principals and teachers.

Strategies

1. Develop and implement a talent management strategy, including criteria for assessing effectiveness, to improve teacher and principal effectiveness.

Implementation Step 1: Establish evaluation criteria for professional practice that identifies distinguished teachers and administrators.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 2: Investigate effective Teacher Residency Programs.

Years of Implementation: Year 2, Year 3

Implementation Step 3: Increase number of TEAM mentor teachers.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 4: Develop a year-long induction program for new teachers.

Years of Implementation: Year 2, Year 3

Implementation Step 5: Explore employment and retention incentives for New London Public School employees (i.e. Health Initiatives, Stipends, Tuition Reimbursements) to support the goals of the district's recruitment strategy.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 6: Develop an exit interview process and use data to revise practices around retention of effective teachers and administrators.

Years of Implementation: Year 1

2. Develop, implement and assess effectiveness of a recruitment and retention plan to increase diversity in the teaching and administrative ranks.

Implementation Step 1: Collect and analyze data about the current workforce to develop a recruitment plan that achieves diversity and effectiveness.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 2: Create an aspiring educators program for New London High School students.

Years of Implementation: Year 2, Year 3

Implementation Step 3: Establish partnerships with institutions of higher education for college recruitment of New London students (UConn, Eastern Connecticut State University, Connecticut College, University of New Haven, Mitchell College, Southern Connecticut State University, Yale University, Rhode Island School of Design, and other regional teaching institutions of excellence).

Years of Implementation: Year 2, Year 3

Implementation Step 4: Establish partnerships with institutions of higher education for teacher recruitment (UConn, Connecticut College, Eastern Connecticut State University, University of New Haven, Mitchell College, Southern Connecticut State University, Yale University, Rhode Island School of Design, and other regional teaching institutions of excellence).

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 5: Create an on-campus college recruitment plan.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 6: Develop a New London Minority Teacher Recruitment program.

Years of Implementation: Year 1

Implementation Step 7: Develop a marketing strategy for New London Public Schools that will incorporate the assets and resources of the City of New London.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 8: Investigate the Teach for America Corps program as a source for new and resident teachers.

Years of Implementation: Year 2, Year 3

Implementation Step 9: Investigate district sponsorship of minority teacher candidates through Connecticut's Alternate Route to Certification (ARC) programs.

Years of Implementation: Year 1

3. Reorganize and expand district leadership capacity to implement and sustain the Strategic Operating Plan.

Implementation Step 1: Implement a new district organizational structure.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 2: Design new instructional leadership structures that support the implementation of the magnet school pathways.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 3: Implement new instructional leadership positions that support the implementation of the magnet school pathways.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 4: Expand school leadership capacity to include school-based budgeting and marketing for successful magnet school implementation.

Years of Implementation: Year 1, Year 2, Year 3

4. Develop and implement a career development system for teachers on the basis of effectiveness in which career level, compensation and responsibility are differentiated, including recognition of school/group performance.

Implementation Step 1: Create and provide opportunities for exemplary teachers and administrators to enhance and expand their careers and foster succession planning.

Years of Implementation: Year 2, Year 3

Implementation Step 2: Investigate a compensation/reward plan based on school/group performance.

Years of Implementation: Year 2, Year 3

5. Develop a system for evaluation of teachers and administrators based on achievement, growth of students and client satisfaction.

Implementation Step 1: Administer, analyze, and report client surveys annually.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 2: Adjust and implement a New London Public Schools teacher and administrator evaluation plan aligned with the new state framework.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 3: Provide professional learning for teachers and administrators on the newly revised teacher and administrator evaluation plan.

Years of Implementation: Year 1, Year 2, Year 3

6. Develop a system of professional development informed by teacher evaluation.

Implementation Step 1: Hire a Career Management Coordinator to align professional development with evaluation.

Years of Implementation: Year 1

Implementation Step 2: Adopt a data management system for the collection and analysis of teacher and administrator evaluation data.

Years of Implementation: Year 1

Implementation Step 3: Design and implement professional learning that is informed by teacher and administrator evaluation data that achieves the measures of the Strategic Operating Plan.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 4: Provide professional learning to effectively implement the Common Core State Standards (CCSS).

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 5: Provide professional learning on Smarter Balance Assessments.

Years of Implementation: Year 1, Year 2, Year 3

Goal 3: Improve Instruction for All Students

Overview: Connecticut's adoption of the Common Core State Standards (CCSS) in Mathematics, Reading and Writing requires planning, developing, and training in order to successfully be implemented. New London Public Schools is committed to training our teachers to understand the skills and knowledge expected at each grade level. The district needs to continue to improve measures that accurately describe all students' progress and growth overtime. These measures will guide the teachers, schools, and the district as we strive to improve the efficacy of the education we deliver.

Strategies

- 1. Create and implement a college and career-ready K-12 curriculum in Reading, Math, Writing, and Science aligned with Common Core State Standards (CCSS) using data to monitor the effectiveness of the curriculum and standards.**

Implementation Step 1: Create a three-year district curriculum development, writing, and revision plan/cycle.

Years of Implementation: Year 1

Implementation Step 2: Create and implement Pre-K curriculum to align with the Connecticut Preschool Curriculum Framework (PCF) and CCSS.

Years of Implementation: Year 2

Implementation Step 3: Develop and implement reading, math, and writing pacing guides based on New London Public Schools Common Core Curricula.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 4: Align science curriculum to the Next Generation Science Standards as adopted by the Connecticut State Department of Education.

Years of Implementation: Year 1, Year 2

Implementation Step 5: Connect New London Public Schools content area standards to the English Language Proficiency Standards.

Years of Implementation: Year 2, Year 3

Implementation Step 6: Design and implement Grades 9-12 curriculum and end-of-course assessments for all core courses with magnet theme standards.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 7: Implement Grades 6-12 college and career-ready advisory program that supports Student Success Plans.

