

# Region 14 School District Five-Year Strategic Plan 2024-2029



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Brenda Williams, Literacy/Social Studies, Woodbury Middle School  
Cate Lyman, Math/Science, Woodbury Middle School

What?

**Goals**

How?

How well?

**Mission  
Leadership Focus**

**Practices**

**Measures**

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**

### **2023/2024**

- ❑ **Region 14 ranked in the top 27% of all school districts in the State of Connecticut based on the Accountability Index**
- ❑ **Mitchell Elementary School was named a *School of Distinction* for the 21-22 and 22-23 school years**
- ❑ **Nationally and state recognized Agriscience and Art programs at Nonnewaug High School**
- ❑ **State science invention convention finalists from Bethlehem and Mitchell Elementary Schools**
- ❑ **Added enrichment classes in SAT Math, English and Science**
- ❑ **Completed five-year district curriculum plan**
- ❑ **Completed three-year district curriculum writing plan**
- ❑ **Continue Region 14 policy audit by CABA**
- ❑ **Collaboration with community organization (ASAP) on the dangers of social media**

# **Curriculum/Instructional Strategies 2024/2025**

- **Maintain all interventionist positions throughout the region**
- **Expand world language offerings to include Spanish in grades 5-7**
- **Implement a state-approved English Language Arts curriculum in Grades K-5 in preparation for full K-5 implementation in 2025-2026**
- **Further utilize data from NWEA and mClass assessments to drive curricular and instructional decision making**
- **Fully integrate NGSS interim assessment blocks into all science classes to gain further experience with the NGSS performance standards**
- **Expand dual-credit enrollment opportunities at Nonnewaug High School in the arts, Agriscience, and world languages**
- **Implement a new teacher and administrator evaluation and support plan centered on improving instructional practices to positively impact student performance**
- **Ensure all students in the Class of 2027 and beyond have a course in financial literacy**
- **Continue expansion of OpenSciEd curriculum in grades 6-8**



# **Curriculum/Instructional Strategies 2024/2025**

- **Fully implement Mystery Science in grades K-5**
- **Continue After School Tutoring Academy – Elementary Schools**
- **Added Agriscience Teacher**
- **Added Talented and Gifted Program for both elementary schools and the middle school**
- **Added Advanced Manufacturing Program for Woodbury Middle School**
- **Completed 5-year Strategic Plan**
- **Completed School Development Plans**
- **Added Middle School Girls' Volleyball**
- **Added High School Graduation Requirements in 25/26 School Year: Added Algebra II and ½ Year Chemistry**

# **Safety/Security/Infrastructure Upgrades**

- **Completed Nonnewaug High School Renovation Project**
- **Active Shooter Training (All Staff)**
- **Completed Safety Assessments at each school**
- **Horse Barn / Nonnewaug High School**
- **Paving Project / Woodbury Middle School**
- **Lights/Cameras - Parking Lot / Nonnewaug High School**
- **Replaced Fire Alarm System / Woodbury Middle School**
- **Renovated Four Bathrooms / Woodbury Middle School**
- **Painting Projects / All Schools**
- **Replaced Playground Equipment / Mitchell Elementary School**
- **7th and 8th Grade Lockers / Woodbury Middle School**
- **District-wide Safety committee reviews district safety protocols and procedures**
- **School evacuation drills**

