

SCHOOL DISTRICT OF NEW LONDON CONTINUOUS IMPROVEMENT PLAN



MISSION: Success For All Students.

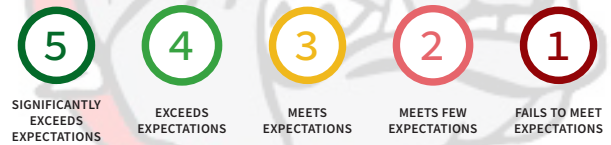
VISION: The School District of New London will partner with families and community to develop students by providing high quality instruction, personalized learning options, and a caring environment in which students are able to reach their fullest potential. This collaborative partnership will encourage opportunity for students to become:

- Effective Communicators
- Problem Solvers and Critical Thinkers
- Self-Directed and Life-Long Learners
- Responsible, Contributing Citizens

GUIDING PRINCIPLES: We will be accountable and work together to...

- Provide a safe, secure, nurturing environment
- Establish and maintain school, family, community partnerships
- Foster students' developmental assets
- Ensure that students master the essential curriculum
- Recruit, develop, and retain a highly qualified staff
- Model what is expected
- Value diversity
- Meet the needs of the future

RATING



This Continuous Improvement Plan identifies and monitors four Core Areas that represent the overall health of the School District of New London as a teaching and learning organization. Listed under the Core Areas are the Key Performance Indicators (KPIs) and the percentage at which they contribute to the overall rating for the Core Area to which they belong.

INDICATORS OF SUCCESS

LEARNING & ACHIEVEMENT 3

We will promote the highest levels of academic achievement through effective teaching strategies, intellectual engagement and differentiation to meet the needs of all students. With an emphasis on actionable outcomes developed through Professional Learning Communities, we will support student exploration, critical thinking, collaboration and creativity to ensure all students are college- and career-ready and life-long learners.

State Report Card	50%
College & Career Ready	20%
Local Assessments - iReady Achievement	10%
Local Assessments - iReady Growth	10%
ACT	10%

FINANCIAL & OPERATIONAL STABILITY 3

We will work within a fiscally responsible framework that supports an educational system with consistent approaches to maximize local, state and federal funding. Focused on respecting and seeking support from community stakeholders, we will develop financial resources with a sustainability principle to achieve preferred District results that best serve students, staff, District facilities and the school community.

Sustainability Planning	35%
Fund Balance	20%
Bond Rating	15%
Financial Audit	15%
Open Enrollment	15%

SAFE, ORDERLY & HEALTHY 4

We will create and promote safe learning environments that support the physical, social and emotional well-being of students, staff and the school community. To enable responsiveness to emergencies, the District will provide preventive training and resources and support the review and practice of safety strategies.

Student Safety (Behavior)	25%
Staff Safety (Survey)	25%
Safety Planning & Processes	25%
MOD Rating	25%

ENGAGED & CONNECTED

We will build relationships and develop engaged and connected school communities by providing transparent communication and collaboration with all of our stakeholders. Responding to continuous feedback, we will make sure our school community is welcoming to and representing all students, families and staff.

Student Engagement Survey	25%
Parents/Guardians/Families Engagement Survey	25%
Staff Engagement Survey	25%
Clubs, Co-Curriculars, Athletics (Participation)	15%
Attendance	10%



CORE AREA



LEARNING & ACHIEVEMENT

We will promote the highest levels of academic achievement through effective teaching strategies, intellectual engagement and differentiation to meet the needs of all students. With an emphasis on actionable outcomes developed through Professional Learning Communities, we will support student exploration, critical thinking, collaboration and creativity to ensure all students are college- and career-ready and life-long learners.

KEY PERFORMANCE INDICATOR

STATE REPORT CARD



DEFINITION

The School District of New London receives a State School Report Card annually from the Wisconsin Department of Public Instruction (DPI) since 2015-16 that includes multiple indicators across four priority areas for student learning (Student Achievement, Student Growth, Target Group Outcomes, and On-Track to Graduation).