Years of Implementation: Year 1, Year 2, Year 3

2. Acquire and implement K-8 core reading programs (Tier 1), and reading intervention programs (Tiers 2 and 3) at each grade level.

Implementation Step 1: Develop and implement the roll-out plan for the core reading program at the elementary and middle school levels.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 2: Adopt reading intervention programs in Grades K-8.

Years of Implementation: Year 1

Implementation Step 3: Develop a Tier 3 reading intervention program for students at each grade level.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 4: Adopt a menu of evidence-based tiered reading interventions K-12.

Years of Implementation: Year 1, Year 2, Year 3

3. Improve effectiveness of special education programs.

Implementation Step 1: Audit Individual Education Plan (IEPs) district-wide using the Exemplary IEP Rubric protocol and adjust Planning and Placement Team (PPT) decision-making process based on audit findings.

Years of Implementation: Year 1

Implementation Step 2: Transfer IEP data system to a web-based system.

Years of Implementation: Year 1

Implementation Step 3: Analyze performance levels and rates of growth of students with disabilities on the regular state assessments as compared to their non-disabled peers as well as disabled state peers to determine effectiveness of programs and staff and adjust services and instruction.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 4: Analyze performance levels and rates of growth of students with disabilities on the district administered universal screener.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 5: Analyze performance levels and rates of growth of students with disabilities on the State's Modified Assessment System (MAS).

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 6: Inventory and evaluate gaps in the Least Restrictive Environment (LRE) continuum of supports, services, and placements.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 7: Adjust, monitor, and enforce the LRE continuum of supports, services, and placements.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 8: Provide appropriate placements for students with disabilities in the district.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 9: Utilize an alternative site to expand our district's special education offerings.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 10: Include in IEPs a four- or five-year graduation plan that aligns with Student Success Plans and Student Transition Plans for college and career-readiness.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 11: Design and implement effective transitional programs to support students with disabilities whose PPTs recommend that students receive services until the age of 21.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 12: Ensure that PPTs design IEPs which meet graduation requirements as measured by an increased graduation rate of students identified for Special Education.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 13: Design professional development modules to enhance teachers' capacity to chair effective PPT meetings.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 14: Design professional development modules to enhance teachers' capacity to compose and implement effective and appropriate IEPs using the Common Core State Standards.

Years of Implementation: Year 1

Implementation Step 15: Design professional development modules for school leaders to enhance their knowledge on Special Education laws to ensure compliance with federal IDEA requirements.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 16: Design and implement effective professional development to increase the capacity of Special Educators to support Tier 1 instruction in an effort to reduce the number of students in need of Tier 2 and Tier 3 interventions/instruction.

Years of Implementation: Year 1, Year 2, Year 3

4. Improve the quality and effectiveness of all Special Education District Programs to provide services to all students with disabilities in the Least Restrictive Environment.

Implementation Step 1: Create and implement a plan to integrate technological tools and programs to help students to access classroom instruction.

Years of Implementation: Year 1

Implementation Step 2: Evaluate programs that serve students with autism at each grade level and implement recommended changes.

Years of Implementation: Year 2

Implementation Step 3: Provide staff professional learning in Applied Behavior Analysis (ABA) training.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 4: Provide professional learning/support for teachers, staff, and parents on behavior management strategies for students with autism.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 5: Evaluate programs that serve students identified as Emotionally Disturbed throughout the district and implement recommended changes.

Years of Implementation: Year 1, Year 2

Implementation Step 6: Provide professional learning based on behavior research to teachers and staff who work with students identified as Emotionally Disturbed.

Years of Implementation: Year 1, Year 2, Year 3

5. Improve effectiveness of programs for English Language Learners.

Implementation Step 1: Ensure compliance with federal and state regulations and guidelines regarding identification and implementation of services for English Language Learners (ELL).

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 2: Design professional learning for administrators in the implementation of regulations and guidelines for educating ELL students.

Years of Implementation: Year 1

Implementation Step 3: Provide on-going, job-embedded professional learning on research-based/evidence-based instructional strategies for ELL students.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 4: Analyze performance levels and rates of growth of all identified English Language Learners on the state-mandated English language proficiency test to determine effectiveness of programs and staff and adjust services and instruction.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 5: Analyze performance levels and rates of growth of English Language Learners compared to non-ELL peers on state academic assessments to determine effectiveness of programs and staff and adjust services and instruction.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 6: Analyze performance levels and rates of growth of English Language Learners on the district administered universal screeners.

Years of Implementation: Year 1, Year 2, Year 3

6. Develop and implement K-12 student assessment and data management plan to track student outcomes across all areas of the Strategic Operating Plan.

Implementation Step 1: Adopt and implement a district assessment and data management system that includes national, state, and district student measures that provide a detailed profile of students' individual and group progress annually.

Years of Implementation: Year 1

Implementation Step 2: Enable district analysis of student outcomes relative to the measures of the Strategic Operating Plan by populating a data warehouse.

Years of Implementation: Year 1

Implementation Step 3: Create a timeline for data analysis and reporting to various stakeholders that includes an annual Board of Education retreat.

Years of Implementation: Year 1

Implementation Step 4: Host annual fall Community Forum to examine district data.

Years of Implementation: Year 1

7. Implement a comprehensive 4-12 program for students with advanced learning needs.

Implementation Step 1: Design criteria to identify students with advanced learning needs, including students with exceptionalities (i.e., English Language Learners, Special Education students).

Years of Implementation: Year 1

Implementation Step 2: Collaborate with the University of Connecticut's National Center for Gifted Education & Talent Development to implement a gifted and talented pilot program.

Years of Implementation: Year 1

Implementation Step 3: Provide professional learning opportunities for teachers of students with advanced learning needs.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 4: Research possible ways to provide professional learning to teachers to support the advanced learning needs of students in Grades K-3.

Years of Implementation: Year 1, Year 2, Year 3

8. Develop and implement effective, school-based pre-school programs using State School Readiness program funding as the primary means of support.

