

Region 14 School District Five-Year Strategic Plan 2023-2028



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Taryn Fernandez, Director of Teaching and Learning
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Jennifer Schnitzer, Math, Bethlehem Elementary School
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Melissa Fitzpatrick, Literacy, Mitchell Elementary School
Christina Strell, Social Studies/Science, Elementary Schools
Caroline South, Literacy/Social Studies, Woodbury Middle School
Cate Lyman, Math/Science, Woodbury Middle School

What?



How?

How well?



District Foundational Systems

District Theory of Action

Supporting our District's Mission and Goals

- If we utilize student assessment results to guide and inform instruction, then we will improve teaching and learning to meet the needs of all learners.
- If we consistently partner with our school community in dynamic ways, then we will form enduring relationships that will build trust with every stakeholder.
- If we continue to assess and improve our safety protocols and procedures, then we will sustain a safe learning environment that will allow students to maximize their potential.
- If we strategically identify district priorities centering the best interest of students, then we will provide the necessary resources to meet student needs.

Region 14 Public Schools Five-Year Strategic Goals

The Region 14 Public Schools developed a District Strategic Plan with input from administrators, staff, and the Region 14 Public Schools community. This plan serves as a roadmap for the district's priorities in the areas of teaching and learning over the next five years. Specific goals have been developed with corresponding action plans and timelines to improve student achievement and school climate in the district in support of our mission. The Superintendent, in collaboration with the Board of Education, will use the Strategic Plan to address the needs of every student in the district. These identified needs will drive budget development over the next five years. Each school in the district has developed a School Improvement Plan that focuses on the strategic goals of the district.

Region 14 Mission

Our mission is to educate all students to their highest level of academic potential and to teach them the skills and knowledge to become capable, creative, collaborative lifelong learners and responsible members of the world community.

Region 14 Schools Five-Year Goals

1. **Academic Performance** - The district will strive to improve academic performance for all students on multiple assessment indicators and the staff will be committed to continuous improvement. Increase student performance on Math/ELA/Science Assessments (SBAC/SAT/PSAT) to 75% of students making state proficiency targets in each school.
2. **Communication** - Region 14 will develop partnerships with all stakeholders in the school community to highlight the exemplary programs the district offers.
3. **Safety** - Region 14 will provide safe and secure facilities equipped with technology, enabling a 21st century learning environment that supports the values of the district.
4. **Budget** - Region 14 will prepare a budget that meets the needs of every student and communicates the needs and priorities of Region 14 in a clear and concise manner.



Region 14 Schools
District Accomplishments 2022/2023



Communication

- Created Monthly District Newsletter
- Reconnected with Social Media Platforms (Instagram and Facebook)
- Reinstated Parent/Staff School Climate Surveys to engage stakeholders
- Student/Parent/Staff Superintendent Advisory Groups
- "Curriculum Nights"(Elementary and Middle Schools)
- Updated District's Website
- School Development Plans Implemented
- Director of Teaching and Learning/Student Services Development Plans Completed
- Implemented Weekly School Newsletter
- Board of Education Weekly Updates



Region 14 Schools

District Accomplishments 2022/2024

Academic Performance

- Region 14 Ranked 37# Best School District Based on State Performance District Index
- Mitchell Elementary School of Distinction (2022-2023)(2023-2024)
- Bethlehem Elementary School – In the top 28% of schools in the state
- Nationally and State Recognized Agriscience and Art Departments
- State Elementary Invention Convention Finalists
- Made adjustments to the K-5 Literacy Curriculum to better align with Science of Reading – State Mandated
- Implemented Tutoring Academy in reading and math in elementary and middle schools
- Created robust data teams in each school
- Completed the CT Literacy Waiver process while identifying areas for improvement in literacy instruction by supplementing the current curriculum
- Implemented K-12 Math/ELA Diagnostic Assessments
- Focused on three high impact areas of the instructional core during teacher observations:
 - A. Creating a positive learning environment that is responsive to, and respectful of, the learning needs of all students
 - B. Leading students to construct meaning and apply new learning through the use of differentiated and evidenced-based learning strategies
 - C. Assessing student learning, providing feedback to students, and adjusting instruction
- New ELA Middle School Curriculum
- Completed 5-year Curriculum Plan
- Completed 3-Year Curriculum Writing Plan
- Approved new district Teacher Evaluation Plan



Region 14 Schools District Accomplishments 2022/2024

Safety

- Woodbury Middle School Recognized for Exemplary School Climate Program (112 Warrior Way)
- Region 14 Policy Audit by CAFE (Connecticut Association Boards of Education)
- District-wide Safety Committee reviewed safety protocols and procedures
- School Evacuation Drills
- Active Shooter Training for new staff
- Presentation to students and parents on the dangers of social media
- Collaboration with ASAP that provided student presentations regarding making healthy choices
- Juvenile Review Board Referrals
- Fantastic School Resource Officers

Budget

- Completion of Nonnewaug High School Renovation Project (2023-2024)
- Completion of Horse Barn Project /High School (2023-2024)
- Developed 5-Year Capital Plan
- Developed 5-Year Technology Plan
- Paving projects completed at Mitchell/Bethlehem Elementary Schools (Woodbury Middle 2024)
- Woodbury Middle School lockers replacement completed 2024

REGION 14 SCHOOLS - FIVE-YEAR CURRICULUM PLAN

(Subject to change based on student and teacher learning needs)

School Year	Professional Learning	Curriculum	Instruction	Assessment
<p>2023-2024</p>	<ul style="list-style-type: none"> ● Illustrative Math coaching through EdAdvance and instructional leaders (K-9) ● NWEA Essential Reports and Responsive Planning training for teachers (6-12) ● NWEA Essential Reports for Leaders training for administrators (districtwide) ● Foundations support through instructional leaders (PreK-5) ● OpenEL support through instructional leader (6-8) ● Vertical and horizontal alignment meetings (PreK-12) ● Professional Learning Communities led by Department Chairs (9-12) ● Data teams 	<ul style="list-style-type: none"> ● Include Region 14’s Vision of a Learner in all curricular documents ● Further develop implementation guides for approved NHS curricula in business, math, ELA, social studies, and agriscience ● Develop curriculum documents in World Language (8-12), agriscience, social studies (9-12), business, the arts (K-6, 9-12), science (6-8), health (K-8), PE (K-8), and culinary (6) ● Propose new courses or opportunities for dual credit enrollment through State grant (10-12) <ul style="list-style-type: none"> ○ Possible expansions - ASL, art, video, agriscience, and culinary 	<ul style="list-style-type: none"> ● Utilize data from NWEA and mClass assessments to differentiate instruction for small groups and personalize assignments on IXL (K-12). ● Utilize data from practice SATs to personalize SAT preparation on Khan Academy and inform instruction (9-12) ● Bring the Vision of a Learner to life (6-12) <ul style="list-style-type: none"> ○ Intentionally demonstrate the attributes ○ Plan opportunities for students to practice and demonstrate ● Implement curricula with fidelity (PreK-12) ● Utilize strategies learned in PL (PreK-12) 	<ul style="list-style-type: none"> ● mClass Dibels 8th Edition, mClass Vocabulary, mClass RAN for reading screeners (K-5) ● NWEA: MAP Growth Math (K-8, 11-12); subject specific tests in Algebra 1, Algebra 2, and Geometry, Science (3-11); Life Science (Biology students); Map Growth Reading (6-12) ● SBAC Interim Assessment Blocks (3-8) ● NGSS Interim Assessment Blocks (3-11) ● PSATs, SATs ● SBAC, NGSS ● AP Exams ● NAEP (BES-4, WMS-8) ● ASVAB (voluntary)
<p>2024-2025</p>	<ul style="list-style-type: none"> ● Illustrative Math coaching through instructional leaders (K-9) ● OpenSciEd training for science teachers (6-12) ● Science of Reading implementation support through instructional leaders (PreK-5) ● Vertical and horizontal alignment meetings (PreK-12) ● Professional Learning Communities led by Department Chairs (9-12) ● Focus on enhancing small-group instruction and multi-tiered system of supports (PreK-12) ● Collaboration with colleges on dual credit enrollment courses (10-12) ● Data teams 	<ul style="list-style-type: none"> ● Continue to include Region 14’s Vision of a Learner in all curricular documents ● Continue to develop and revise implementation guides for all approved curricula ● Summer ‘24 - Develop curriculum documents in business, culinary (8-12), social studies (K-8), the arts (K-12), science (6-8), math (10-12), ELA (11-12), counseling (K-8) ● School year 24-25 - Develop curriculum documents in business, culinary (8-12), the arts (9-12), science (10-12), counseling (9-12) ● OpenSciEd curriculum in Biology, Chemistry, and Physics for 6-11 alignment ● Implement new dual credit opportunities for students ● Expand World Languages to 6-7 ● Enhance health instruction in K-5 	<ul style="list-style-type: none"> ● Utilize data from NWEA and mClass assessments to differentiate instruction for small groups and personalize assignments on IXL (K-12). ● Utilize data from practice SATs to personalize SAT preparation on Khan Academy and inform instruction (9-12) ● Bring the Vision of a Learner to life (expand to PreK-5, continue 6-12) <ul style="list-style-type: none"> ○ Intentionally demonstrate the attributes ○ Plan opportunities for students to practice and demonstrate ● Implement curricula with fidelity (PreK-12) ● Utilize strategies learned in PL (PreK-12) 	<ul style="list-style-type: none"> ● mClass Dibels 8th Edition, mClass Vocabulary, mClass RAN for reading screeners (K-5) ● NWEA: MAP Growth Math (K-8, 11-12); subject specific tests in Algebra 1, Algebra 2, and Geometry, Science (3-11); Life Science (Biology students); Map Growth Reading (6-12) ● SBAC Interim Assessment Blocks (3-8) ● NGSS Interim Assessment Blocks (3-11) ● PSATs, SATs ● SBAC, NGSS ● AP Exams ● ASVAB (voluntary)

REGION 14 SCHOOLS - FIVE-YEAR CURRICULUM PLAN

(Subject to change based on student and teacher learning needs)