WHY THIS MATTERS

The District report card provides ratings for all Wisconsin schools and districts. This publicly reported measure is an indicator of overall achievement and engagement. It allows a consistent comparison of state priorities.

RATING



83-100



73-82.9



63-72.9



53-62.9



0-52.9

CELEBRATIONS

The School District of New London is proud of their measure of 68.7 to Meet Expectations on the 2021-22 State Report Card. Specific scores to celebrate include a 93.4% graduation rate and high scores in the "On-Track to Graduation" area, out-performing the state average in all areas. Local priorities are also represented in the area of Postsecondary Preparation with 108 students taking Advanced Placement, 208 students taking dual credit, and 31 students earning industry-recognized credentials.

OPPORTUNITIES FOR IMPROVEMENT

The School District of New London continues to monitor the influence of flexible enrollment on our reports for elementary schools. We are also focused on improving test participation rates in special education and monitoring chronic absenteeism. English Language Arts instruction is in the second year of implementing new curriculum K-8.



CORE AREA



LEARNING & ACHIEVEMENT

We will promote the highest levels of academic achievement through effective teaching strategies, intellectual engagement and differentiation to meet the needs of all students. With an emphasis on actionable outcomes developed through Professional Learning Communities, we will support student exploration, critical thinking, collaboration and creativity to ensure all students are college- and career-ready and life-long learners.

KEY PERFORMANCE INDICATOR

COLLEGE & CAREER READY



DEFINITION

The School District of New London prepares students for postsecondary education and the workplace by providing students with an opportunity to experience postsecondary-level education courses and career readiness courses and experiences. We will measure the percent of graduating students who have had at least one course identified to promote college and career readiness.

WHY THIS MATTERS

The School District of New London recognizes that Success For All Students means having students with multiple goals for postsecondary achievement.

RATING



90%-100%



80%-90%



70-79%



60-69%



Less than 60%

CELEBRATIONS

The School District of New London continues to add Advanced Placement, Dual Credit, and Work Experience opportunities for students. Recent additions of AP US Government, AP Language and Composition, and the Rawhide Vocational Training courses in Automotive and Culinary provide more opportunities for students to be college and career ready. In 2023, 68% of graduating seniors had at least one course to promote college and career readiness.

OPPORTUNITIES FOR IMPROVEMENT

The School District of New London will look to add transition options, opportunities for special education students, and will continue to grow partnerships with local business and industry to increase pathways and opportunities for students to be college and career ready prior to graduation.



CORE AREA



LEARNING & ACHIEVEMENT

We will promote the highest levels of academic achievement through effective teaching strategies, intellectual engagement and differentiation to meet the needs of all students. With an emphasis on actionable outcomes developed through Professional Learning Communities, we will support student exploration, critical thinking, collaboration and creativity to ensure all students are college- and career-ready and life-long learners.

KEY PERFORMANCE INDICATOR

LOCAL ASSESSMENTS - IREADY ACHIEVEMENT



DEFINITION

The School District of New London uses the iReady assessment tool to evaluate the Literacy and Math skills of students in grades K-8. This tool is research-based and administered 1-3 times per year. The goal is to measure student-targeted achievement by assessing grade level proficiency placement with national norms.

WHY THIS MATTERS

District schools and classrooms use the assessment data to inform instruction and provide support or enrichment for students. All students should show achievement in Math and Literacy. Performance on these assessments allows teachers to make adjustments to their instruction to proactively meet the needs of all learners.

RATING



80-100% of students score on or above grade level



70-79% of students score on or above grade level



60-69% of students score on or above grade level



50-59% of students score on or above grade level



Below 50% of students score on or above grade level

CELEBRATIONS

In 2022-23, 63% of students K-8 met the benchmark in Literacy, and 63% met the benchmark in Math on the iReady assessment by the end of the year.

OPPORTUNITIES FOR IMPROVEMENT

Results from iReady and other local assessments will continue to be analyzed regularly to assure instruction, intervention, and achievement, and will remain a focus for student success.