Implementation Step 1: Develop a plan to implement effective, school-based pre-school programs.

Years of Implementation: Year 1

Goal 4: Increase Parent and Community Involvement and Support

Overview: New London Public Schools believe that parents are a keystone in building success for students. Technological tools are essential to improving communication with our communities. We believe that families want to know how to help their children. Our job is to promote their understanding of the skills and knowledge their children must have to be successful. It is also vital that parents know how to help their children outside of school.

Strategies

1. Create a system of school-based governance and decision-making through district policy and training of School Governance Councils (SGCs).

Implementation Step 1: Create BOE School Governance Council (SGC) policy.
Years of Implementation: Year 1

Implementation Step 2: Expand the current SGC structure to all schools.
Years of Implementation: Year 1

Implementation Step 3: Provide an annual cycle of training to SGC members.
Years of Implementation: Year 1, Year 2, Year 3

2. Increase parent responsibility, engagement and involvement at each school.

Implementation Step 1: Research effective models of parent engagement resulting in increased student achievement for New London Public Schools.
Years of Implementation: Year 1

Implementation Step 2: Develop a shared vision and district definition of parent engagement that incorporates the research of effective models.
Years of Implementation: Year 1

Implementations Step 3: Create a plan of implementation to realize the shared vision of parent engagement.
Years of Implementation: Year 1

Implementation Step 4: Implement plans at the school building level that align with the district's definition of strong parent engagement.
Years of Implementation: Year 2, Year 3

3. Develop university, community, institutional and business partnerships that expand student learning opportunities.

Implementation Step 1: Conduct a needs assessment across magnet pathways to identify enrichment, intervention, and professional learning needs to be supported by partnerships.
Years of Implementation: Year 1

Implementation Step 2: Identify and engage partners who have the capacity to support district needs and reform efforts.

Years of Implementation: Year 1

Implementation Step 3: Design models for collaboration/partnership that are beneficial to the district, the partners, and the community.

Years of Implementation: Year 1

Implementations Step 4: Establish partnerships in conjunction with the expansion of each magnet pathway.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 5: Strengthen relationships with local colleges and universities to increase the number of students participating in dual-credit courses.

Years of Implementation: Year 1, Year 2, Year 3

4. Provide parents with greater opportunities for choice of school programs based on the needs and interests of their children.

Implementation Step 1: Create and administer annual surveys to stakeholders (community, parents, and students) to enhance magnet pathways/programming.

Years of Implementation: Year 1, Year 2

Implementation Step 2: Design a district magnet model for the middle school.

Years of Implementation: Year 1

Implementation Step 3: Develop a set of regional district high school-level choices for New London families.

Years of Implementation: Year 1

Implementation Step 4: Initiate and offer additional world languages in Grades K-8.

Years of Implementation: Year 2, Year 3

Implementation Step 5: Revise STEM operations plan to develop 6-12 STEM programs.

Years of Implementation: Year 1

Implementation Step 6: Design Educational Specifications for a new 6-8 wing attached to the Science and Technology Magnet High School.

Years of Implementation: Year 2

Implementation Step 7: Explore the option of having ISAAC Charter School become a district-affiliated charter.

Years of Implementation: Year 1

Implementation Step 8: Collaborate with LEARN to redefine NLPS's relationship with the Dual Language Arts Academy.

Years of Implementation: Year 1

5. Measure and increase the level of satisfaction of parents, students, and teachers with their schools.

Implementation Step 1: Develop a statistically valid measure of parents' satisfaction with the school their child attends, and analyze and report actionable results annually.

Years of Implementation: Year 1

Implementation Step 2: Administer the State School Connectedness Survey to K-12 students, and analyze and report actionable results annually.

Years of Implementation: Year 1

Implementation Step 3: Initiate a workplace quality survey to all teachers and support staff, and analyze and report actionable results annually.

Years of Implementation: Year 1, Year 2, Year 3

6. Develop and implement a Communications Plan to engage and inform internal and external stakeholders of the status and progress of New London's education reform and celebrate achievements of students and staff.

Implementation Step 1: Create and fill the position of Communications Officer.

Years of Implementation: Year 1

Implementation Step 2: Design a communications strategy to inform internal and external stakeholders of New London Public Schools plan and progress for educational improvement and school choice.

Years of Implementation: Year 1

Implementation Step 3: Design events and communications to celebrate the achievements of students and staff relative to the goals of the Strategic Operating Plan.

Years of Implementation: Year 1

Implementation Step 4: Develop a marketing plan to inform and promote school and program choices to families in New London and the region.

Years of Implementation: Year 1, Year 2, Year 3

7. Establish a Local Education Fund (LEF).

Implementation Step 1: Solicit and convene local business, non-profit, and civic leaders to identify needs, set priorities, examine options, and develop plans for an external organization to support and sustain New London's Education Reform.

Years of Implementation: Year 1

Implementation Step 2: Assist community leaders in establishing a 501(c)(3) non-profit organization.

Years of Implementation: Year 1

Implementation Step 3: Participate in the formation of a founding governing board and leadership investors to initiate a New London Education Fund.

Years of Implementation: Year 1

Goal 5: Remove Barriers to High Performance

Overview: We believe that improving school climate and support services for student will increase student achievement. New London has a number of students for whom we need to enhance literacy and math skills. Expanding the school schedule and providing more effective instruction will increase academic achievement. Schools must focus on the needs of students and develop differentiated instruction and enrichment opportunities. Our Board of Education is a critical partner in educational reform in New London.

Strategies

1. Provide additional learning time for students to close the achievement gap.

Implementation Step 1: Collaborate with the National Center for Time and Learning to expand the school year by 300 hours in grades K-8.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 2: Design theme-based programs for extended hours.

Years of Implementation: Year 1

Implementation Step 3: Include additional 90 minutes a week of differentiation in the K-8 schedule.

Years of Implementation: Year 1, Year 2

Implementation Step 4: Include an additional 60 minutes a week of teacher collaboration and professional development time in the K-8 schedule.