School Year	Professional Learning	Curriculum	Instruction	Assessment
2025-2026	<ul style="list-style-type: none"> EdCamp for sharing of practices around data and Tier 1 instructional supports "Sharing the Vision" - discussions around samples of student work measuring Vision of a Learner attributes Further developing a culture of collaboration and continuous learning Data teams 	<ul style="list-style-type: none"> Begin 5-year revision cycle with PE/Health/Wellness (9-12), AP Capstone (9-12), ELA (9, 10, 12, AP), select history courses, AP Computer Science Continue to develop and revise implementation guides for all approved curricula Expand World Languages to K-5 	<ul style="list-style-type: none"> Vision of a Learner fully integrated into instruction and assessment (PreK-12) <ul style="list-style-type: none"> Intentionally demonstrate the attributes Plan opportunities for students to practice and demonstrate Utilization of data from districtwide and classroom-based assessments to provide effective multi-tiered systems of support Coherence in implementation of curriculum districtwide 	<ul style="list-style-type: none"> mClass Dibels 8th Edition, mClass Vocabulary, mClass RAN for reading screeners (K-5) NWEA: MAP Growth Math (K-8, 11-12); subject specific tests in Algebra 1, Algebra 2, and Geometry, Science (3-11); Life Science (Biology students); Map Growth Reading (6-12) SBAC Interim Assessment Blocks (3-8) NGSS Interim Assessment Blocks (3-11) PSATs, SATs SBAC, NGSS AP Exams ASVAB (voluntary)
2026-2027	<ul style="list-style-type: none"> Content-specific professional learning around instructional strategies, student engagement, assessment, differentiation, and specific teacher learning needs Further developing a culture of collaboration and continuous learning Data teams 	<ul style="list-style-type: none"> Continue 5-year revision cycle Continue to develop and revise implementation guides for all approved curricula 	<ul style="list-style-type: none"> Vision of a Learner fully integrated into instruction and assessment (PreK-12) Utilization of data from districtwide and classroom-based assessments to provide effective multi-tiered systems of support Coherence in implementation of curriculum districtwide 	<ul style="list-style-type: none"> mClass Dibels 8th Edition, mClass Vocabulary, mClass RAN for reading screeners (K-5) NWEA: MAP Growth Math (K-8, 11-12); subject specific tests in Algebra 1, Algebra 2, and Geometry, Science (3-11); Life Science (Biology students); Map Growth Reading (6-12) SBAC Interim Assessment Blocks (3-8) NGSS Interim Assessment Blocks (3-11) PSATs, SATs SBAC, NGSS AP Exams ASVAB (voluntary)
2027-2028	<ul style="list-style-type: none"> Content-specific professional learning around instructional strategies, student engagement, assessment, differentiation, and specific teacher learning needs Further developing a culture of collaboration and continuous learning Data teams 	<ul style="list-style-type: none"> Continue 5-year revision cycle Continue to develop and revise implementation guides for all approved curricula 	<ul style="list-style-type: none"> Vision of a Learner fully integrated into instruction and assessment (PreK-12) Utilization of data from districtwide and classroom-based assessments to provide effective multi-tiered systems of support Coherence in implementation of curriculum districtwide 	<ul style="list-style-type: none"> mClass Dibels 8th Edition, mClass Vocabulary, mClass RAN for reading screeners (K-5) NWEA: MAP Growth Math (K-8, 11-12); subject specific tests in Algebra 1, Algebra 2, and Geometry, Science (3-11); Life Science (Biology students); Map Growth Reading (6-12) SBAC Interim Assessment Blocks (3-8) NGSS Interim Assessment Blocks (3-11) PSATs, SATs SBAC, NGSS AP Exams ASVAB (voluntary)

REGION 14 SCHOOLS CURRICULUM WRITING PLAN 2023-2025

(Subject to change based on teacher availability and budget)

GREEN CELL = BOARD APPROVED

Summer 2023	2023-2024	Summer 2024	2024-2025
Ag Eng and Mech 10	Spanish 4/UConn ECE	World Language 1	Business Leadership and Management
Ag Production 10	AP Spanish	World Language 2	Culinary Arts I
Agribus Mgmt	Ag Engineering and Mechanics 11/12	World Language 3	Culinary Arts II
Agriscience 9	Vet Skills and Practice	French 4	Sound Engineering
Aquaculture and Fisheries Science 10	Equine Science 11/12	AP French	Song Writing
Equine Science	Nursery Landscaping 11/12	AP (AP) 2-D Art and Design	Medical Emergencies with CPR / First Aid Certification
Leadership Dev	Greenhouse Plant Prod and Proc 11/12	AP Drawing	AP/UCONN ECE Biology
Local Food Production 10	Ag Production 11/12	AP 3-D Art and Design	AP/UCONN ECE Environmental Science
Nursery Landscaping 10	Natural Resources Management 11/12	AP United States History	AP/UCONN ECE Physics 1
Future Agricultural Educators	Aquaculture and Fisheries Science 11/12	Art I Foundations	AP/UCONN ECE Physics 2
Greenhse Plant Prod and Proc 10	Local Food Production 11/12	Art II Advanced	Digital Music 8
Veterinary Science 10	Agribusiness Management	Yearbook	Small Ensemble 8
Calculus BC	Entrepreneurship	Digital Design III	Ukelele and Drumming 8
Algebra 1	Leadership Development	Advanced Culinary Arts	Chorus 8
Math 6	Personal Finance	The Professional Chef	Strings 8
Math 7	Environmental Video Production	Farm to Table	Drawing and Painting 8
Math 8	MOS Certification	English 11: Surviving the Journey: A Literary Perspective	Tasty Treats 8
AP Psychology	Psychology	English 11/12: Global Contexts/International Perspectives	Tech Ed 8
AP European History	History Through Film	Creative Writing	Band 8
Building Bridges	Science - K	Art III Applied	Engineering/Production 8
ELA - 6	Science - 1	Art IV Studio	Video Broadcasting 8
ELA - 7	Science - 2	Ceramics I	Counseling Grade 9
ELA 8	Science - 3	Ceramics II	Counseling Grade 10
Journalism	Science - 4	Digital Design I	Counseling Grade 11
Leadership in Journalism	Science - 5	Digital Design II	Counseling Grade 12
Macroeconomics	Science - 6	Digital Photography	Marketing
Microeconomics	Science - 7	AP Chemistry	Marketing II

REGION 14 SCHOOLS CURRICULUM WRITING PLAN 2023-2025

(Subject to change based on teacher availability and budget)

GREEN CELL = BOARD APPROVED

Summer 2023	2023-2024	Summer 2024	2024-2025
Integrated Science	Science - 8	3D Sculpture	Accounting
Catastrophic Events	Health K	Orchestra	Accounting II
Conservation and Sustainability	Health 1	Concert Choir	Biology
	Health 2	Piano Class	Professional Chef
	Health 3	Guitar Class	Information Literacy PreK-2
	Health 4	Geometry	Information Literacy 3-5
	Health 5	Algebra II	Information Literacy 6-8
	Health 6	Precalculus	Information Literacy 9-12
	Health 7	Calculus	Natural Resources - 10
	Health 8	AP Calculus AB	Supervised Agricultural Experience
	PE 6	Probability & Statistics	
	PE 7	AP/UConn ECE Statistics	
	PE 8	Financial Mathematics	
	Music 6	Computer-Aided Drafting	
	Chorus 6	Computer Programming (with Mathematical Modeling)	
	Strings 6	Chemistry	
	Band 6	Chorus Elementary	
	Intro to Art 6	Music 7	
	Nutrition 6	Chorus 7	
	Engineering/Video 6	Band 7	
	Art Elementary	Drawing/Painting 7	
	Music Elementary	Strings 7	
	Math K	Small Ensemble 7	
	Math 1	Tech Ed 7	
	Math 2	What's Cooking 8	
	Math 3	Physics	
	Math 4	Human Anatomy and Physiology	

REGION 14 SCHOOLS CURRICULUM WRITING PLAN 2023-2025

(Subject to change based on teacher availability and budget)

GREEN CELL = BOARD APPROVED

Summer 2023	2023-2024	Summer 2024	2024-2025
	Math 5	Biotechnology	
	PE K	Engineering & Design	
	PE 1	Forensics	
	PE 2	Counseling PreK-5	
	PE 3	Counseling 6-8	
	PE 4	Social Studies K	
	PE 5	Social Studies 1	
	Advanced Math - 7th grade	Social Studies 2	
	Algebra 1 - 8th Grade	Social Studies 3	
	Video Game Design	Social Studies 4	
	Video Production	Social Studies 5	
	Computer Animation	Social Studies 6	
		Social Studies 7	
		Social Studies 8	

Examples of Revised Curricula 2023/2024

Integrated Science		Literacy, Grades K-5 (Reading and Writing
Catastrophic Events		Math, Grades K-5
Conservation and Sustainability		Math, Grades 6 and 7
Journalism		Algebra 1
Leadership in Journalism		Algebra 1A and 1B
AP European History		English Language Arts, Grades 6-8
AP Government and Politics		
Sophomore Equine Science		
Grade 10 Veterinary Science		
Grade 9 Ag Mechanics		
Current Topics in Civics		
Building Bridges (SpEd)		
AP Calculus BC		

Region 14 School District

Vision of a Learner

Region 14's Vision of a Learner will provide coherence across our schools from Pre-K through 12th grade and serve as a guide for instruction and decision making.

Region 14 Vision of a Learner:

- **THINK CRITICALLY AND CREATIVELY** – They evaluate an issue or problem and develop a solution or opinion using multi-disciplinary thinking, originality, and imagination.
- **COLLABORATE AND COMMUNICATE EFFECTIVELY** – They find effective ways to work together and express, listen to, and exchange ideas and information in many forms.
- **DEMONSTRATE EMPATHY** – They understand and respect the ideas, beliefs, and values of others to foster an inclusive environment.
- **TAKE INITIATIVE** – They take ownership of learning by inquiring, setting goals, taking action, and consistently reflecting.
- **PERSEVERE** – They persist through challenges to achieve goals and build resilience.
- **ADAPT AND ADJUST** – They remain flexible and open to new ideas, and they adjust to new situations.



VISION OF A LEARNER IMPLEMENTATION PROGRESS

“I can” statements

Complete for all grade levels
and attributes

Rubrics

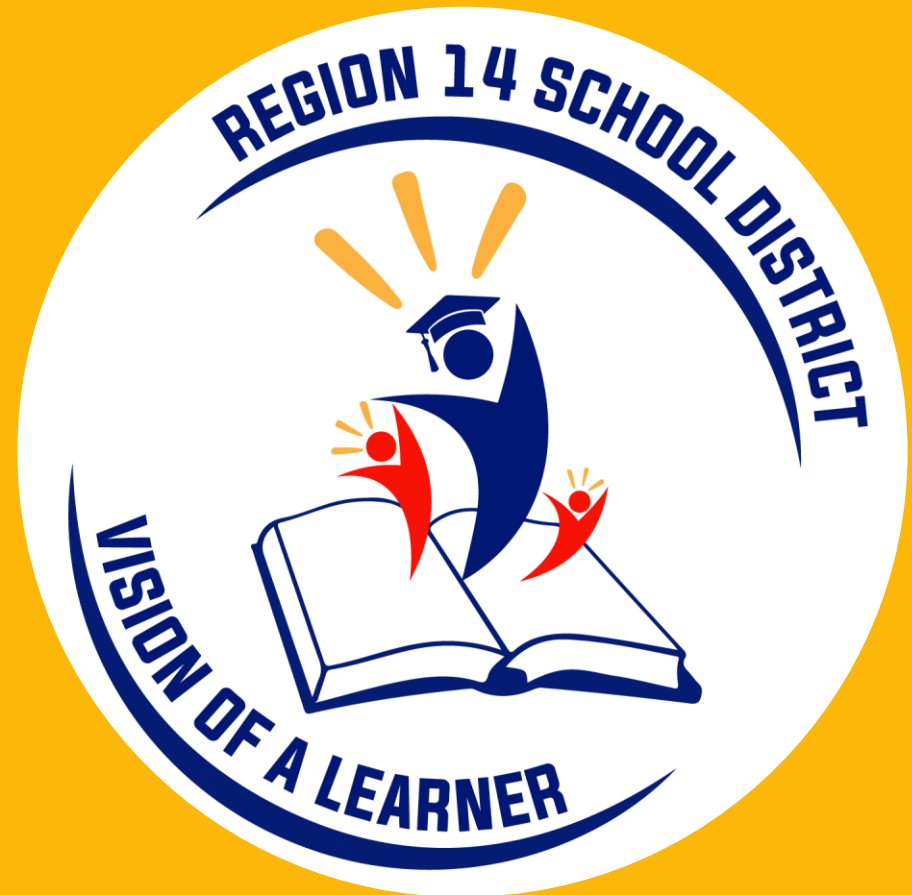
Single-point rubrics utilized for
measuring attainment for grades 6-
12 for all of the attributes

Progress monitoring

PowerSchool standards for
grades 6-12 to report on
progress (K-5 – 2024)

Messaging

Website, building signage,
curriculum documents, district
culture



"I CAN" STATEMENTS



REGION 14 STUDENTS:

THINK CRITICALLY AND CREATIVELY – They evaluate an issue or problem and develop a solution or opinion using multi-disciplinary thinking, originality, and imagination.