CORE AREA



LEARNING & ACHIEVEMENT

We will promote the highest levels of academic achievement through effective teaching strategies, intellectual engagement and differentiation to meet the needs of all students. With an emphasis on actionable outcomes developed through Professional Learning Communities, we will support student exploration, critical thinking, collaboration and creativity to ensure all students are college- and career-ready and life-long learners.

KEY PERFORMANCE INDICATOR

LOCAL ASSESSMENTS - IREADY GROWTH



DEFINITION

The School District of New London uses the iReady assessment tool to evaluate the Literacy and Math skills of students in grades K-8. This tool is research-based and administered 1-3 times per year. The goal is to measure student-targeted growth by assessing grade level proficiency placement with national norms.

WHY THIS MATTERS

District schools and classrooms use the assessment data to inform instruction and provide support or enrichment for students. All students should show growth throughout the year and over time in the area of Literacy. Performance on these assessments allows teachers to make adjustments to their instruction to proactively meet the needs of all learners.

RATING



170% of average annual typical growth



150-169% of average annual typical growth



130-149% of average annual typical growth



110-129% of average annual typical growth



Below 110% of average annual typical growth

CELEBRATIONS

In 2022-23, students K-8 showed growth of 133% in Literacy and 115% in Math on the iReady assessment by the end of the year.

OPPORTUNITIES FOR IMPROVEMENT

Results from iReady and other local assessments will continue to be analyzed regularly to assure instruction, intervention, and growth, and will remain a focus for student success.



CORE AREA



LEARNING & ACHIEVEMENT

We will promote the highest levels of academic achievement through effective teaching strategies, intellectual engagement and differentiation to meet the needs of all students. With an emphasis on actionable outcomes developed through Professional Learning Communities, we will support student exploration, critical thinking, collaboration and creativity to ensure all students are college- and career-ready and life-long learners.

KEY PERFORMANCE INDICATOR

ACT



DEFINITION

The School District of New London provides students with additional opportunities and monitors overall performance and growth on the ACT over time to increase the average Composite ACT score.

WHY THIS MATTERS

The ACT is one indicator of college and career readiness for students. The ACT is one comparable measure for schools around the country. It also plays a part in the district report card system.

RATING



23- Above



20-22.9



17-19.9



15-16.9



0-14.9

CELEBRATIONS

New London High School has partnered with the ACT Academic Tutoring Company to provide the Pre-ACT for grades 9-11 and an ACT Bootcamp for grade 11. New London High School staff also provide ACT practice sessions and incorporate ACT tips, tricks, skills, and strategies into their curriculum. The composite ACT score in 2022-23 school year was 19.5.

OPPORTUNITIES FOR IMPROVEMENT

Our District strives to improve student proficiency in Math and English Language Arts. Incorporating ACT content, questions, and strategies into all academic areas.



CORE AREA



FINANCIAL & OPERATIONAL STABILITY

We will work within a fiscally responsible framework that supports an educational system with consistent approaches to maximize local, state and federal funding. Focused on respecting and seeking support from community stakeholders, we will develop financial resources with a sustainability principle to achieve preferred District results that best serve students, staff, District facilities and the school community.

KEY PERFORMANCE INDICATOR

FUND BALANCE



DEFINITION

The School District of New London monitors their fund balance for two main reasons: to provide cash flow and to safeguard the District for unanticipated expenditures. The District will measure the percentage of fund balance over total expenditures in Fund 10.

WHY THIS MATTERS

A higher fund balance manages cash flow because the timing of revenues and expenditures is not equal. State, federal and local revenues are often received after expenditures are paid out. Cash flow borrowing has interest and legal costs that have exceeded \$250,000 the last ten years. Annually, the District currently borrows over \$1,100,000 to ensure expenditures can be paid.

Fund balance is also important to plan uncertainties and provide a resource to the Board of Education for “one-time” expenditures or often referred to as a “rainy-day” fund.