# REGION 14 SCHOOLS – FIVE-YEAR CURRICULUM AND INSTRUCTION PLAN

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

School Year	Professional Learning	Curriculum	Instruction	Assessment
2024-2025	<ul style="list-style-type: none"> <li>• Illustrative Math coaching through instructional leaders (K-9)</li> <li>• Gizmos training for science teachers (6-12)</li> <li>• Into Reading implementation support for kindergarten, 4th and 5th grade teachers</li> <li>• Vertical and horizontal alignment meetings (PreK-12)</li> <li>• Professional Learning Communities led by Department Chairs (9-12)</li> <li>• Focus on enhancing small-group instruction and multi-tiered system of supports (PreK-12)</li> <li>• Collaboration with colleges on dual credit enrollment courses (10-12)</li> <li>• Monthly data teams</li> <li>• Effective use of technology resources - WeVideo, Gizmos, IL Classroom, CommonLit</li> <li>• Collaboration with other districts for World Language, PE/Health, Fine Arts, Business, and Culinary</li> </ul>	<ul style="list-style-type: none"> <li>• Implement Into Reading in all kindergarten, 4th and 5th grade classes aligned with the science of reading</li> <li>• Ensure alignment of curriculum documents with the CT Social Studies Standards released in 2024.</li> <li>• Continue to include Region 14's Vision of a Learner in all curricular documents</li> <li>• Continue to develop and revise implementation guides for all approved curricula</li> <li>• Summer '24 through school year 24-25 - Develop curriculum documents in all subject areas, completing the majority of high school documents prior to NEASC visit</li> <li>• Incorporate guaranteed experiences into Integrated Science, Biology, Chemistry, and Physics for NGSS alignment and utilize at least 75% of the Interim Assessment Blocks provided by CSDE</li> <li>• Implement new dual credit opportunities for students</li> <li>• Expand World Languages to 5-7</li> <li>• Partner with Goodwin University at WMS to introduce Aerospace concepts to grades 6-8</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize data from NWEA, mClass, and classroom assessments to differentiate instruction for small groups and personalize assignments on IXL (K-12).</li> <li>• Utilize data from practice SATs to personalize SAT preparation on Khan Academy and inform instruction (9-12)</li> <li>• Bring the Vision of a Learner to life (expand to PreK-5, continue 6-12)                             <ul style="list-style-type: none"> <li>• Intentionally demonstrate the attributes</li> <li>• Plan opportunities for students to practice and demonstrate</li> </ul> </li> <li>• Implement curricula with fidelity (PreK-12)</li> <li>• Utilize strategies learned in PL (PreK-12)</li> <li>• Effectively utilize technology resources to differentiate and target instruction</li> </ul>	<ul style="list-style-type: none"> <li>• mClass Dibels 8th Edition, mClass Vocabulary, mClass RAN for reading screeners (K-5)</li> <li>• 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)</li> <li>• SBAC Interim Assessment Blocks (3-8)</li> <li>• NGSS Interim Assessment Blocks (3-11)</li> <li>• PSATs (9-11), SATs (11)</li> <li>• SBAC (3-8), NGSS (5, 8, 11)</li> <li>• AP Exams (10-12)</li> <li>• ASVAB (voluntary)</li> </ul>