Ask questions and engage in problem solving.

- Grades PreK-2: I can ask questions to solve a problem.
- Grades 3-5: I can ask clarifying questions to come up with possible solutions.
- Grades 6-8: I can ask relevant questions to evaluate possible solutions.
- Grades 9-12: I can ask purposeful, insightful questions to find a variety of innovative solutions.

Analyze data and resources from multiple perspectives.

- Grades PreK-2: I can look and listen to other ideas to make my own thinking.
- Grades 3-5: I can find multiple resources to understand different perspectives.
- Grades 6-8: I can evaluate data gathered from multiple perspectives and draw conclusions.
- Grades 9-12: I can evaluate evidence from multiple perspectives and recognize their limitations and implications in order to justify new conclusions.

Synthesize information to develop innovative and relevant solutions.

- Grades PreK-2: I can use what I've learned to come up with a solution.
- Grades 3-5: I can connect information and ideas to find more than one solution.
- Grades 6-8: I can combine new information with my own ideas to generate solutions.
- Grades 9-12: I can integrate relevant information to produce multiple valid solutions.

Transfer new learning and skills to other contexts and settings beyond the classroom.

- Grades PreK-2: I can use my new learning inside the classroom and throughout the day.
- Grades 3-5: I can use what I've learned and apply it to new experiences.
- Grades 6-8: I can apply my learning to new experiences, determine if it works, and adjust in the future.
- Grades 9-12: I can integrate my learning to adapt to experiences in the classroom, career and life.

“I CAN” STATEMENTS

(continued)



REGION 14 STUDENTS:

TAKE INITIATIVE – They take ownership of learning by inquiring, setting goals, taking action, and consistently reflecting.

Organize time to set goals and devise plans.

- Grades PreK-2: I can use pictures or models to decide what to do next.
- Grades 3-5: I can use resources to organize my time and next steps.
- Grades 6-8: I can create a plan with manageable steps to reach my goals.
- Grades 9-12: I can implement a realistic plan and adapt when necessary to achieve my goals.

Find and apply resources to identify solutions and manage projects.

- Grades PreK-2: I can explore and use tools that work best for me.
- Grades 3-5: I can choose appropriate resources to complete projects or tasks.
- Grades 6-8: I can identify my objectives and apply the best resources to my learning.
- Grades 9-12: I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.

Ask questions to direct learning and self-advocate.

- Grades PreK-2: I can recognize the need for help and ask a peer or a teacher.
- Grades 3-5: I can ask for help after making independent attempts to solve a problem.
- Grades 6-8: I can compose specific questions that are relevant to a task to support my learning.
- Grades 9-12: I can formulate and investigate probing questions to further my learning.

Reflect to understand oneself, anticipate challenges, and drive self-improvement.

- Grades PreK-2: I can try, even when things are difficult, and know I will eventually improve.
- Grades 3-5: I can recognize when I may struggle and learn from my mistakes.
- Grades 6-8: I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.
- Grades 9-12: I can apply my strengths and anticipate challenges to reach my current and future goals.

“I CAN” STATEMENTS

(continued)



REGION 14 STUDENTS:

ADAPT AND ADJUST – They remain flexible and open to new ideas, and they adjust to new situations.

Recognize that there is more than one path to success.

- Grades PreK-2: I can use a strategy, test it out and try something new if it doesn't work.
- Grades 3-5: I can consider various strategies and then choose which one works best for me.
- Grades 6-8: I can implement different pathways to success and recognize the pros and cons of each.
- Grades 9-12: I can evaluate different approaches and justify the best pathway to success.

Reflect on prior experiences to recall successful pathways and strategies.

- Grades PreK-2: I can think about what worked for me or others and try it again.
- Grades 3-5: I can reflect on my learning and the learning of others to help me choose a successful strategy.
- Grades 6-8: I can identify past successful strategies and apply them independently.
- Grades 9-12: I can assess my past successes and mistakes to change my approach.

Cope with unanticipated changes and maintain a productive attitude.

- Grades PreK-2: I can understand that things won't always go my way.
- Grades 3-5: I can acknowledge a change, identify my thoughts and feelings, and create a plan.
- Grades 6-8: I can accept my mistakes in social and academic settings while learning to grow from them.
- Grades 9-12: I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.

Remain open to continuous learning and thinking flexibly.

- Grades PreK-2: I can listen to others and participate as I learn and grow.
- Grades 3-5: I can be open to other ideas to grow my thinking.
- Grades 6-8: I can seek opportunities to learn more and continue to push my thinking.
- Grades 9-12: I can create opportunities to extend my learning by remaining open-minded in any situation.

“I CAN” STATEMENTS

(Continued)



REGION 14 STUDENTS:

COLLABORATE AND COMMUNICATE EFFECTIVELY – They find effective ways to work together and express, listen to, and exchange ideas and information in many forms.

Engage others in meaningful conversations while respecting multiple perspectives.

- Grades PreK-2: I can share my ideas with help and show that I respect others.
- Grades 3-5: I can demonstrate respectful behavior by actively listening to others and asking questions to get everyone involved.
- Grades 6-8: I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.
- Grades 9-12: I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.

Seek, accept, and apply actionable feedback.

- Grades PreK-2: I can ask an adult or my classmates for help and try a new way to complete the task.
- Grades 3-5: I can use feedback to improve my own learning and help others improve their learning.
- Grades 6-8: I can use rubrics, peer editing, conferences, and other feedback to revise my work and increase my learning.
- Grades 9-12: I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success.

Lead group progress through active listening, questioning, and giving advice.

- Grades PreK-2: I can listen to my classmates and share my ideas with them.
- Grades 3-5: I can participate in class by using my active listening skills, offering feedback, asking questions, and supporting my peers.
- Grades 6-8: I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.
- Grades 9-12: I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.

Express ideas in a variety of ways, according to context, purpose, and audience.

- Grades PreK-2: I can come up with ideas and share them with others in a way they can understand.
- Grades 3-5: I can effectively share my thinking in a variety of ways, including verbal explanations, drawings, models, or written essays depending on the purpose and audience.
- Grades 6-8: I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.
- Grades 9-12: I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

“I CAN” STATEMENTS

(continued)



REGION 14 STUDENTS:

DEMONSTRATE EMPATHY – They understand and respect the ideas, beliefs, and values of others to foster an inclusive environment.

Seek, listen to, and understand multiple perspectives.

- Grades PreK-2: I can name feelings and talk about actions that come from feelings.
- Grades 3-5: I can listen to my friends and respect their opinions.
- Grades 6-8: I can search for multiple perspectives and compare and contrast those perspectives.
- Grades 9-12: I can acknowledge, process, and respond appropriately to others' comments and perspectives.

Recognize and respect their own feelings and those of others.

- Grades PreK-2: I can use tools to recognize and share my own feelings and feelings of others.
- Grades 3-5: I can express my feelings appropriately and respect the feelings of my peers, even if they are different from mine.
- Grades 6-8: I can recognize feelings in myself and others and respond with respect and empathy.
- Grades 9-12: I can honor my own feelings and show empathy toward others through my actions.

Regulate their emotions to respond appropriately.

- Grades PreK-2: I can use a strategy to name my feelings and help control my emotions.
- Grades 3-5: I can identify how I am feeling and use strategies to self-regulate and respond appropriately.
- Grades 6-8: I can identify my emotions and manage reactions using appropriate strategies and seek support when needed.
- Grades 9-12: I can recognize my triggers, use appropriate coping strategies, and access relevant resources to help regulate my emotional response.

Are inclusive and help others in need.

- Grades PreK-2: I can interpret others' body language to identify how they may be feeling and respond with kindness.
- Grades 3-5: I can recognize when my peers need support and respectfully include everyone in all environments throughout the day.
- Grades 6-8: I can be respectful and responsible and build positive relationships with all members of the school community.
- Grades 9-12: I can work respectfully with all members of my community and support the needs of others.

“I CAN” STATEMENTS

(continued)



REGION 14 STUDENTS:

PERSEVERE – They persist through challenges to achieve goals and build resilience.

Identify and utilize personal strengths to overcome obstacles.

- Grades PreK-2: I can identify what I am good at, set goals, and identify strategies to meet that goal
- Grades 3-5: I can name my personal strengths and use them to solve problems.
- Grades 6-8: I can build a personal tool-box to identify my personal strengths and challenges and develop strategies to practice overcoming any obstacles.
- Grades 9-12: I can self-reflect and seek feedback to build upon my strengths, apply those strengths to overcome obstacles, and share my strategies with others.

Believe that individuals can strengthen weaknesses through purposeful strategies, practice, and effort.

- Grades PreK-2: I can use a strategy to keep trying even when something is hard.
- Grades 3-5: I can persevere through difficult tasks because I have a growth mindset and understand that mistakes are part of the learning process and present opportunities for growth.
- Grades 6-8: I can identify my relative strengths as well as areas for improvement. I can set goals, use strategies for improvement, and monitor my own learning through various means of self-assessment in order to experience growth.
- Grades 9-12: I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.

Demonstrate flexibility and acceptance of setbacks to reach success.

- Grades PreK-2: I can be patient when something is hard for me to do and try again using what I learned to help me do better.
- Grades 3-5: I can use flexible thinking when faced with obstacles and see those obstacles as an opportunity for growth because I am open to feedback.
- Grades 6-8: I can receive and provide constructive feedback and understand the need to adjust my goals/learning journey.
- Grades 9-12: I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.

Engage in responsible risk-taking to grow and achieve.

- Grades PreK-2: I can be brave and take chances to learn and grow, even when I am challenged.
- Grades 3-5: I can take appropriate risks, set challenging goals to persevere, and make adjustments as needed to do my personal best.
- Grades 6-8: I can step outside my comfort zone because I recognize that my mistakes are not failures, but rather an opportunity to learn and grow.
- Grades 9-12: I can take-on challenges and continuously engage in my own long-term strategies to overcome them to demonstrate through personal experience that failures are more instructive than discouraging.