RATING



A fund balance of over 30%



A fund balance of over 25%



A fund balance over 20%



A fund balance over 15%



Fund balance of less than 15%

CELEBRATIONS

The District has reduced the reliance on cash flow borrowing from over \$5,500,000 to just over \$1,100,000. The District's fund balance in 2022-23 was 13%.

OPPORTUNITIES FOR IMPROVEMENT

Revised Board policy to set benchmarks related to the rating.



CORE AREA



FINANCIAL & OPERATIONAL STABILITY

We will work within a fiscally responsible framework that supports an educational system with consistent approaches to maximize local, state and federal funding. Focused on respecting and seeking support from community stakeholders, we will develop financial resources with a sustainability principle to achieve preferred District results that best serve students, staff, District facilities and the school community.

KEY PERFORMANCE INDICATOR

BOND RATING



DEFINITION

The School District of New London bond rating is important because it reports on the overall strength of the District's finances. The District will use the annual Moody's rating to report the current rating.

WHY THIS MATTERS

A higher bond rating reduces the interest costs when financing is required for projects or operations approved by the Board or local taxpayers. A higher bond rating also reflects the financial stewardship of the District.

RATING



A rating of Aaa/AAA or Aa1/AA+



A rating of Aa3/AA- or Aa2/AA



A rating of A1/A+



A rating of A2/A



A rating of A3/A-

CELEBRATIONS

The District continues to influence factors that impact the current bond rating of A2 such as improved fund balance, reduction of debt and unfunded liabilities.

OPPORTUNITIES FOR IMPROVEMENT

Revised Board policy to set benchmarks related to the rating.



CORE AREA



FINANCIAL & OPERATIONAL STABILITY

We will work within a fiscally responsible framework that supports an educational system with consistent approaches to maximize local, state and federal funding. Focused on respecting and seeking support from community stakeholders, we will develop financial resources with a sustainability principle to achieve preferred District results that best serve students, staff, District facilities and the school community.

KEY PERFORMANCE INDICATOR

FINANCIAL AUDIT



DEFINITION

The School District of New London completes an annual third party financial audit as required by state statute. Annual financial auditing provides the Board of Education and the community a report of annual District activities related to expenditures and revenues.

WHY THIS MATTERS

An audit reports the findings and areas that may need improvement in the management letter and those charged with governance. An audit report scrutinizes the budget, financial operations and programs that are required to be monitored by local, state and federal guidelines.

RATING



Audit has 0 findings



Audit has 1-2 findings



Audit has 3-4 findings



Audit has more than 5 findings



Audit reports difficulties with the District and/or District finances are not in order

CELEBRATIONS

The District continues to have only one finding.

OPPORTUNITIES FOR IMPROVEMENT

The District is able to improve on deficiencies noted in the management's discussion and analysis.



CORE AREA



FINANCIAL & OPERATIONAL STABILITY

We will work within a fiscally responsible framework that supports an educational system with consistent approaches to maximize local, state and federal funding. Focused on respecting and seeking support from community stakeholders, we will develop financial resources with a sustainability principle to achieve preferred District results that best serve students, staff, District facilities and the school community.

KEY PERFORMANCE INDICATOR

SUSTAINABILITY PLANNING



DEFINITION

The School District of New London maintains and plans for our largest and most costly assets - school District facilities. Annual and preventative maintenance or replacement schedules are scheduled in a deliberate operating timeline and covers “standard” items such as roof surfaces, parking lots, HVAC, flooring, and District capital assets. A Future Ready Plan addresses library and technology needs.

WHY THIS MATTERS

We need to safeguard the assets of the District through preventative maintenance on a set schedule to effectively plan for long-term budgeting strategies for the District.

RATING



A 10 year Facilities Plan, and 5 year Future Ready Plan are in place, reviewed, reported, adjusted, and followed annually



A 10 year Facilities Plan, and 5 year Future Ready Plan are in place and reviewed and adjusted annually



A 10 year Facilities Plan, and 5 year Future Ready Plan are in place, but not always followed



10 year Facilities Plan, and 5 year Future Ready Plan are not been fully completed; action is taken sporadically to address District facility needs



There is not a 10 year Facilities Plan, and 5 year Future Ready Plan

CELEBRATIONS

We have a plan in place and a budget that supports repairs and new construction. Our 5 year Future Ready Plan is ready for review. We report regularly on the planning of projects from committees and the budget reflects these actions. We publicize the previous and current year plan for capital projects in the District’s annual budget hearing. The District currently is not able to follow all items in the plans because of funding.