# REGION 14 SCHOOLS – FIVE-YEAR CURRICULUM AND INSTRUCTION PLAN

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

2025-2026	<ul style="list-style-type: none"> <li>• Continuous training and coaching for Into reading program in grades K-5</li> <li>• EdCamp for sharing of practices around data and Tier 1 instructional supports</li> <li>• “Sharing the Vision” - discussions around samples of student work measuring Vision of a Learner attributes</li> <li>• Further developing a culture of collaboration and continuous learning</li> <li>• Vertical and horizontal alignment meetings (PreK-12)</li> <li>• Data teams</li> <li>• Expand collaborative conversations to additional districts</li> <li>• Training on culturally responsive pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>• Expand implementation of the scientific-based reading program to grades 1-3</li> <li>• Complete development of curricular documents in common format</li> <li>• Continue to develop and revise implementation guides for all approved curricula</li> <li>• Expand World Languages to K-4</li> <li>• Adjust World Language curriculum for 5-7 to account for prior year’s implementation</li> <li>• Enhance health instruction in K-5</li> <li>• Continue to partner with Goodwin University and expand to health sector for one grade level</li> </ul>	<ul style="list-style-type: none"> <li>• Vision of a Learner fully integrated into instruction and assessment (PreK-12) <ul style="list-style-type: none"> <li>• Intentionally demonstrate the attributes</li> <li>• Plan opportunities for students to practice and demonstrate</li> </ul> </li> <li>• Utilization of data from districtwide and classroom-based assessments to provide effective multi-tiered systems of support</li> <li>• Coherence in implementation of curriculum districtwide</li> </ul>	<ul style="list-style-type: none"> <li>• mClass Dibels 8th Edition, mClass Vocabulary, mClass RAN for reading screeners (K-5)</li> <li>• 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)</li> <li>• SBAC Interim Assessment Blocks (3-8)</li> <li>• NGSS Interim Assessment Blocks (3-11)</li> <li>• PSATs (9-11), SATs (11)</li> <li>• SBAC (3-8), NGSS (5, 8, 11)</li> <li>• AP Exams (10-12)</li> <li>• ASVAB (voluntary)</li> </ul>
2026-2027	<ul style="list-style-type: none"> <li>• Content-specific professional learning around instructional strategies, student engagement, assessment, differentiation, and specific teacher learning needs</li> <li>• Further developing a culture of collaboration and continuous learning</li> <li>• Data teams</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Continue to develop and revise implementation guides for all approved curricula</li> <li>• Adjust World Language curriculum for 5-7 to account for prior years’ implementation</li> <li>• Continue partnership with Goodwin University</li> </ul>	<ul style="list-style-type: none"> <li>• Vision of a Learner fully integrated into instruction and assessment (PreK-12)</li> <li>• Utilization of data from districtwide and classroom-based assessments to provide effective multi-tiered systems of support</li> <li>• Coherence in implementation of curriculum districtwide</li> </ul>	<ul style="list-style-type: none"> <li>• mClass Dibels 8th Edition, mClass Vocabulary, mClass RAN for reading screeners (K-5)</li> <li>• 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)</li> <li>• SBAC Interim Assessment Blocks (3-8)</li> <li>• NGSS Interim Assessment Blocks (3-11)</li> <li>• PSATs (9-11), SATs (11)</li> <li>• SBAC (3-8), NGSS (5, 8, 11)</li> <li>• AP Exams (10-12)</li> <li>• ASVAB (voluntary)</li> </ul>

# REGION 14 SCHOOLS – FIVE-YEAR CURRICULUM AND INSTRUCTION PLAN

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

2027-2028	<ul style="list-style-type: none"> <li>• Content-specific professional learning around instructional strategies, student engagement, assessment, differentiation, and specific teacher learning needs</li> <li>• Further developing a culture of collaboration and continuous learning</li> <li>• Data teams</li> </ul>	<ul style="list-style-type: none"> <li>• Continue 5-year revision cycle</li> <li>• Continue to develop and revise implementation guides for all approved curricula</li> <li>• Adjust World Language curriculum for 4-8 to account for prior years' implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Vision of a Learner fully integrated into instruction and assessment (PreK-12)</li> <li>• Utilization of data from districtwide and classroom-based assessments to provide effective multi-tiered systems of support</li> <li>• Coherence in implementation of curriculum districtwide</li> </ul>	<ul style="list-style-type: none"> <li>• mClass Dibels 8th Edition, mClass Vocabulary, mClass RAN for reading screeners (K-5)</li> <li>• 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)</li> <li>• SBAC Interim Assessment Blocks (3-8)</li> <li>• NGSS Interim Assessment Blocks (3-11)</li> <li>• PSATs (9-11), SATs (11)</li> <li>• SBAC (3-8), NGSS (5, 8, 11)</li> <li>• AP Exams (10-12)</li> <li>• ASVAB (voluntary)</li> </ul>
2028-2029	<ul style="list-style-type: none"> <li>• Content-specific professional learning around instructional strategies, student engagement, assessment, differentiation, and specific teacher learning needs</li> <li>• Further developing a culture of collaboration and continuous learning</li> <li>• Data teams</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust World Language curriculum for 3-5 to account for prior years' implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a Vision of a Learner audit (PreK-12) to determine any areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• mClass Dibels 8th Edition, mClass Vocabulary, mClass RAN for reading screeners (K-5)</li> <li>• 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)</li> <li>• SBAC Interim Assessment Blocks (3-8)</li> <li>• NGSS Interim Assessment Blocks (3-11)</li> <li>• PSATs (9-11), SATs (11)</li> <li>• SBAC (3-8), NGSS (5, 8, 11)</li> <li>• AP Exams (enrolled students 10-12)</li> <li>• ASVAB (voluntary))</li> </ul>