RUBRICS



Single-point rubrics are utilized by teachers to measure students' progress towards meeting the Vision of A Learner attributes. Teachers select the "I can" statement(s) most accurately reflected in the assignment or assessment to include on each of their assessments or success criteria rubrics to provide students with opportunities to self-assess and for teachers to give actionable feedback. Each single-point rubric utilizes the "I can" statement as the measure and provides space for feedback as seen below.

Think Critically and Creatively - TCC1: Ask questions and engage in problem solving.		
<i>I can ask purposeful, insightful questions to find a variety of innovative solutions.</i>		
Not Yet	Yes, I Can	Feedback:
Collaborate and Communicate Effectively - CCE1: Engage others in meaningful conversations while respecting multiple perspectives.		
<i>I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.</i>		
Not Yet	Yes, I Can	Feedback:

CULTURE BUILDING: WHAT DOES SUCCESS FOR THE FACULTY IN REGION

14 LOOK LIKE?



- **Bringing the Vision of a Learner to life**
 - Intentionally demonstrating the Vision of a Learner attributes
 - Planning opportunities for students to practice and demonstrate the attributes
 - Explicitly identifying the attributes along the way utilizing the language of the vision
- **Using assessment data to guide instruction, instructional groupings, and supports for students to improve student outcomes**
- **Continuously seeking to improve teaching and learning**
 - Implementing new curricula and programs with fidelity
 - Embracing new instructional strategies
 - Sharing effective instructional strategies already in use
 - Building relationships with students through the coursework
 - Being patient with the improvement process, giving yourself and others grace to learn from failure/mistakes
 - Asking for/accepting support and/or coaching from instructional leaders, administrators, and other colleagues

Accountability Index Comparison

Comparison districts listed by overall accountability index from highest to lowest.

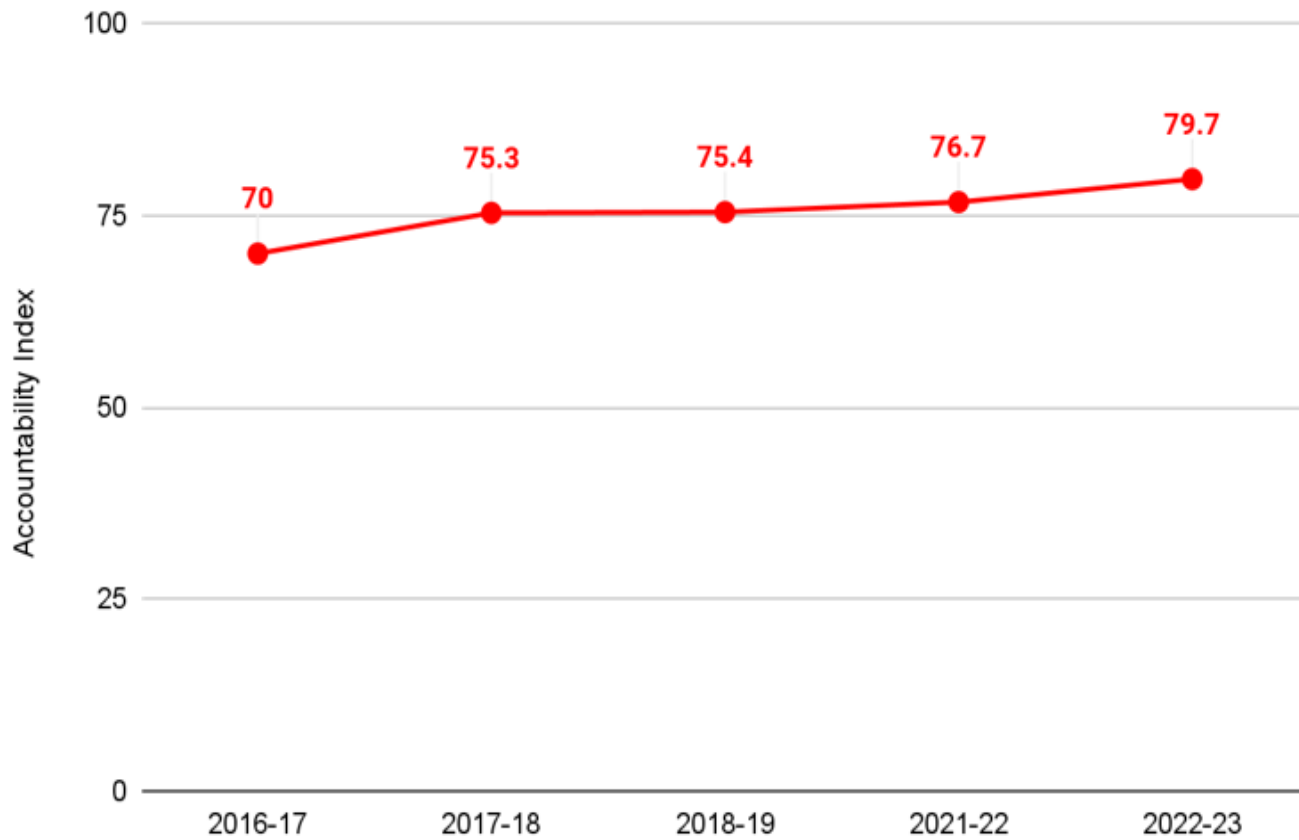
Rankings are out of 200 Districts

Region 14 is in the top 19% of districts in the State of CT (last year it was top 30%)

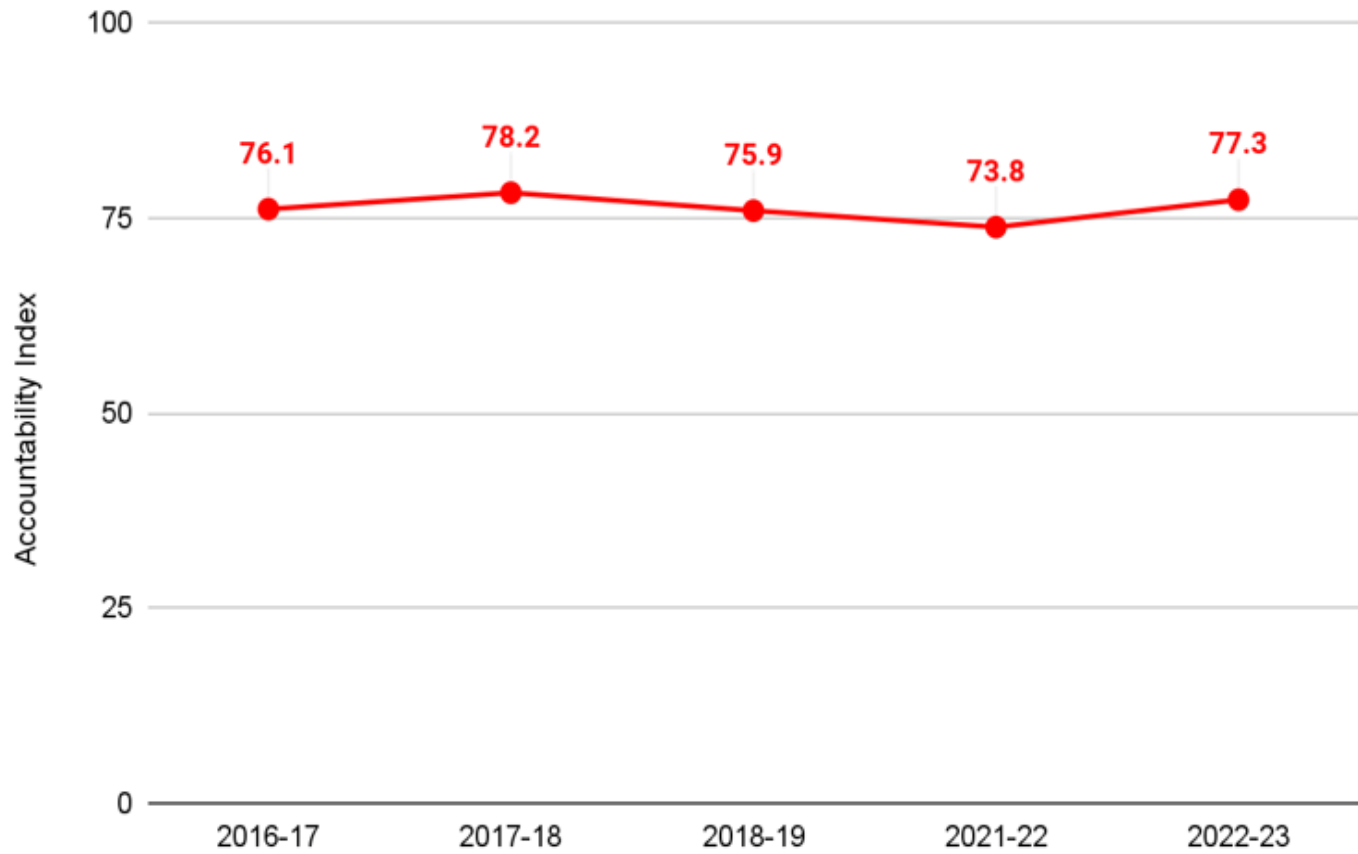
Rank/ 200 Districts	District	Total Points	Total Possible Points	Accountability Index
13	Litchfield School District	1113.854	1350	82.50768
26	Regional School District 16	1169.871	1450	80.68079
29	Regional School District 10	1165.79	1450	80.39932
37	Regional School District 14	1075.395	1350	79.65887
43	Regional School District 07	1059.956	1350	78.51524
45	Newtown School District	1132.427	1450	78.09838
54	Regional School District 12	1043.614	1350	77.30473
57	Regional School District 15	1114.019	1450	76.82892
69	Regional School District 06	1016.935	1350	75.32849
77	Oxford School District	1006.136	1350	74.52856
102	Watertown School District	1049.133	1450	72.35402