Years of Implementation: Year 1, Year 2

Implementation Step 5: Include an additional 60 minutes a week for enrichment opportunities.

Years of Implementation: Year 1, Year 2

Implementation Step 6: Design progress monitoring tool for the work of community partners.

Years of Implementation: Year 1

- 2. Improve district governance through Board of Education training, effective governance process and policy that institutionalizes and sustains education reform.**

Year of Implementation: Year 1

- 3. Improve school climate where necessary through Positive Behavior Intervention and Supports (PBIS).**

Implementation Step 1: Analyze discipline data of all schools.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 2: Research positive behavior intervention systems.

Years of Implementation: Year 1

Implementation Step 3: Design a building-based positive behavior intervention system.

Years of Implementation: Year 1

Implementation Step 4: Implement a building-based positive behavior intervention system.

Years of Implementation: Year 2

- 4. Create program options to reduce the level of suspension and expulsion rates.**

Implementation Step 1: Coordinate with outside agencies to examine strategies and options for reducing levels of suspension and expulsion rates.

Years of Implementation: Year 1

Implementation Step 2: Audit current strategies and systems to reduce suspension and expulsion rates to develop action plan that addresses findings.

Years of Implementation: Year 1

Implementation Step 3: Explore internal placement alternatives to meet student needs.

Years of Implementation: Year 1

- 5. Improve student attendance and reduce truancy.**

Implementation Step 1: Review and analyze data and identify interventions for students not attending school/classes through school-wide data teams

Years of Implementation: Year 1

Implementation Step 2: Create incentives for students to improve their attendance.

Years of Implementation: Year 1, Year 2

Implementation Step 3: Initiate student and family focus groups that assess the reasons for truancy.

Years of Implementation: Year 1

Implementation Step 4: Coordinate with outside agencies to examine strategies and options for working with truancy.

Years of Implementation: Year 1

Implementation Step 5: Review and revise district and school attendance procedures and expectations.

Years of Implementation: Year 1, Year 2, Year 3

Goal 6: Create a stable system of support that sustains New London's schools and maximizes the use of public resources

Overview: Work collaboratively to increase local, state, and federal resources available for schools. Enable the management of available dollars at the lowest possible level to improve student achievement. In this system, schools increase their financial and governance autonomy by improving student achievement. Central Services is committed to the reduction of non-instructional costs; greater return on investment, transparency, and efficiency; and providing safe and effective learning environments for its students. The goal is to continuously increase the funds available for instruction.

Strategies

- 1. Take advantage of opportunities to increase the level of state and federal support for New London's schools.**

Implementation Step 1: Systematically increase the number of New London Schools eligible for state funding.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 2: Explore state, federal and private funding opportunities for creating and implementing new instructional programs.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 3: Develop a more robust district capacity for grant writing.

Years of Implementation: Year 1

- 2. Provide safe and effective life learning environments for all students and ensure long-term stewardship of school buildings through development and implementation of a 10-year Facilities Master Plan (FMP).**

Implementation Step 1: Develop architectural plans for the renovation as new of the New London High School campus to include two 6-12 magnet programs.

Years of Implementation: Year 1

Implementation Step 2: Develop a 10-year Facilities Master Plan based on existing plan and initiate bonding for the implementation of the plan.

Years of Implementation: Year 1, Year 2

Implementation Step 3: Increase district responsibility as much as possible for the repair of school facilities through establishment of a “non-lapsing account” for this purpose.

Years of Implementation: Year 2

Implementation Step 4: Verify bonding has been processed and begin Phase I safety priorities of the Facilities Master Plan.

Years of Implementation: Year 3

3. Reduce student transportation costs to a sustainable level; provide greater opportunities for students to walk or bike to school.

Implementation Step 1: Explore options for the district to increase the efficient use of student transportation funds.

Years of Implementation: Year 1, Year 2

4. Reduce long-term operational costs through the development of jointly administered (in partnership with the City of New London) financial management and information technology systems.

Implementation Step 1: Explore combining City of New London and New London Public Schools technology services.

Years of Implementation: Year 1

Implementation Step 2: Invest in a new common financial management talent development system that enables the City of New London and New London Public Schools to share systems and data.

Years of Implementation: Year 1, Year 2

Implementation Step 3: Create a Request for Proposal (RFP) for the purchase of an efficient and effective financial/personnel management system.

Years of Implementation: Year 1

Implementation Step 4: Develop a Memorandum of Understanding between the City of New London and the district to create a joint finance office.

Years of Implementation: Year 2

Implementation Step 5: Acquire and implement the automated financial/personnel management system and joint office capacity.

Years of Implementation: Year 2, Year 3

5. **Achieve greater return on investments, transparency, and efficiency in the allocation and expenditure of local, state, and federal education funds.**

Implementation Step 1: Create a per pupil allocation system to enhance equity and portability in school funding.

Years of Implementation: Year 1

Implementation Step 2: Allocate a minimum of 70% of general budget funds annually to schools.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 3: Align Alliance funds and existing special funds to support the strategies of the Strategic Operating Plan.

Years of Implementation: Year 1, Year 2, Year 3

Implementation Step 4: Approve budgets annually at the school level through the School Governance Councils before submission to the Superintendent.

Years of Implementation: Year 1, Year 2, Year 3

Goal 1: Create a regional system of high performing, effective schools.