**Region 14 School 3-Year Curriculum Writing and Revision Plan**

2024-2027				
GREEN CELL = BOARD APPROVED	PURPLE CELL - READY FOR COMMITTEE	PINK CELL - COMMITTEE APPROVED	ORANGE CELL - IN PROGRESS	WHITE CELL - PLANNED
2024-2025	2024-2025	2024-2025	2025-2026	2026-2027
Accounting	Culinary Arts 1	Nursery Landscaping 11/12 A	2D Art 8	AP Language and Composition
Advanced Culinary Arts	Digital Design I (ECE)	PE 6	3D Art 8	AP Research
Ag Engineering and Mechanics 10	Digital Music (WMS)	PE 7	3D Sculpture	AP Seminar
Ag Engineering and Mechanics 11/12 A	Dramatic Musical Theater	PE 8	Accounting II	English 10
Ag Engineering and Mechanics 11/12 B	Drawing 1/Art 1 Foundations (ECE)	PE K-5	Advanced Math - 7th grade	English 12
Ag Production 11/12 A	Drumming (Music - WMS)	Physics	Agribusiness Mgmt	English 9
Ag Production 11/12 B	ECE Contemporary Social Issues in Sports	Piano	Agriculture Technology and Society- New ECE	Physical Education 11/12
Agriscience 9	Engineering/Production 8	Precalculus	Algebra 1 - 8th Grade	Wellness 1
Algebra II	Engineering/Video 6-7	Probability & Statistics	Animal Assisted Therapy	Wellness 11/12
American Sign Language 3 (UConn)	English 11: Surviving the Journey: A Literary Perspective	Psychology	AP Psychology	Wellness 2
AP (AP) 2-D Art and Design	English 11/12: Global Contexts/International Perspectives	Science - 7	AP/UConn ECE Environmental Science	Art Elementary
AP 3-D Art and Design	Entrepreneurship	Science - K-5	AP/UConn ECE Statistics	Chorus Elementary
AP Biology	Equine Science 11/12 A	Social Studies 6 - World Regions 1	Art IV Studio	Music Elementary
AP Calculus AB	Equine Science 11/12 B	Social Studies 7 - World Regions 2	Computer Animation	Farm to Table
AP Chemistry	Financial Mathematics	Social Studies 8 - US History	Counseling 6-8	
AP Computer Science Principles	Forensics	Social Studies K-5	Counseling Grades 9-12	
AP Drawing	French 4	Song Writing/Music Theory	Counseling PreK-5	
AP French	Geometry	Sound Engineering	Culinary Arts II	
AP Spanish Language and Culture	Greenhouse Plant Prod and Proc 11/12 A	Spanish 4/UConn ECE	Digital Design 2&3	
AP United States History	Greenhse Plant Prod and Proc 10	Supervised Agricultural Experience	Digital Photography	
AP/UConn ECE Physics 1	Guitar Class	The Professional Chef	Engineering & Design	
AP/UConn ECE Physics 2	Health 6	Ukulele (Music - WMS)	Information Literacy 3-5	
Aquaculture and Fisheries Science 11/12 A	Health 7	Veterinary Science 11/12 A	Information Literacy 6-8	
Aquaculture and Fisheries Science 11/12 B	Health 8	Veterinary Science 11/12 B	Information Literacy 9-12	
Art II Advanced	Health K-5	Video Game Design 2	Information Literacy PreK-2	
Art III Applied	History through Film	Video Production 1 (ECE)	Intro to Art 6	
ASL UConn ECE	Human Anatomy and Physiology	Video Production 2 (ECE)	Literacy K-5	
Biology	Leadership Dev	Work Study Course	Marketing II	
Building Bridges - B	Marketing	World Language 1	Nutrition 6	
CAD - Computer-Aided Drafting	Math 6	World Language 2	SAT Prep/NGSS Prep Course	
Calculus	Math 7	World Language 3	Science - 6	
Ceramics I	Math 7 Advanced	Yearbook	Science - 8	
Ceramics II	Math 8		Tasty Treats 8	
Chemistry	Medical Emergencies		Video Game Design	
Civics	Natural Resources 10		What's Cooking 8	
Computer Programming (with Mathematical Modeling)	Natural Resources Management 11/12 A			
Creative Writing	Nursery Landscaping 10			