Region 14 Accountability Index

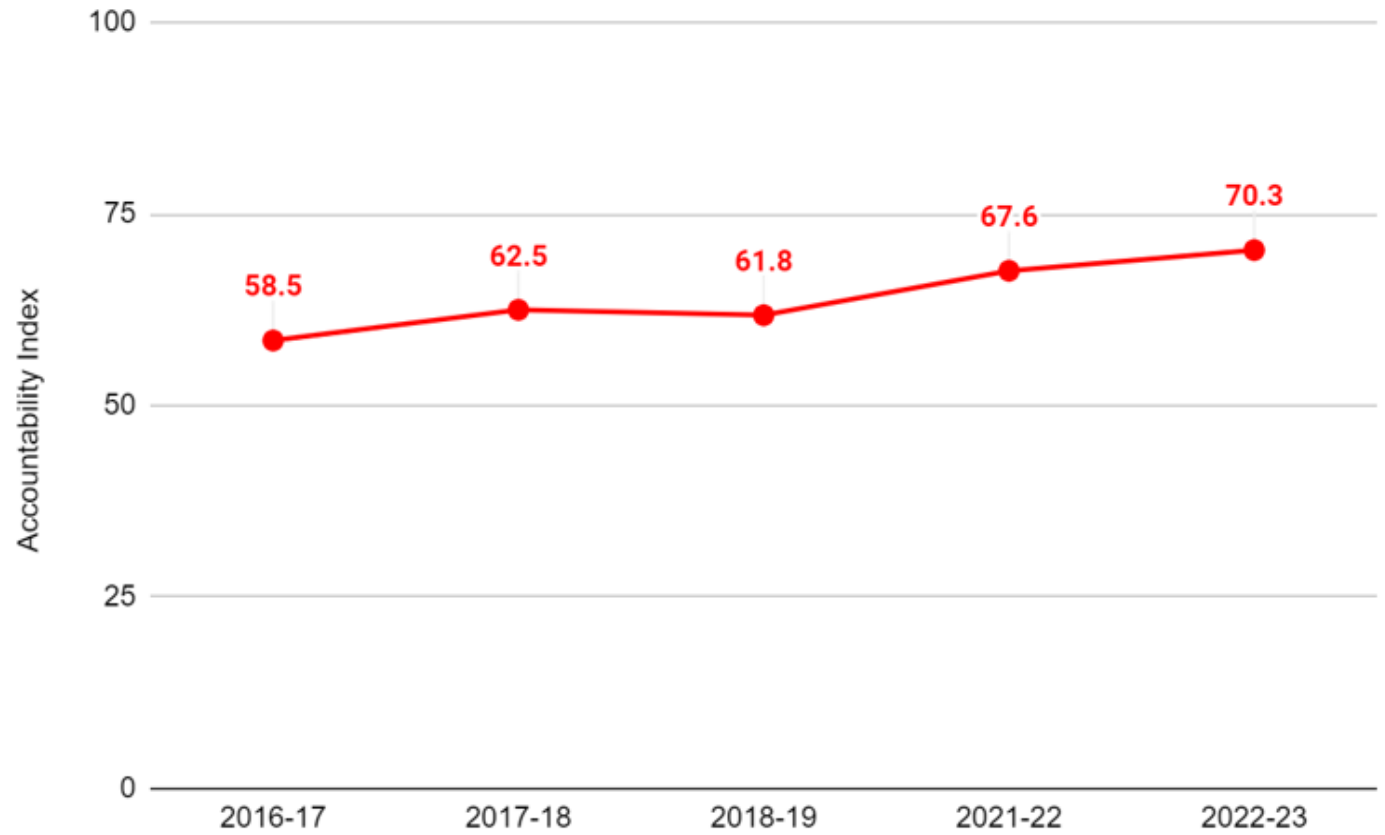
Increased three full points from last year which was the highest in the previous 7 years



Nonnewaug High School Accountability Index

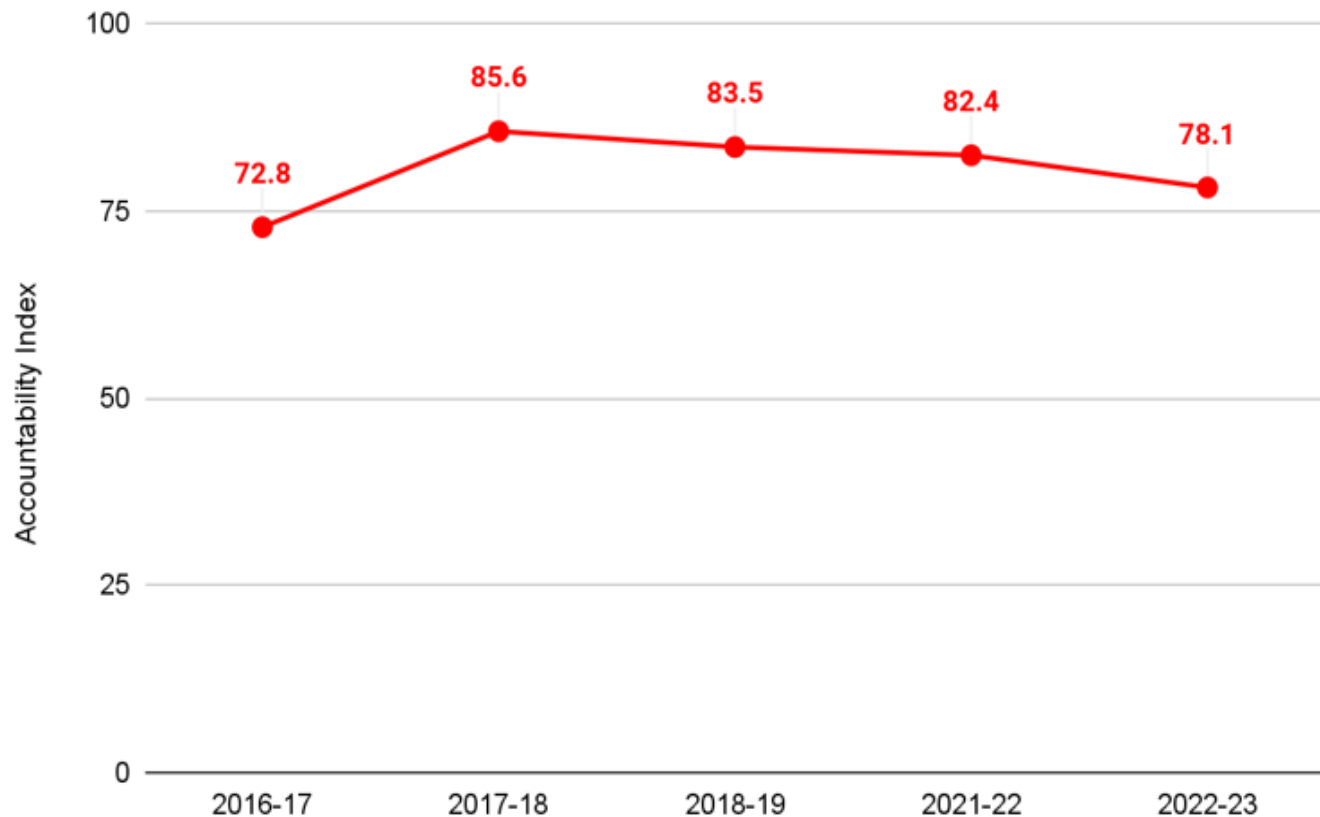


Woodbury Middle School Accountability Index

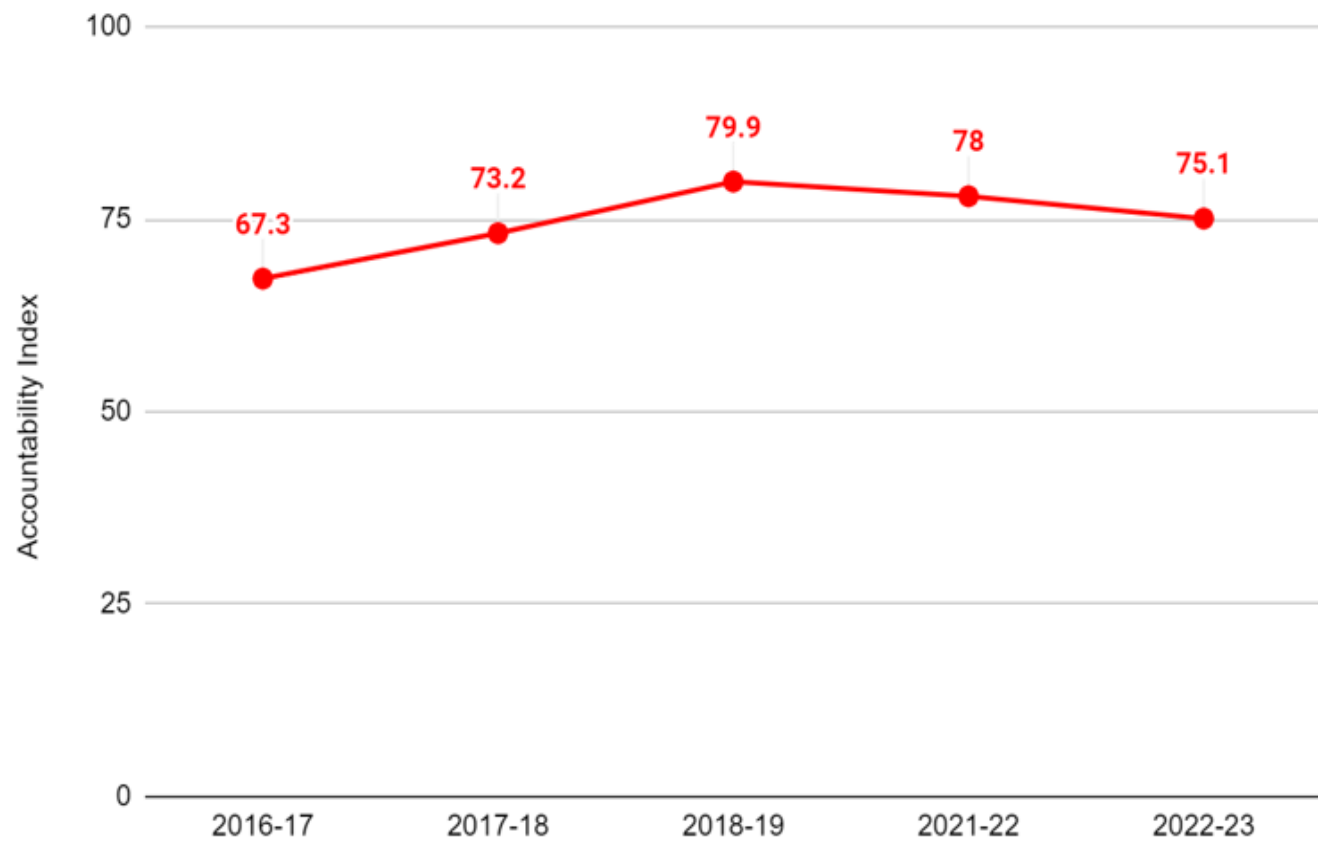


Mitchell Elementary Accountability Index

School of Distinction
for High Growth of
High Needs Students
in ELA



Bethlehem Elementary Accountability Index



Talking Points

Talking points are based on the data of 200 Districts and their schools

Bethlehem Elementary is in the top 28% of all elementary schools in CT.

Mitchell Elementary School is in the top 18% of all schools in CT.

Region 14 is in the top 19% of school districts in CT.

Woodbury Middle School is in the top 23% of schools inclusive of grades 6-8.

Nonnewaug High School is in the top 25% of all high schools in CT.