Strategy 1: Develop an accountable and transparent plan for ensuring school effectiveness, holding schools accountable for results, intervening in low-performing schools and recognizing high-performing and improving schools.		Yr. 1	Yr. 2	Yr. 3
1	Develop an annual school performance measure using the School Performance Index (SPI) score.	X		
2	Categorize schools annually on the basis of relative performance and rate of improvement.	X	X	X
3	Intervene in schools with an SPI below 64 to increase student outcomes. This plan will be approved by the Board of Education.	X	X	X
4	Grant full autonomy to schools in the Distinguished category, 70 and above, on the SPI matrix in the areas of allocation of resources, assignment of personnel, programs, and operations.	X	X	X
5	Redesign, close, or repurpose any school that remains in the Review category for two consecutive years without improvement.		X	X
6	Develop operations plan or design specifications for any new, redesigned or expanded magnet school.	X	X	X
Strategy 2: Develop and implement a K-12 magnet school pathway in Science, Technology, Engineering and Math (STEM).		Yr. 1	Yr. 2	Yr. 3
1	Develop program specifications for the STEM pathway K-8.	X		
2	Align K-8 STEM program with existing 9-12 STEM program using current facilities while the high school campus is being redesigned and renovated as new.	X		
3	Implement STEM program in Grades K-6.	X		
4	Implement STEM program in Grade 7.		X	
5	Implement STEM program in Grade 8.			X
6	Collaborate with the Connecticut Science Center to provide inquiry-based teacher training for all STEM staff.	X	X	X
7	Design curriculum aligned with Connecticut Science Standards and the Common Core State Standards (CCSS).	X	X	X
8	Design assessments aligned with Connecticut Science Standards and the CCSS that measure proficiencies in STEM skills.	X	X	X
9	Create and/or (re)align standards-based report cards to standards and STEM curriculum.	X	X	X
10	Identify and vertically align community partnerships to enhance K-12 STEM programs/pathway.	X	X	X
11	Implement expanded learning time K-8.	X	X	X

Strategy 3: Develop and implement a K-12 magnet school pathway in the visual and performing arts.		Yr. 1	Yr. 2	Yr. 3
1	Develop program specifications for Grades K-5 of the visual and performing arts pathway.	X		
2	Develop program leadership capacity for a K-12 performing arts pathway.	X	X	X
3	Implement visual and performing arts program in Grades K-5.		X	X
4	Collaborate with the Interdistrict School for Arts and Communication (ISAAC) and Garde Arts Center to develop the visual and performing arts pathway in Grades 6-12.		X	
5	Develop program specifications for Grades 9-12 of the visual and performing arts pathway.		X	X
6	Train and develop visual and performing arts staff.	X	X	X
7	Design curriculum that utilizes the arts as a vehicle to deliver the Common Core State Standards.	X	X	X
8	Design assessments aligned with the Connecticut Arts Standards and the CCSS that measure proficiencies in creative writing skills.		X	X
9	Create and align standards-based report cards to standards and visual and performing arts curriculum.		X	X
10	Partner with the Garde Arts Center to identify and vertically align community partnerships to enhance K-12 visual and performing arts programs/pathway.		X	X
11	Implement expanded learning time K-5.			X
Strategy 4: Develop and implement a K-12 magnet school pathway in Dual Language/Multiple Literacies and Culture.		Yr. 1	Yr. 2	Yr. 3
1	Offer an additional World Language option within the K-5 program.		X	X
2	Work with LEARN to develop program specifications for Grades 6-8 of the Dual Language pathway.		X	X
3	Align and implement Dual Language programming beginning with Grade 6.		X	X
4	Collaborate with LEARN on operations for Grades 6-8 Dual Language Program	X	X	X
5	Design curriculum aligned with Dual Language program standards and the CCSS.		X	X
6	Adopt assessments that measure linguistic and academic proficiencies and growth in languages and in core content areas.		X	X
7	Create and/or (re)align report cards to align with standards and Dual Language program curriculum.		X	X

8	Continue collaboration with the Center for Applied Linguistics to develop and evaluate Dual Language programming.	X	X	X
9	Work with LEARN to identify and vertically align community partnerships to enhance K-12 Language and International Studies pathway.	X	X	X
10	Develop a plan for continuing the Language and International Studies pathway in Grades 9-12.		X	X
11	Design program specifications for Grades 9-12 of the Language and International Studies pathway.	X	X	
12	Implement Language and International Studies program in Grades 9-12.			X
13	Implement expanded learning time in Grades K-8.	X	X	X
Strategy 5: Develop and implement a fourth 6-12 magnet program to be located at the New London High School Campus along with the 6-12 STEM Program.		Yr. 1	Yr. 2	Yr. 3
1	Investigate and identify the theme and focus of a fourth 6-12 magnet programs.	X		
Goal 2: Improve teacher and leader quality, diversity and retention				
Strategy 1: Develop and implement a talent management strategy, including criteria for assessing effectiveness, to improve teacher and principal effectiveness.		Yr. 1	Yr. 2	Yr. 3
1	Establish evaluation criteria for professional practice that identifies distinguished teachers and administrators.	X	X	X
2	Investigate effective Teacher Residency Programs.		X	X
3	Increase number of TEAM mentor teachers.	X	X	X
4	Develop a year-long induction program for new teachers.		X	X
5	Explore employment and retention incentives for New London Public School employees (Health Initiatives, Stipends, Tuition Reimbursements) to support the goals of the district's recruitment strategy.	X	X	X
6	Develop an exit interview process and use data to revise practices around retention of effective teachers and administrators.	X		
Strategy 2: Develop, implement and assess effectiveness of a recruitment and retention plan to increase diversity in the teaching and administrative ranks.		Yr. 1	Yr. 2	Yr. 3
1	Collect and analyze data about the current workforce to develop a recruitment plan that achieves diversity and effectiveness.	X	X	X