OPPORTUNITIES FOR IMPROVEMENT

Our Future Ready Plan needs to be finalized and added to the annual review timeline.



CORE AREA



FINANCIAL & OPERATIONAL STABILITY

We will work within a fiscally responsible framework that supports an educational system with consistent approaches to maximize local, state and federal funding. Focused on respecting and seeking support from community stakeholders, we will develop financial resources with a sustainability principle to achieve preferred District results that best serve students, staff, District facilities and the school community.

KEY PERFORMANCE INDICATOR

OPEN ENROLLMENT



DEFINITION

The School District of New London monitors the annual impact of open enrollment students in the District. Open enrollment is important because it can attract students from other districts to attend and retain resident students.

WHY THIS MATTERS

The School District of New London currently has more students that open enroll out of the District versus into the District.

RATING



A decrease of 15+ annual net loss of open enrolled students



A decrease of 11-15 annual net loss of open enrolled students



A decrease of 6-10 annual net loss of open enrolled students



A decrease of 1-5 annual net loss of open enrolled students



No decrease of annual net loss of open enrolled students

CELEBRATIONS

Many students who open enroll out of the District never attended the District. In 2022-23, a net of 5 or fewer students open enrolled out of the District.

OPPORTUNITIES FOR IMPROVEMENT

The District will continue to explore data to improve the rating.



CORE AREA



SAFE, ORDERLY & HEALTHY

We will create and promote safe learning environments that support the physical, social and emotional well-being of students, staff and the school community. To enable responsiveness to emergencies, the District will provide preventive training and resources and support the review and practice of safety strategies.

KEY PERFORMANCE INDICATOR

STUDENT SAFETY (BEHAVIOR)



DEFINITION

The School District of New London tracks the number of major referrals (in-school suspensions, out-of-school suspensions, and expulsions) for students in grades K-12. The District will use the 3rd Friday count in September as total students. This measure helps provide a measure of student safety.

WHY THIS MATTERS

Maintaining a safe school environment for all students is essential for learning and social/emotional growth. Schools with higher suspension rates have lower academic performance.

RATING



95-100% of students have 0 Major Referrals



90-94% of students have 0 Major Referrals



85-89% of students have 0 Major Referrals



80-84% of students have 0 Major Referrals



0-79% of students have 0 Major Referrals

CELEBRATIONS

The School District of New London values and prioritizes student and school safety. In the 2022-23 school year, 93% of students had no major referrals.

OPPORTUNITIES FOR IMPROVEMENT

The School District of New London continues to explore and develop additional strategies to support positive student behavior.



CORE AREA



SAFE, ORDERLY & HEALTHY

We will create and promote safe learning environments that support the physical, social and emotional well-being of students, staff and the school community. To enable responsiveness to emergencies, the District will provide preventive training and resources and support the review and practice of safety strategies.

KEY PERFORMANCE INDICATOR

STAFF SAFETY (SURVEY)



DEFINITION

The School District of New London tracks staff perceptions regarding the safe operation of District facilities and activities with surveys.

WHY THIS MATTERS

Maintaining a safe school environment for all staff is essential for creating a productive learning environment. Staff and students are able to fully engage in the learning process when they feel safe.

RATING



95-100% of staff that respond that they agree/strongly agree that they feel safe at school



90-94% of staff that respond that they agree/strongly agree that they feel safe at school



85-89% of staff that respond that they agree/strongly agree that they feel safe at school



80-84% of staff that respond that they agree/strongly agree that they feel safe at school



0-79% of staff that respond that they agree/strongly agree that they feel safe at school

CELEBRATIONS

The School District of New London values and prioritizes staff and school safety. The 2022-23 survey data reported 96% of staff feel safe at school.