Chronic Absenteeism State Average

	2021-22		2022-23	
Organization	Student Count	%	Student Count	%
State of Connecticut	117513	23.7	99071	20

Chronic Absenteeism Region 14 District-Wide

	2021-22		2022-23	
District	Student Count	%	Student Count	%
Regional School District 14	202	13	218	13.9

Chronic Absenteeism Trends Region 14 Schools

		2021-22		2022-23	
District	School	Student Count	%	Student Count	%
Region 14	Bethlehem Elementary School	40	16.3	34	13.4
Region 14	Mitchell Elementary School	23	6.9	39	11.6
Region 14	Nonnewaug High School	98	14.8	90	13.5
Region 14	Woodbury Middle School	38	12.2	52	17.2

Region 14 Special Education Identified Students

School	IEPs	Total Student Population	% of SPED students
BES (no-Prek)	45	266	16%
MES (no Prek)	63	319	19%
WMS	68	314	21%
NHS	110	651	16%
DW (no PreK)	286	1550	18%
State Percentage of Special Education Students from state report dated 2022/2023			16.7%

% At or Above Proficiency			
Year	2020-2021	2021-2022	2022-2023
SBAC ELA - Region 14	56.10%	60.00%	59.70%
SBAC ELA - State of Connecticut		49.10%	48.50%
SAT ELA - Region 14	69.00%	63.00%	61.00%
SAT ELA - State of Connecticut		55.60%	52.40%
SBAC Math - Region 14	44.50%	55.20%	55.60%
SBAC Math - State of Connecticut		40.00%	42.50%
SAT Math - Region 14	40.00%	34.00%	45.00%
SAT Math - State of Connecticut		34.80%	34.10%
NGSS - Region 14	54.94%	53.20%	55.30%
NGSS - State of Connecticut		47.00%	48.50%

Nonnewaug High School

2023-2024 School Profile



School Counseling Department

Chris Maclean
Director of Counseling
cmaclean@ctreg14.org

Lauren Buchta
lbuchta@ctreg14.org

Gail DeFrancesco
gdefrancesco@ctreg14.org

Stephanie Gutierrez
sgutierrez@ctreg14.org

Kathy Green, CCRC
kathygreen@ctreg14.org

Diane Licata
Administrative Assistant
dlicata@ctreg14.org

School Officials

Mr. Brian Murphy
Superintendent

Dr. Mykal Kuslis
Principal

Mrs. Nicole Lewis
Assistant Principal

Mr. Declan Curtin
Dean of Students / AD

Contact Information

5 Minortown Rd.
Woodbury, CT 06798

Ph: 203-263-0253
Fax: 203-263-6928
www.ctreg14.org

College Board Code:
070970

Accreditation: Nonnewaug High School is accredited by the New England Association of Schools and Colleges.

Nonnewaug High School enrolls 653 students in grades 9-12.

- Support service staff includes a social worker, school nurse, school psychologist, and paraprofessionals.
- Nonnewaug's primary purpose is to provide all students with access to a challenging program of studies. This program is designed to create a balance, impart a body of knowledge and provide the skills needed for lifelong learning.
- While Nonnewaug emphasizes the intellectual growth of students, it also stresses physical, emotional, social, ethical and aesthetic development. In addition, it seeks to instill in its students an awareness of their civic opportunities and responsibilities in a democratic society.

Mission statement: The Nonnewaug High School community believes that all students have the right and responsibility to achieve their full potential. To that end, we strive to provide students with the knowledge, skills and understandings needed to become lifelong learners and productive, compassionate citizens of the 21st century.

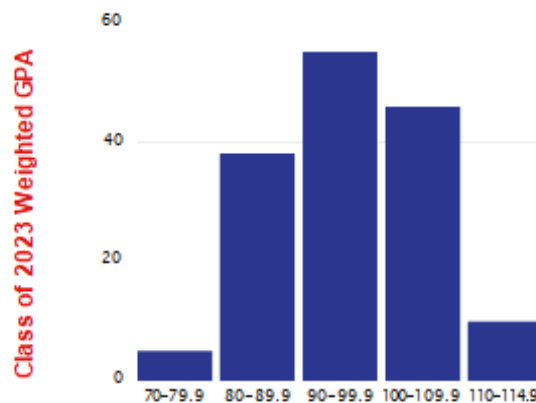
The Community:

- Nonnewaug High School is a regional public high school serving the towns of Woodbury and Bethlehem.
- Nonnewaug also includes an award-winning Agriscience Program that serves many surrounding towns.
- Woodbury and Bethlehem are small rural/suburban communities in Litchfield County, Connecticut located approximately 45 miles west of Hartford and within a two-hour drive of New York City.
- The local population is comprised of a high percentage of professionals who maintain a keen interest in the quality of the educational system.

Grading & GPA

Nonnewaug High School utilizes numerical grades from 1-100. The lowest passing grade is a 60. The year is organized by a semester system and final grades on transcripts are cumulative and denote the level of instruction of the course. Final grades are weighted according to rigor to determine class standing by decile ranking.

Level	Weight
AP/ECE	1.25
Honors	1.17
College Prep	1.09



NHS Class of 2023 Outcomes 161 Graduates

99% of seniors take the SAT

SAT Results/CT State Avg.

Mean: 1008/ 1025

EBRW: 513/ 520

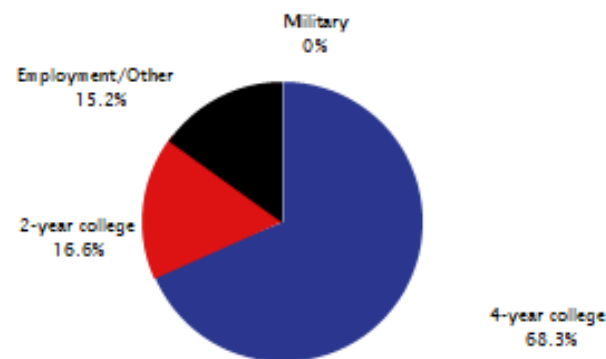
Math: 495/ 505

Post-secondary Plans

85% Entering post-secondary education

68% 4-Year College

17% 2-Year College / Trade School



The Nonnewaug Experience

Nonnewaug High School provides opportunities beyond the classroom for students to engage, explore and excel.

- Highlighting our student's commitment to extend their learning beyond the classroom we offer academic **honor societies** in Math, English, Social Studies, Science, French, Art and Music.
- The **Arts Department** allows students to explore their creativity through a number of school and community events. NHS students earned 5 Silver and 15 Gold Keys, 1 Gold and 2 Silver Portfolios for the CT Scholastic 2023 Art Awards. Additionally, 2 Silver and 1 Gold Medal were earned in the National Scholastic 2023 Art Awards. In 2023 every AP Art student earned a 5.
- The **Performing Arts Department** participates in over 40 school and community performances and events each year. The Performing Arts Department is comprised of our Music and our Theater Programs. The Music Program offers five different musical ensembles during and after school. The Theater Program produces a Fall play and Spring Musical each year and earned 1 Halo Award and 12 nominations in 2023.
- Through the **Agri- Science Department**, forty-five percent of our students maintain a 200 hour work experience (SAE) component as part of their educational requirements. Many of these students compete at the regional, state and national levels through FFA.
- Our **Business Department** offers chapters of both FBLA and DECA as well as partnerships with local and state universities. Students are offered the opportunity to network and compete at the state and national level.
- **Athletics** at NHS maintains a winning tradition and was honored with the prestigious Ted Alex award the past two years. This award is given to a Berkshire League school with the highest win percentage combined with sportsmanship scores. Nonnewaug won 6 Berkshire League titles in 2022-2023 and the football co-op team won the CTC Conference. Nonnewaug also won the 2023 Class M Baseball State Championship.
- Our **Robotics Team**, Team Beta, made it to the state finals in 2023.
- All students are required to complete a **Mastery Based Learning Experience** and project for graduation. This independent learning experience fosters personal growth and advances the academic skills of our learners in this ever-changing global community.

2024 GRADUATION REQUIREMENTS

English 4.0 credits

Mathematics 3.0 credits | Social Studies 2.5 credits | Science 3.0 credits

World Language 1.0 credit | Physical Education 1.0 credit | Health 1.0 credit | Fine/Applied Arts 1.0 credit | Humanities Elective .5 credit

STEM Elective 3.0 credits

Mastery Based Learning Experience 1.0 credit

Total required credits 25.0 | Volunteer Hours: 18

ADVANCED PLACEMENT COURSES

Drawing

2-D Art and Design | 3-D Art and Design | Biology

Calculus AB/BC | Capstone Research | Capstone Seminar | Chemistry | Computer Science A

Computer Science Principles | English Language & Composition | English Literature & Composition | European History

Environmental Science | French Language and Culture | Physics 1

Psychology | Spanish Language & Culture | Statistics

US Government and Politics | US History

AP CAPSTONE DIPLOMA SCHOOL

54 AP Scholars recognized in 2023 | 33% of students take an AP course | 55% score a 3 or higher

AP courses are open enrollment

COLLEGE ARTICULATION

POST UNIVERSITY HS ACADEMY

Accounting | Marketing

UConn EARLY COLLEGE EXPERIENCE

Elementary Concepts of Statistics | Environmental Science

Floral Art | General Physics I

Horse Science

Intermediate Spanish Composition | Principles of Microeconomics | Principles of Macroeconomics

Seminar and Studio in Writing and Multimodal Composition

Spanish Conversation: Cultural Topics

Class of 2023 College Attendance for the 2023-2024 School Year

Boston College	1	NVCC	23
CCSU	3	Post	2
Clemson	3	Quinnipiac	5
Curry College	1	Sacred Heart University	2
Delaware State University	1	Saint Anselm College	1
Delaware Valley University	3	Salve Regina	3
Duquesne University	1	SUNY Cobleskill	4
Eckerd College	1	SUNY Purchase	1
ECSU	4	Trinity College	1
Embry-Riddle Aeronautical University - Prescott	1	UConn	22
Emmanuel College	1	UMass - Boston	1
Endicott College	1	UNCW	1
Fairfield University	2	University of Pittsburgh - Pittsburgh	1
Gateway Community College	1	University of Georgia	1
Hampshire College	1	University of Hartford	1
Husson University	1	University of Maine	1
Indiana University - Bloomington	1	University of New England	1
Ithaca	1	University of New Hampshire - Main campus	1
Johnson and Wales University	2	University of New Haven	1
Lafayette College	1	University of Scranton	1
LIM College	1	University of South Carolina - Columbia	1
Lynn University	1	UVM	1
Marist	6	WCSU	6
Mercy University	1	Western New England University	1
Merrimack College	1	William and Mary	1
Mount Holyoke College	1	Wilson College	1
NC State - Raleigh	1	York College of Pennsylvania	1
Northeastern University	2		
Nova Southeastern University	1		

**Region 14 Public Schools
Strategic Plan
Goal 1
Academic Performance**

Goal 1: The district will strive to improve academic performance for all students on multiple assessment indicators and the staff will be committed to continuous improvement.

Strategy-1.1- Support the individual learning needs of every student

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.1.1. Complete audit of District Curriculum to ensure that Connecticut State Standards are being followed. (Elementary School) (Middle School) (High School)	District Director of Teaching and Learning	Initiate: -School Year 2022-2023 Review: -Annually -Ongoing	Teachers writing new curricula each year The BOE approving new curricula each school year Ongoing	Staff delivering new curricula each year Ongoing
1.1.2 Develop district (K-12) 5-Year curriculum plan.	District Director of Teaching and Learning	Initiate: School Year 2022-2023 Review: -Annually -Ongoing	Yearly Curriculum Plans are completed.	Teachers following Curriculum Plans in each grade level.
1.1.3 Completed Vision of a Learner Initiative	Director of Teaching and Learning	Initiate:2019 Review: -Annually -Ongoing	Staff reviews annually at district convocation	District Implementation of Vision of a Learner in grades 6-12 in the 2023-2024 school year. District implementation of Vision of a Learner in grades K-5 in the 2024-2025 school year Staff utilizes Vision of a Learner rubric to assess students
1.1.4 Completed plans for state Science of Reading requirement Grades (K-3)	Director of Teaching and Learning Elementary School Principals Literacy Coaches/Teachers	Initiate: 2022-2023 School Year Review: -Annually -Ongoing	Administrators and staff identify program and supplementary resources to utilize to meet the reading needs of all students in grades K-3	Staff implements new reading program in grades K-3 to meet the requirements of the CSDE Science of Reading requirement.