2	Create an aspiring educators program for New London High School students.		X	X
3	Establish partnerships with institutions of higher education for college recruitment of New London students (UCONN, Eastern Connecticut State University, Connecticut College, University of New Haven, Mitchell College, Southern Connecticut State University, Yale University, Rhode Island School of Design, and other regional teaching institutions of excellence).		X	X
4	Establish partnerships with institutions of higher education for teacher recruitment (UCONN, Connecticut College, Eastern Connecticut State University, University of New Haven, Mitchell College, Southern Connecticut State University, Yale University, Rhode Island School of Design, and other regional teaching institutions of excellence).	X	X	X
5	Create an on-campus college recruitment plan.	X	X	X
6	Develop a New London Minority Teacher Recruitment program.	X		
7	Develop a marketing strategy for New London Public Schools that will incorporate the assets and resources of the City of New London.	X	X	X
8	Investigate the Teach for America Corps program as a source for new and resident teachers.		X	X
9	Investigate district sponsorship of minority teacher candidates through Connecticut's Alternative Route to Certification (ARC) programs.	X		
Strategy 3: Reorganize and expand district Leadership capacity to implement and sustain the Strategic Operating Plan.		Yr.	Yr.	Yr.
		1	2	3
1	Implement a new district organizational structure.	X	X	X
2	Design new instructional leadership structures that support the implementation of the magnet school pathways.	X	X	X
3	Implement new instructional leadership positions that support the implementation of the magnet school pathways.	X	X	X
4	Expand school leadership capacity to include school-based budgeting and marketing for successful magnet school implementation.	X	X	X
Strategy 4: Develop and implement a career development system for teachers on the basis of effectiveness in which career level, compensation and responsibility are differentiated, including recognition of school/group performance.		Yr.	Yr.	Yr.
		1	2	3
1	Create and provide opportunities for exemplary teachers and administrators to enhance and expand their career and foster succession planning.		X	X
2	Investigate a compensation/reward plan based on school/group performance.		X	X

Strategy 5: Develop a system for evaluation of teachers and administrators based on achievement, growth of students and client satisfaction.		Yr. 1	Yr. 2	Yr. 3
1	Administer, analyze, and report client surveys annually.	X	X	X
2	Adjust and implement a New London Public Schools teacher and administrator evaluation plan aligned with the new state framework.	X	X	X
3	Provide professional learning for teachers and administrators on the newly revised teacher and administrator evaluation plan.	X	X	X
Strategy 6: Develop a system of professional development informed by teacher evaluation.		Yr. 1	Yr. 2	Yr. 3
1	Hire a Career Management Coordinator to align professional development with evaluation.	X		
2	Adopt a data management system for the collection and analysis of teacher and administrator evaluation data.	X		
3	Design and implement professional learning that is informed by teacher and administrator evaluation data that achieves the measures of the Strategic Operating Plan.	X	X	X
4	Provide professional learning to effectively implement the Common Core State Standards (CCSS).	X	X	X
5	Provide professional learning on Smarter Balance Assessments.	X	X	X
Goal 3: Improve Instruction for all students.				
Strategy 1: Create and implement a college and career-ready K-12 curriculum in Reading, Math, Writing, and Science aligned with Common Core State Standards (CCSS) using data to monitor the effectiveness of the curriculum and standards.		Yr. 1	Yr. 2	Yr. 3
1	Create a three-year district curriculum development, writing, and revision plan/cycle.	X		
2	Create and implement Pre-K curriculum to align with the Connecticut Preschool Curriculum Framework (PCF) and CCSS.		X	
3	Develop and implement reading, math, and writing pacing guides based on New London Public Schools' Common Core Curricula.	X	X	X
4	Align science curriculum to the Next Generation Science Standards as adopted by the Connecticut State Department of Education.	X	X	
5	Connect New London Public Schools content area standards to the English Language Proficiency Standards.		X	X

6	Design and implement Grades 9-12 curriculum and end-of-course assessments for all core courses with magnet theme standards.	X	X	X
7	Implement Grades 6-12 college and career-ready advisory program that supports Student Success Plans.	X	X	X
Strategy 2: Acquire and implement K-8, core reading programs (Tier 1), and reading intervention programs (Tiers 2 and 3) at each grade level.		Yr. 1	Yr. 2	Yr. 3
1	Develop and implement the roll-out plan for the core reading program at the elementary and middle school levels.	X	X	X
2	Adopt reading intervention programs in Grades K-8.	X		
3	Develop a Tier 3 reading intervention program for students at each grade level.	X	X	X
4	Adopt a menu of evidence-based tiered reading interventions K-12.	X	X	X
Strategy 3: Improve effectiveness of special education programs.		Yr. 1	Yr. 2	Yr. 3
1	Audit Individual Education Plan (IEPs) district-wide using the Exemplary IEP Rubric protocol and adjust Planning and Placement Team (PPT) decision-making process based on audit findings.	X		
2	Transfer IEP data system to a web-based system.	X		
3	Analyze performance levels and rates of growth of students with disabilities on the regular state assessments as compared to their non-disabled peers as well as disabled state peers to determine effectiveness of programs and staff and adjust services and instruction.	X	X	X
4	Analyze performance levels and rates of growth of students with disabilities on the district administered universal screener.	X	X	X
5	Analyze performance levels and rates of growth of students with disabilities on the State's Modified Assessment System (MAS).	X	X	X
6	Inventory and evaluate gaps in the Least Restrictive Environment (LRE) continuum of supports, services, and placements.	X	X	X
7	Adjust, monitor, and enforce the LRE continuum of supports, services, and placements.	X	X	X
8	Provide appropriate placements for students with disabilities I the district.	X	X	X
9	Utilize an alternative site to expand our district's special education offerings.	X	X	X
10	Include in IEPs a four- or five-year graduation plan that aligns with Student Success Plans and Student Transition Plans to prepare students for college and career-readiness.	X	X	X