OPPORTUNITIES FOR IMPROVEMENT

The School District of New London continues to explore and monitor staff perceptions of school safety. The staff survey will be conducted twice yearly.



CORE AREA



SAFE, ORDERLY & HEALTHY

We will create and promote safe learning environments that support the physical, social and emotional well-being of students, staff and the school community. To enable responsiveness to emergencies, the District will provide preventive training and resources and support the review and practice of safety strategies.

KEY PERFORMANCE INDICATOR

SAFETY PLANNING & PROCESSES



DEFINITION

The School District of New London provides safety audit training of staff and students (drills) and meets ACT 143 Department of Justice compliance and requirements. A Safety Plan is reviewed annually with an audit of safety concerns from the year prior.

WHY THIS MATTERS

Maintaining a safe school environment for all students and staff is essential for providing a safe, secure, nurturing learning environment. As well as being able to recruit, develop and retain highly qualified staff.

RATING



A School Safety Plan exists and is expanded and reviewed annually. Safety audit items completed



A School Safety Plan exists and is reviewed annually. Safety audit items completed



A School Safety Plan exists and is reviewed every 3 years. Safety audit items completed



School Safety Plan exists, but has not been reviewed. Safety audit items partially completed



No School Safety Plan exists for the District. Safety audit items not completed

CELEBRATIONS

The School District of New London Safety Plan values and prioritizes school safety. In 2022-23 we identified as a Heartsaver District as well as a Trauma Informed District. We hold annual professional development sectionals on both training topics related to physical safety and mental health awareness. All classrooms are equipped with a safety (medical) bag as well as crisis procedures (Standard Response Protocol (SRP), fire, and tornado). SPR instructions are on all staff ID badges.

OPPORTUNITIES FOR IMPROVEMENT

The School District of New London continues to explore and develop best practices with the support of our district-wide safety team that also includes members of New London Police Department, the Fire Department, the Sheriff’s Department, and Waupaca County Emergency Response to monitor and revise the School District of New London Safety Plan.



CORE AREA



SAFE, ORDERLY & HEALTHY

We will create and promote safe learning environments that support the physical, social and emotional well-being of students, staff and the school community. To enable responsiveness to emergencies, the District will provide preventive training and resources and support the review and practice of safety strategies.

KEY PERFORMANCE INDICATOR

MOD RATING



DEFINITION

The School District of New London uses a MOD rating to assess and monitor workman’s compensation claim history.

WHY THIS MATTERS

The safety of students and staff matters to the School District of New London. The rating indicates the overall score in comparison to similar organization’s safety. The lower the number, the better the claim history. The lower the score, the lower the annual premiums are for insurance and that impacts the budget.

RATING



A MOD rating of 0.85 or lower



A MOD rating of 0.86 - 0.95



A MOD rating of 0.96 - 1.05



A MOD rating of 1.06 - 1.15



A MOD rating of 1.15 or higher

CELEBRATIONS

The District’s current MOD rating is 0.89.

OPPORTUNITIES FOR IMPROVEMENT

The District’s lowest score was 0.77 in 2020-21. We continue to promote safety processes to prevent workman's compensation claims.



CORE AREA

ENGAGED & CONNECTED

We will build relationships and develop engaged and connected school communities by providing transparent communication and collaboration with all of our stakeholders. Responding to continuous feedback, we will make sure our school community is welcoming to and representing all students, families and staff.

KEY PERFORMANCE INDICATOR

STUDENT ENGAGEMENT SURVEY

DEFINITION

The School District of New London will gather information through a student engagement survey and create strategies to improve student connectedness, engagement, drive, citizenship/leadership, perception, social/emotional aptitude wellness, and academic and career planning. A student engagement survey is given twice during the academic year to gather feedback.

WHY THIS MATTERS

We rely on student feedback to shape our plans and evaluate the effectiveness of our programs. When students are actively involved in school, they have a greater chance of success both in and outside of the classroom.