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Strategy-1.1- Support the individual learning needs of every student

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.1.5 Pilot Open English/Language Arts program in grades 6-8 Teachers will use a more structured reading approach that will incorporate phonics and more rigorous vocabulary	Director of Teaching and Learning School Administrators ELA Coach Teachers	Initiate: School Year-2022-2023 Review: - Annually -Ongoing	Revised ELA Curriculum/Scope and Sequence	ELA teachers deliver Open ELA lessons -Ongoing
1.1.6 Utilized Tier 2 Vocabulary Assessments in grades 10-12	High School Administration Director of Teaching and Learning High School Department Heads	Initiate: School Year:2022-2023 Completed	Grade level assessments assigned in each content area	. Grade level assessment results reviewed and shared with Department Chairs
1.1.7 Revised high school Science Curriculum Scope and Sequence to meet NGSS state recommendations	Director of Teaching and Learning High School Administration High School Science Department Chair	Initiate: School Year-2022-2023 Review: -Annually -Completed	Consistent instructional approach in each science course/standards reviewed	Assessments reflect state Science standards.
1.1.8 Systemic high school curriculum revision and new course development	Director of Teaching and Learning High School Administration High Teachers	Initiate: School Year-2022-2023 Review -Annually -Ongoing	New Course proposal/approval	New course delivery
1.1.9 Create robust Data Teams in each school	School Administrators Director of Teaching and Learning Coaches/Department Chairs	Initiate: School Year 2023-2024 Review -Annually -Ongoing	Data Team Protocol Review Monthly Data Team Review	Data sheets developed to measure growth

**Region 14 Public Schools
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Goal 1
Academic Performance**

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Strategy-1.1-Support the individual learning needs of every student

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.1.10 Scheduled Administrator Instructional Rounds	Superintendent Director of Teaching and Learning Building Administrators	Initiate: -School Year-2022-2023 Review: -Annually -Ongoing	Administrative visits in each school Calibrated evaluations	Teacher Evaluations centered around the Instructional Core
1.1.11 Focused instruction around the specific elements of the Common Core of Teaching(Rubrics) CCT Rubric 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. CCT Rubric 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. CCT Rubric 3c: Assessing student learning, providing feedback to students and adjusting instruction.	Director of Teaching and Learning Principals/Assistant Principals Dean of Students	Initiate: -School Year 2022-2023 Review: -Annually -Ongoing	Instructional Rounds that focus on the Common Core of Teaching	. Teachers delivering high quality instruction in each school that revolves around CCT Rubric 1a: Creating a positive learning environment this is responsive to and respectful of the learning needs of all students CCT Rubric 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. CCT Rubric 3c:Assessing student learning, providing feedback to students and adjusting instruction.

**Region 14 Public Schools
Strategic Plan
Goal 1
Academic Performance**

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Strategy-1.1-

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.1.12. Implementation of Illustrative Math Program in Grades K-5	Superintendent Director of Teaching and Learning School Administrators Coaches Teachers	Pilot in several grades in the 2022-2023 school year Full implementation in grades K-5 in the 2022-2023 school year Review: Annually	Teachers delivering Illustrative Math units that follow the Connecticut State Math Standards	Teachers following the the district's scope and sequence of Illustrative Math in each grade level.
1.1.13. Implementation of K-3 Science of Reading Program to meet new state requirements	Superintendent Director of Teaching and Learning School Administrators Instructional Coaches Teachers	Implement new Reading Program in the 2023-2024 school year with emphasis on phonics, phonemic awareness, fluency, and reading comprehension. (Foundations/Heggerty) Review: -Annually	Teachers delivering reading instruction using a structured approach following the Connecticut State English/Language Arts standards	Teachers following the district's scope and sequence of the K-3 Science of Reading Program
1.1.14 Pilot Implementation of new Science Program(Mystery Science) in grades K-5	Superintendent Director of Teaching and Learning School Administrators Instructional Coaches Teachers	Implement pilot Mystery Science program in the 2023-2024 school year in grades K-5	Teachers delivering science instruction using Mystery Science in grades K-5 and following the state's Next Generation Science Standards	Teachers following the district's scope and sequence of the K-5 Mystery Science Program.
1.1.15 Implementation of the Open SciEd Science Program in grades 6-8	Superintendent Director of Teaching and Learning School Administrators Instructional Coaches Teachers	Implementation of Open SciEd Science Program in grades 6-8 in the 2021-2022 school year. Review: -Annually	Teachers delivering science instruction using Open SciEd Science Program in grades 6-8 and following the state's Next Generation Science Standards	Teachers following the district's scope and sequence of the Open SciEd Science Program
1.1.16 Implementation of district K-12 diagnostic assessments to monitor student growth and inform instruction	Superintendent Director of Teaching and Learning School Administrators Instructional Coaches Teachers	Implementation of district K-12 diagnostic assessments to monitor student growth and inform instruction in the 2023-2024 school year Review:Annually	Teachers delivering standardized common, grade level, and on-line assessments in Reading, Math, and Science (NWEA/Mclass)	Teachers and administrators analyzing K-12 common assessments at the beginning, middle and end of the school year

**Region 14 Public Schools
Strategic Plan
Goal 1
Academic Performance**

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Strategy-1.1-

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.1.17 Implement new Social Studies curriculum for Grades K-12 with alignment with the new state standards	Director of Teaching and Learning Building Administrators Coaches Teachers	Initiate: High School-School Year 2023-2024 Grades K-8- 2024-2025 Review: Annually	Teachers delivering Social Studies instruction in grades K-12 that is aligned with the state Social Studies Standards	Teachers following the district's Scope and Sequence of the Social Studies Curriculum that is aligned with the state standards
1.1.18 Implement Comprehensive Professional Development that correlates to the district's Teaching and Learning Goals and Curriculum	Superintendent Director of Teaching and Learning Building Administrators Coaches Teachers	Initiate: School Year 2022-2023 Review: Annually	Professional Development for teachers in "best teaching practices"(Engagement/Rigor/Assessment)	Analysis of student achievement data Planned time for teachers to meet in grade level teams and vertical teams to review student data
1.1.19 Develop Region 14 Teacher Evaluation Plan	Superintendent Director of Teaching and Learning Building Principals District Professional Development Evaluation Curriculum Committee	Initiate: School Year 2023-2024 Review: Annually	District Teacher Evaluation Plan approved by Professional Development Evaluation Curriculum Committee	District evaluators using District Evaluation Plan to evaluate teachers
1.1.20 Reorganize School Success Teams in each school	Building Administrators Director of Student Services	Initiate: School Year 2022-2023 Review: Annually	Decreased number of students who are identified for special education services	Uniform School Success Team protocols in each school
1.1.21 Develop district textbook audit of textbooks in each school	Director of Teaching and Learning	Initiate: School Year 2023-2024 Review: Annually	Complete audit of district textbook resources in each school	Develop district plan to replace textbooks

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Goal 1: The district will strive to improve academic performance for all students on multiple assessment indicators and the staff will be committed to continuous improvement.

Strategy-1.1-

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.1.22 Implement African American/Puerto Rican/Latino Studies Course in High School	Director of Teaching and Learning High School Principal	Initiate: 2020-2021 School Year Review: Annually	Students in the pilot program were selected to present to social studies teachers and curriculum writers to share their experiences in the course and their new learning	Students completing course each school year at Nonnewaug High School
1.1.23 Incorporate Native American studies in the Social Studies curriculum in accordance with state standards	Director of Teaching and Learning Elementary School/Middle School Principals Instructional Coaches	Initiate: Every School Year Review: Annually	Elementary School students take a field trip to the Institute for American Indian Studies in Washington, CT.	. Students successfully complete assignments that cover Native American studies
1.1.24 Implement Asian American and Pacific Islander history into Region 14 Social Studies Curriculum	Director of Teaching and Learning Principals	Initiate: 2024-2025 School Year Review: Annually	Review release of the new Social Studies Standards for the State of Connecticut that includes Asian American and Pacific Islander history	Students learn about Asian American and Pacific studies through Region 14 Social Studies Curriculum
1.1.25 Region 14 students learn about Hispanic Heritage and Black History culture	Director of Teaching and Learning Principals	Initiate: Annually Review: Annually	Each school celebrates Hispanic Heritage Month and Black History Month through classroom lessons and special projects.	Each school develops schedule that celebrates Hispanic Heritage Month and Black History Month
1.1.26 Each school will complete a School Development Plan that will support the BOE/District Goals	School Principals	Initiate: 2023-2024 School Year Review: Annually	Building Principals will meet with their School Leadership Teams to develop a plan that will meet the needs of all students and support the BOE/District Goals	Each School Principal will present their School Development Plan to the BOE during the 2023-2024 School Year

Region 14 Public Schools

Strategic Plan

Goal 2

Safety

Goal 2: Region 14 will provide safe and secure facilities equipped with technology, enabling a 21st century learning environment that supports the values of the district.

Strategy-1.1-

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.1.1 Region 14 will complete an assessment of the safety protocols and procedures in each school annually and will make the appropriate modifications to the plan based on recommendations from law enforcement agency	Superintendent Director of Finance and Operations Building Administrators	Initiate: Annually Complete: Annually	Safety Assessments of each school completed annually by Principals and law enforcement agency	District Safety Plan approved by the state of Connecticut annually.
1.1.2 Region 14 District Safety Committee will review safety procedures and protocols at least bi-yearly	Superintendent Director of Finance and Operations Region 14 Board of Education Town of Bethlehem and Woodbury law enforcement officials	Initiate: Annually Complete: Annually	Region 14 District Safety Committee will make recommendations to the District's Safety Plan	Region 14 will submit District Safety Plan to the State of Connecticut annually with the District Safety Committee recommendations included in the plan
1.1.3 Region 14 will complete monthly drills(Fire/Lockdown) to ensure the safety of all of the district's students and staff. These monthly reports will be compiled and sent to the State of Connecticut each June	Director of Finance and Operations Building Administrators	Initiate: Annually Complete: Annually	Safety Drills completed every month at each school while school is in session.	Region 14 will send a Safety Log to the State of Connecticut each June that will include the dates of each of the schools drills conducted
1.1.4 Region 14 will review the job description of the district's School Resource Officers and support them in all of their daily tasks	Director of Finance and Operations Principals	Initiate: 2022-2023 School Year Complete: Annually	Director of Finance and Operations reviews SRO's job responsibilities	Each school implements job responsibilities of SRO
1.1.5 Region 14 will complete an annual review of maintenance of each school to ensure the safety of students	Director of Finance and Operations Director of Maintenance Principals	Initiate: Annually Complete: Annually	A maintenance review is completed each year that specifies projects that need to be completed	School maintenance projects completed each school

Region 14 Public Schools

Strategic Plan

Goal 2

Safety

Goal 2: Region 14 will provide safe and secure facilities equipped with technology, enabling a 21st century learning environment that supports the values of the district.