11	Design and implement effective transitional programs to support students with disabilities whose PPTs recommend that students receive services until the age of 21.	X	X	X
12	Ensure that PPTs design IEPs which meet graduation requirements as measured by an increased graduation rate of students identified for Special Education.	X	X	X
13	Design professional development modules to enhance teachers' capacity to chair effective PPT meetings.	X	X	X
14	Design professional development modules to enhance teachers' capacity to compose and implement effective and appropriate IEPs using the Common Core State Standards.	X		
15	Design professional development modules for school leaders to enhance their knowledge on Special Education laws to ensure compliance with federal IDEA requirements.	X	X	X
16	Design and implement effective professional development to increase the capacity of Special Educators to support Tier 1 instruction in an effort to reduce the number of students in need of Tier 2 and Tier 3 interventions/instruction.	X	X	X
Strategy 4: Improve the quality and effectiveness of all Special Education District Programs to provide services to all students with disabilities in the Least Restrictive Environment.		Yr. 1	Yr. 2	Yr. 3
1	Create and implement a plan to integrate technological tools and programs to help students to access classroom instruction.	X		
2	Evaluate programs that serve students with autism at each grade level and implement recommended changes.		X	
3	Provide staff professional learning in Applied Behavior Analysis (ABA) training.	X	X	X
4	Provide professional learning/support for teachers, staff, and parents on behavior management strategies for students with autism.	X	X	X
5	Evaluate programs that serve students identified as Emotionally Disturbed throughout the district and implement recommended changes.	X	X	
6	Provide professional learning based on behavior research to teachers and staff who work with students identified as Emotionally Disturbed.	X	X	X
Strategy 5: Improve effectiveness of programs for English Language Learners.		Yr. 1	Yr. 2	Yr. 3
1	Ensure compliance with federal and state regulations and guidelines regarding identification and implementation of services for English Language Learners (ELL).	X	X	X

2	Design professional learning for administrators in the implementation of regulations and guidelines for educating ELL students.	X		
3	Provide on-going, job-embedded professional learning on research-based/evidence-based instructional strategies for ELL students.	X	X	X
4	Analyze performance levels and rates of growth of all identified English Language Learners on the state-mandated English language proficiency test to determine effectiveness of programs and staff and adjust services and instruction.	X	X	X
5	Analyze performance levels and rates of growth of English Language Learners compared to non-ELL peers on state academic assessments to determine effectiveness of programs and staff and adjust services and instruction.	X	X	X
6	Analyze performance levels and rates of growth of English Language Learners on the district administered universal screener.	X	X	X
Strategy 6: Develop and implement K-12 student assessment and data management plan to track student outcomes across all areas of the Strategic Operating Plan.		Yr. 1	Yr. 2	Yr. 3
1	Adopt and implement a district assessment and data management system that includes national, state, and district student measures that provide a detailed profile of students' individual and group progress annually.	X		
2	Enable district analysis of student outcomes relative to the measures of the Strategic Operating Plan by populating a data warehouse.	X		
3	Create a timeline for data analysis and reporting to various stakeholders that includes an annual Board of Education retreat.	X		
4	Host annual fall Community Forum to examine district data.	X		
Strategy 7: Implement a comprehensive 4-12 program for students with advanced learning needs.		Yr. 1	Yr. 2	Yr. 3
1	Design criteria to identify students with advanced learning needs, including students with exceptionalities (i.e., English Language Learners, Special Education students).	X		
2	Collaborate with the University of Connecticut's National Center for Gifted Education & Talent Development to implement a gifted and talented pilot program.	X		
3	Provide professional learning opportunities for teachers of students with advanced learning needs.	X	X	X
4	Research possible ways to provide professional learning to teachers to support the advanced learning needs of students in Grades K-3.	X	X	X
Strategy 8: Develop and implement effective, school-based pre-school programs using State School Readiness program funding as the primary means of support.		Yr. 1	Yr. 2	Yr. 3
1	Develop a plan to implement effective, school-based pre-school programs.	X		

Goal 4: Increase parent and community involvement and support

Strategy 1: Create a system of school-based governance and decision-making through district policy and training of School Governance Councils (SGCs).		Yr. 1	Yr. 2	Yr. 3
1	Create BOE School Governance Council (SGC) policy.	X		
2	Expand the current SGC structure to all schools.	X		
3	Provide an annual cycle of training to SGC members.	X	X	X
Strategy 2: Increase parent responsibility, engagement and involvement at each school.		Yr. 1	Yr. 2	Yr. 3
1	Research effective models of parent engagement resulting in increased student achievement for New London Public Schools.	X		
2	Develop a shared vision and district definition of parent engagement that incorporates the research of effective models.	X		
3	Create a plan of implementation to realize the shared vision of parent engagement.	X		
4	Implement plans at the school building level that align with the district's definition of strong parent engagement.		X	X
Strategy 3: Develop university, community, institutional and business partnerships that expand student learning opportunities.		Yr. 1	Yr. 2	Yr. 3
1	Conduct a needs assessment across magnet pathways to identify enrichment, intervention, and professional learning needs to be supported by partnerships.	X		
2	Identify and engage partners who have the capacity to support district needs and reform efforts.	X		
3	Design models for collaboration/partnership that are beneficial to the district, the partners, and the community.	X		
4	Establish partnerships in conjunction with the expansion of each magnet pathway.	X	X	X
5	Strengthen relationships with local colleges and universities to increase the number of students participating in dual-credit courses.	X	X	X

Strategy 4: Provide parents with greater opportunities for choice of school programs based on the needs and interests of their children.		Yr. 1	Yr. 2	Yr. 3
1	Create and administer annual surveys to stakeholders (community, parents, and students) to enhance magnet pathways/programming.	X	X	
2	Design a district magnet model for the middle school.	X		
3	Develop a set of regional district high school-level choices for New London families.	X		
4	Initiate and offer additional world languages in Grades K-8.		X	X
5	Revise STEM operations plan to develop 6-12 STEM programs.	X		
6	Design Educational Specifications for a new 6-8 wing attached to the Science and Technology Magnet High School.		X	
7	Explore the option of having ISAAC Charter School become a district-affiliated charter.	X		
8	Collaborate with LEARN to redefine NLPS's relationship with the Dual Language Arts Academy.	X		
Strategy 5: Measure and increase the level of satisfaction of parents, students, and teachers with their schools.		Yr. 1	Yr. 2	Yr. 3
1	Develop a statistically valid measure of parents' satisfaction with the school their child attends, and analyze and report actionable results annually.	X		
2	Administer the State School Connectedness Survey to K-12 students, and analyze and report actionable results annually.	X		
3	Initiate a workplace quality survey to all teachers and support staff, and analyze and report actionable results annually.	X	X	X
Strategy 6: Develop and implement a Communications Plan to engage and inform internal and external stakeholders of the status and progress of New London's education reform and celebrate achievements of students and staff.		Yr. 1	Yr. 2	Yr. 3
1	Create and fill the position of Communications Officer.	X		
2	Design a communications strategy to inform internal and external stakeholders of New London Public Schools plan and progress for educational improvement and school choice.	X		
3	Design events and communications to celebrate the achievements of students and staff relative to the goals of the Strategic Operating Plan.	X		
4	Develop a marketing plan to inform and promote school and program choices to families in New London and the region.	X	X	X