RATING



Results are analyzed with three action steps identified. Spring survey results will reflect increased percent, average, and comparison percentile and identify within the fourth quartile.



Results are analyzed with three action steps identified. Spring survey results will reflect increased percent, average, and comparison percentile and identify within the third quartile.



Results are analyzed with three action steps identified. Spring survey results will reflect increased percent, average, and comparison percentile. Baseline quartile results remain the same.



Results are analyzed with three action steps identified.



Results are analyzed with no action steps developed.

CELEBRATIONS

District leadership has responded to individual survey results that have identified specific student needs, course offerings, and school safety.

OPPORTUNITIES FOR IMPROVEMENT

By consistently reviewing feedback from the student engagement survey, schools can develop effective strategies and provide further opportunities for students to succeed. Ensuring survey data is collected in the fall and spring of each year will allow analysis and action.



CORE AREA

ENGAGED & CONNECTED

We will build relationships and develop engaged and connected school communities by providing transparent communication and collaboration with all of our stakeholders. Responding to continuous feedback, we will make sure our school community is welcoming to and representing all students, families and staff.

KEY PERFORMANCE INDICATOR

PARENTS/GUARDIANS/FAMILIES ENGAGEMENT SURVEY

DEFINITION

The School District of New London will gather information through a parents/guardians/families engagement survey and create strategies to improve the culture of educational excellence, effective teaching, safe and healthy school climate, leadership, sense of community, and equity. A parent/guardian family survey is given twice during the academic year to gather feedback.

WHY THIS MATTERS

At our schools, we value the input of parents, guardians, and families to help guide our plans and assess the impact of our programs. When parents, guardians, and families are engaged in school activities, they can better support and contribute to the success and growth of our district, both inside and outside the school environment.

RATING



Results are analyzed with three action steps identified. Spring survey results will reflect increased percent, average, and comparison percentile from the targeted action steps and identify within the fourth quartile.



Results are analyzed with three action steps identified. Spring survey results will reflect increased percent, average, and comparison percentile and identify within the third quartile.



Results are analyzed with three action steps identified. Spring survey results reflect an increased percent, average, and compassion percentile. Baseline quartile results remain the same.



Results are analyzed with three action steps identified.



Results are analyzed with no action developed.

CELEBRATIONS

District-level and individual school parent advisory councils have played an important role in promoting student opportunities and supporting the school community through their active participation and feedback.

OPPORTUNITIES FOR IMPROVEMENT

By consistently reviewing feedback from the parents/guardians/families engagement survey, strategies can be established to address the culture of educational excellence, effective teaching, safe and healthy school climate, leadership, sense of community, and equity. Ensuring survey data is collected in the fall and spring of each year will allow analysis and action.



CORE AREA

ENGAGED & CONNECTED

We will build relationships and develop engaged and connected school communities by providing transparent communication and collaboration with all of our stakeholders. Responding to continuous feedback, we will make sure our school community is welcoming to and representing all students, families and staff.

KEY PERFORMANCE INDICATOR

STAFF ENGAGEMENT SURVEY

DEFINITION

The School District of New London will gather information through a staff check-in survey to analyze and respond to the workday, environment, support, equal opportunities and salary. A staff engagement survey is given twice during the academic year to gather feedback.

WHY THIS MATTERS

Employees actively supporting Success For All Students contribute to the achievements of our District throughout the school community.

RATING



Results are analyzed with three action steps identified. Spring survey results will reflect increased percent, average, and comparison percentile and identify within the fourth quartile.



Results are analyzed with three action steps identified. Spring survey results will reflect increased percent, average, and comparison percentile and identify within the third quartile.



Results are analyzed with three action steps identified. Spring survey results will reflect increased percent, average, and comparison percentile. Baseline quartile results remain the same.



Results are analyzed with three action steps identified.



Results are analyzed with no action steps developed.

CELEBRATIONS

In October 2022, the staff check-in survey was completed by over 70% of the District employees. The Board of Education, administration, building-level leadership teams, and individuals analyzed the survey feedback. The survey results generated topics of interest that aimed to support best practices and enhance understanding of the current District culture climate and practices.