Strategy-1.1-

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.1.6 The district will review the security cameras in each school to determine if additional cameras are needed	Director of Finance and Operations Principals	Initiate: School Year 2023-2024 Review: Annually	Director of Finance and Operations and Principals will complete audit of allocation of cameras	Additional Cameras if needed will be purchased to improve the safety of each school
1.1.7 Region 14 will work with the district's bus provider(All Star) to analyze if parent applications are feasible to determine the time of each daily bus pick up/drop off	Director of Finance and Operations	Initiate: School Year 2023-2024 Review: Annually	All Star Transportation will provide an update on the feasibility and cost associated with providing parents the capability of utilizing applications to determine the daily bus pick up/drop off	. Region 14 will make a decision on utilizing bus applications for parents
1.1.8 Region 14 will continue to develop safeguards to protect against cybersecurity attacks	Director of Finance and Operations Director of Information/Technology	Initiate: Annually Review: Annually	Annual audit of cybersecurity threat assessment	Update district cybersecurity prevention plan
1.1.9 Region 14 will provide annual Active Shooter training to all new hires and refresher training to current staff every 3 years	Director of Finance and Operations Director of Teaching and Learning	Initiate: Annually Review: Annually	Plan Active Shooter training with local law enforcement and appropriate staff	Complete Active Shooter training with staff
1.1.10 Region 14 will provide Social Media training for all students	Principals	Initiate: Annually Review: Annually	Region 14 will work with local law enforcement to provide a training schedule on the dangers of Social Media for all students	District 14 will complete Social Media training for all students annually

Region 14 Public Schools

Strategic Plan

Goal 2

Safety

Goal 2: Region 14 will provide safe and secure facilities equipped with technology enabling a 21st century learning environment that supports the values of the district.

Strategy-1.1-

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.1.11 Each School will develop a School Climate Plan that will address the needs of each school	Building Administrators School Climate Specialists District School Climate Coordinator	Initiate: School Year 2024-2025 Review: Annually	Each school will work with School Climate Committee to develop School Climate Plan	Schools will complete School Climate Plan
1.1.12 Each school will review current Positive Behavior Plans (PBIS)	District School Climate Coordinator Building Administrators School Climate Specialists	Initiate: School Year 2023-2024 Review: Annually	Each school's School Climate committee will make appropriate changes to their Behavior Plans (PBIS)	. Each school's PBIS plans will be disseminated to each school's staff
1.1.13 Region 14 will provide annual School Climate Surveys for all parents, staff and students in grades 3-12	Superintendent Principals	Initiate: School Year 2022-2023 Review: Annually	District Administrators will review School Climate Survey questions	School Climate Surveys will be completed annually by parents, staff, and students in grades 3-12
1.1.14 Region 14 will partner with community organization(Advocates for Substance Abuse Prevention) to provide education for students to make healthy choices	Principals	Initiate: Annually Review: Annually	District will plan specific dates with A.S.A.P. to educate students on making healthy choices	Region 14 students attending A.S.A.P. sponsored presentations
1.1.15 Region 14 utilizes Psychological Management Training	Director of Student Services	Initiate: Annually Review: Annually	District develops P.M.T. for staff to complete annually	Appropriate staff completes P.M.T. each school year that follows state law

**Region 14 Public Schools
Strategic Plan
Goal 3
Communication**

Goal 3: Region 14 will develop partnerships with all stakeholders in the school community to highlight the exemplary programs the districts offers.

Strategy-1.1-

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.1.1. Hire a district Publicity Specialist to promote Region 14 programs and activities	Superintendent Director of Finance and Operations	Initiate: School Year 2022-2023 Review: Completed	Publicity Specialist working with local newspapers and Social Media platforms to promote Region 14 programs and activities	Local newspaper articles that include stories about Region 14 programs. Social Media platforms that include information about Region 14
1.1.2 Create a Region 14 district newsletter that highlights the exemplary programs in each school	Publicity Specialist Superintendent of Schools Director of Teaching and Learning	Initiate: School Year 2022-2023 Review: Complete monthly during the school year	Written articles completed for the district and each school that will be part of the newsletter	Monthly newsletter published each month that celebrates the exemplary programs in the district.
1.1.3. Update Region 14 district website	Publicity Specialist Director of Teaching and Learning Superintendent	Initiate: School Year 2023-2024 Review: Annually	Review neighboring district school websites	Complete update of Region 14 website that includes new format
1.1.4. Send weekly electronic school newsletter to parents/staff that include important information regarding activities and programs	Principals	Initiate: School Year 2023-2024 Review: Annually	Create common district format for school newsletters	Each school sends electronic newsletter to parents/staff
1.1.5 Superintendent sends electronic update to Board of Education members	Superintendent	Initiate: School Year 2022-2023 Review: Annually	Solicit district information from Region 14 administrators	Send weekly electronic district updates to BOE

Region 14 Public Schools

Strategic Plan

Goal 4

Budget

Goal 4: Region 14 will prepare a budget that meets the needs of every student and communicates the needs and priorities of Region 14 in a clear and concise manner.

Strategy-1.1-

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.1.1. Superintendent meets with district's Director of Finance and Operations to review the needs of the district and budget timeline	Superintendent Director of Finance and Operations	Initiate: 2023-2024 School Year Review: Annually	Superintendent and Director of Finance and Operations meet on a regular basis to review needs of the district	Superintendent and Director of Finance and Operations present responsible budget that meets the needs of all students
1.1.2 District Administrators produce a needs assessment for each department and school	District Administrators Director of Finance and Operations	Initiate: 2023-2024 School Year Review: Annually	Administrators meet with their staff to develop a needs assessment for their school and department	District Administrators develop a budget for their respective schools and departments
1.1.3 Develop Capitol Plan/ Maintenance Plan that will address the needs of each school.	Director of Finance and Operations Director of Facilities Principals	Initiate: 2023-2024 School Year Review: Annually	Director of Finance and Operations/Director of Facilities meet with Principals to review maintenance needs	A district maintenance plan is developed for each school
1.1.4 Superintendent presents the Region 14 budget proposal to the BOE	Superintendent	Initiate: 2023-2024 School Year Review: Annually	Region 14 Board of Education reviews Superintendent's budget proposal and makes appropriate changes	Region 14 Board of Education approves Superintendent's Budget.
1.1.5 Superintendent presents Region 14 budget proposal to the First Selectman and Board of Finance of Woodbury and Bethlehem	Superintendent Director of Finance and Operations	Initiate: 2023-2024 School Year Review: Annually	Woodbury and Bethlehem First Selectman/Board of Finance review budget proposal	Region 14 Budget is approved at Referendum

Region 14 Public Schools

Strategic Plan

Goal 4

Budget

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Strategy-1.1-

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.1.6 Hire additional Pre-K teacher at Mitchell Elementary School because of increased enrollment	Superintendent Director of Finance and Operations Principal	Initiate: 2023-2024 School Year Review: Annually	Interview prospective Pre-K candidates utilizing rigorous vetting process	Identify new Pre-K teacher for Mitchell Elementary School
1.1.7 Increase part-time Media Specialist position at Bethlehem Elementary School to full time	Superintendent Director of Finance and Operations Principal	Initiate: 2023-2024 School Year Completed	Meet with current part-time Media Specialist at Bethlehem Elementary School	. Full Time Media Specialist at Bethlehem Elementary School is identified
1.1.8 Start afterschool Tutoring Academy at Woodbury Middle School, Mitchell Elementary School, and Bethlehem Elementary School	Superintendent Director of Finance and Operations Principal	Initiate: 2022-2023 School Year Review: Annually	Recruit afterschool Interventionists/ Paraprofessionals for Tutoring Academy	Start afterschool Tutoring Academy at middle/elementary schools
1.1.9 Partner with EdAdvance(RESC) on a federal grant that will add 2 additional Mental Health staff to Region 14	Superintendent Director of Student Services Principals	Initiate: 2023-2024 School Year Review: Annually	Work with EdAdvance to identify 2 Mental Health staff for Region 14	2 additional Mental Health staff are hired for Region 14
1.1.10 Add additional Spanish Teacher at Woodbury Middle School for grades 6/7	Superintendent Director of Teaching and Learning Principal	Initiate: 2024-2025 School Year Review: Annually	Identify certified Spanish Teacher for Woodbury Middle School for grades 6/7	Hire Spanish Teacher for Woodbury Middle School for grades 6/7

Region 14 Public Schools

Strategic Plan

Goal 4

Budget

Goal 4: Region 14 will prepare a budget that meets the needs of every student and communicates the needs and priorities of Region 14 in a clear and concise manner.

Strategy-1.1-

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.1.11 Add one Elementary School Spanish Teacher for grades 4/5 at Mitchell and Bethlehem Elementary Schools	Superintendent Director of Teaching and Learning Principals	Initiate: 2025-2026 School Year Review: Annually	Recruit and interview candidates for elementary schools Spanish Teacher	Hire Elementary Schools Spanish teacher for grades 4/5
1.1.12 Create Stipend for Talented and Gifted Teacher at Woodbury Middle School/Bethlehem Elementary School/Mitchell Elementary School	Superintendent Director of Teaching and Learning Principals	Initiate: 2024-2025 School Year Review: Annually	Work with Teachers' Association on Memo of Understanding for new Stipend positions	Identify 3 teachers that will deliver Talented and Gifted Program to middle/elementary schools
1.1.13 Create a Technology Plan that identifies the needs of the district	Director of Finance and Operations Director of Technology	Initiate: 2023-2024 School Year Review: Annually	Director of Technology develops a Needs Assessment for Region 14	District Technology Plan is created and implementation of plan begins
1.1.14 Agriscience Budget is reviewed to ensure that the program is being funded adequately to meet the needs of students in the program	Superintendent Director of Finance and Operations Director of Facilities Principal Agriscience Director	Initiate: 2023-2024 School Year Review: Annually	Yearly Agriscience Program Budget is developed that identifies the highest priorities of program	Purchasing the necessary equipment//staff for the Agriscience Program

Region 14 Public Schools

Strategic Plan

Goal 4

Budget

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Strategy-1.1-

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.1.15 Completion of High School Renovation Project	Superintendent Director of Finance and Operations Director of Facilities Region 14 BOE Building Committee	Completion- 2024	Certificate of Occupancy issued for High School Renovation Project Region 14 BOE approval of project	Safe and clean learning environment for students and staff
1.1.16 Completion of Horse Barn Project/Sugar Shack for <u>Nonnewaug</u> High School	Superintendent Director of Finance and Operations Director of Facilities Region 14 BOE	Completion-2023-2024	Certificate of Occupancy issued for Horse Barn	.Students utilizing the Horse Barn
1.1.17 Connecticut Association of Boards of Education (CABE) provides new state policy for Region 14	Superintendent Region 14 BOE	Initiate: 2022-2023 Review: Annually	Monthly CABE policy proposals for Region 14	BOE approving policy recommendations