Strategy 7: Establish a Local Education Fund (LEF).		Yr. 1	Yr. 2	Yr. 3
1	Solicit and convene local business, non-profit, and civic leaders to identify needs, set priorities, examine options, and develop plans for an external organization to support and sustain New London's Education Reform.	X		
2	Assist community leaders in establishing a 501(c)(3) non-profit organization.	X		
3	Participate in the formation of a founding governing board and leadership investors group to initiate a New London Education Fund.	X		
Goal 5: Remove barriers to high performance				
Strategy 1: Provide additional learning time for students to close the achievement gap.		Yr. 1	Yr. 2	Yr. 3
1	Collaborate with the National Center for Time and Learning to expand the school year by 300 hours in grades K-8.	X	X	X
2	Design theme-based programs for extended hours.	X		
3	Include additional 90 minutes a week of differentiation in the K-8 schedule.	X	X	
4	Include an additional 60 minutes a week of teacher collaboration and professional development time in the K-8 schedule.	X	X	
5	Include an additional 60 minutes a week for enrichment opportunities.	X	X	
6	Design progress monitoring tool for the work of community partners.	X		
Strategy 2: Improve district governance through Board of Education training, effective governance process and policy that institutionalizes and sustains education reform.		Yr. 1	Yr. 2	Yr. 3
		X		
Strategy 3: Improve school climate where necessary through Positive Behavior Intervention and Supports (PBIS).		Yr. 1	Yr. 2	Yr. 3
1	Analyze discipline data of all schools.	X	X	X
2	Research positive behavior intervention systems.	X		
3	Design a building-based positive behavior intervention system.	X		
4	Implement a building-based positive behavior intervention system.		X	

Strategy 4: Create program options to reduce the level of suspension and expulsion rates.		Yr. 1	Yr. 2	Yr. 3
1	Coordinate with outside agencies to examine strategies and options for reducing levels of suspension and expulsion rates.	X		
2	Audit current strategies and systems to reduce suspension and expulsion rates to develop action plan that addresses findings.	X		
3	Explore internal placement alternatives to meet student needs.	X		
Strategy 5: Improve student attendance and reduce truancy.		Yr. 1	Yr. 2	Yr. 3
1	Review and analyze data and identify interventions for students not attending school/classes through school-wide data teams.	X		
2	Create incentives for students to improve their attendance.	X	X	
3	Initiate student and family focus groups that assess the reasons for truancy.	X		
4	Coordinate with outside agencies to examine strategies and options for working with truancy.	X		
5	Review and revise district and school attendance procedures and expectations.	X	X	X
Goal 6: Create a stable system of support that sustains New London's schools and maximizes the use of public resources				
Strategy 1: Take advantage of opportunities to increase the level of state and federal support for New London's schools.		Yr. 1	Yr. 2	Yr. 3
1	Systematically increase the number of New London Schools eligible for state funding.	X	X	X
2	Explore state, federal and private funding opportunities for creating and implementing new instructional programs.	X	X	X
3	Develop a more robust district capacity for grant writing.	X		
Strategy 2: Provide safe and effective life learning environments for all students and ensure long-term stewardship of school buildings through development and implementation of a 10-year Facilities Master Plan (FMP).		Yr. 1	Yr. 2	Yr. 3
1	Develop architectural plans for the renovation as new of the New London High School campus to include two 6-12 magnet programs.	X		
2	Develop a 10-year Facilities Master Plan based on existing plan and initiate bonding for the implementation of the plan.	X	X	

3	Increase district responsibility as much as possible for the repair of school facilities through establishment of a “non-lapsing account” for this purpose.		X	
4	Verify bonding has been processed and begin Phase I safety priorities of the Facilities Master Plan.			X
Strategy 3: Reduce student transportation costs to a sustainable level; provide greater opportunities for students to walk or bike to school.		Yr. 1	Yr. 2	Yr. 3
1	Explore options for the district to increase the efficient use of student transportation funds.	X	X	
Strategy 4: Reduce long-term operational costs through the development of jointly administered (in partnership with the City of New London) financial management and information technology systems.		Yr. 1	Yr. 2	Yr. 3
1	Explore combining City of New London and New London Public Schools technology services.	X		
2	Invest in new common financial management talent development system that enables the City of New London and New London Public Schools to share systems and data.	X	X	
3	Create a Request for Proposal (RFP) for the purchase of an efficient and effective financial/personnel management system.	X		
4	Develop a Memorandum of Understanding between the City of New London and the district to create a joint finance office.		X	
5	Acquire and implement the automated financial/personnel management system and joint office capacity.		X	X
Strategy 5: Achieve greater return on investments, transparency and efficiency in the allocation and expenditure of local, state, and federal education funds.		Yr. 1	Yr. 2	Yr. 3
1	Create a per pupil allocation system to enhance equity and portability in school funding.	X		
2	Allocate a minimum of 70% of general budget funds annually to schools.	X	X	X
3	Align Alliance funds and existing special funds to support the strategies of the Strategic Operating Plan.	X	X	X
4	Approve budgets annually at the school level through the School Governance Councils before submission to the Superintendent.	X	X	X