OPPORTUNITIES FOR IMPROVEMENT

District leadership teams can develop effective strategies to address workday experiences, work environment, support, equal opportunities, and salary analysis by regularly reviewing feedback from the staff check-in survey. Ensuring survey data is collected in the fall and spring of each year will allow analysis and action.



CORE AREA

ENGAGED & CONNECTED

We will build relationships and develop engaged and connected school communities by providing transparent communication and collaboration with all of our stakeholders. Responding to continuous feedback, we will make sure our school community is welcoming to and representing all students, families and staff.

KEY PERFORMANCE INDICATOR

CLUBS, CO-CURRICULARS, ATHLETICS (PARTICIPATION)

3

DEFINITION

The School District of New London offers a wide variety of activities to keep students engaged and connected within the school setting and community. Active student engagement represents participation in a school recognized or school sponsored club in middle or high school.

WHY THIS MATTERS

Research shows that students benefit in many ways (physically, socially, emotionally) from their involvement in activities beyond academics. Co-curriculars offer students opportunities to explore high-interest areas, connect with peers and adult mentors, build time management skills, and encourage active engagement within the school setting. Co-curricular activities promote achievement, student engagement and the attitudes and habits that lead to future success.

RATING

5

90%-100% of students in Grades 5-12 participate in SDNL Clubs, Co-Curriculars or Athletics

4

80%-89% of students in Grades 5-12 participate in SDNL Clubs, Co-Curriculars or Athletics

3

60%-79% of students in Grades 5-12 participate in SDNL Clubs, Co-Curriculars or Athletics

2

50%-59% of students in Grades 5-12 participate in SDNL Clubs, Co-Curriculars or Athletics

1

Under 50% of students in Grades 5-12 participate in SDNL Clubs, Co-Curriculars or Athletics

CELEBRATIONS

The School District of New London has committed to expanding co-curricular opportunities at all levels. Students currently have 82 offerings in a wide variety of academic, athletic, fine arts, leadership, outdoor recreation and social emotional clubs and activities. Recently added co-curricular offerings include: sources of strength, robotics, e-sports, ice fishing, hockey, trap shooting, rock climbing, and middle school soccer and dance. In the 2022-23 school year, 78% of high school students participated in these options, and 63% of Intermediate/Middle School students participated in these options.

OPPORTUNITIES FOR IMPROVEMENT

The School District of New London will continue to promote club and activity offerings at all levels. The School District of New London will work together with families and the community to make students and families aware of these opportunities and their importance in a well-rounded education. An annual report of student involvement will be reviewed to provide guidance of student participation to assure growth and maintenance of opportunities.



CORE AREA

ENGAGED & CONNECTED

We will build relationships and develop engaged and connected school communities by providing transparent communication and collaboration with all of our stakeholders. Responding to continuous feedback, we will make sure our school community is welcoming to and representing all students, families and staff.

KEY PERFORMANCE INDICATOR

ATTENDANCE

3

DEFINITION

The School District of New London will measure the overall attendance rate for the School District of New London for students in grades K-12.

WHY THIS MATTERS

Students cannot succeed if they are not present for instruction, intervention, healthy meals and support. Students and families who have challenges or barriers to attend school need additional support.

RATING



Above 96% attendance rate



94% - 95.9% attendance rate



92%- 93.9% attendance rate



90% - 91.9% attendance rate



Less than 90% attendance rate

CELEBRATIONS

The School District of New London has an overall attendance rate of 92.8% for the 2022-23 school year. Staff and buildings have worked to identify barriers for families to assist with students who have attendance concerns. The District added a school social worker to address these needs for family and student support. Alternative programs, including Rural Virtual Academy, have provided options for families who do not have interest in daily on-site attendance.

OPPORTUNITIES FOR IMPROVEMENT

The number of students who miss more than 10% of their possible attendance continues to increase. The administrative and pupil services team will continue to monitor and address these individually. The District continues to monitor attendance trends overall on a regular basis.