# 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 12<sup>th</sup> 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

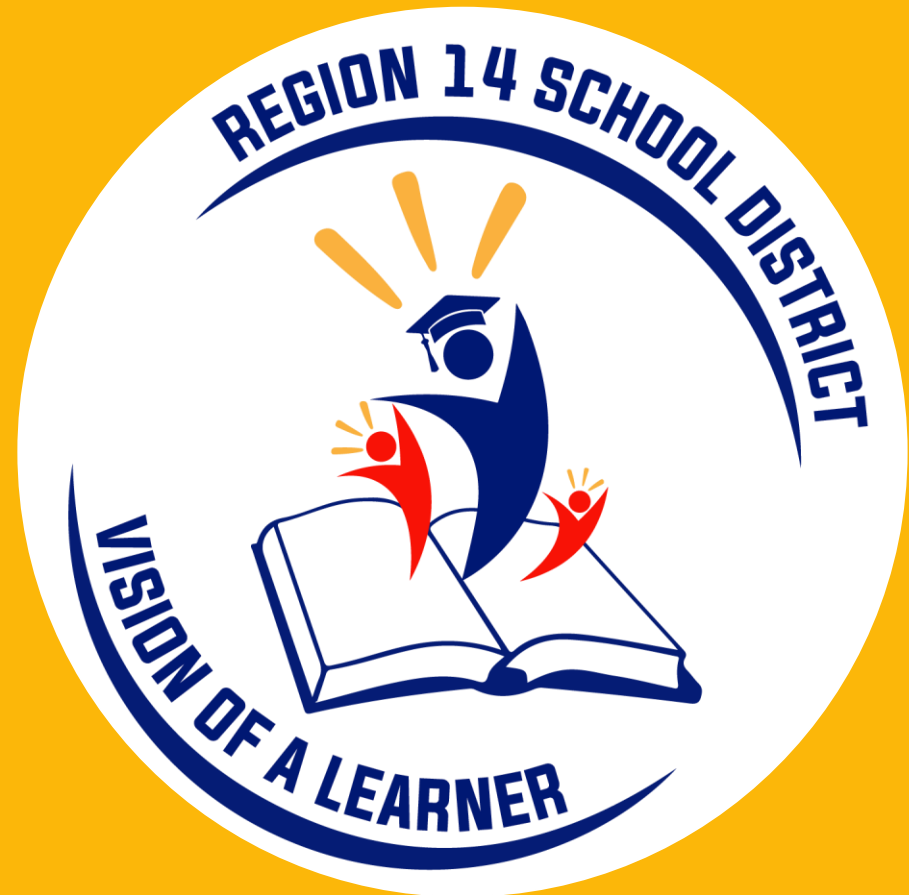
Single-point rubrics utilized for  
measuring attainment for grades 6-  
12 for all of the attributes

## 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

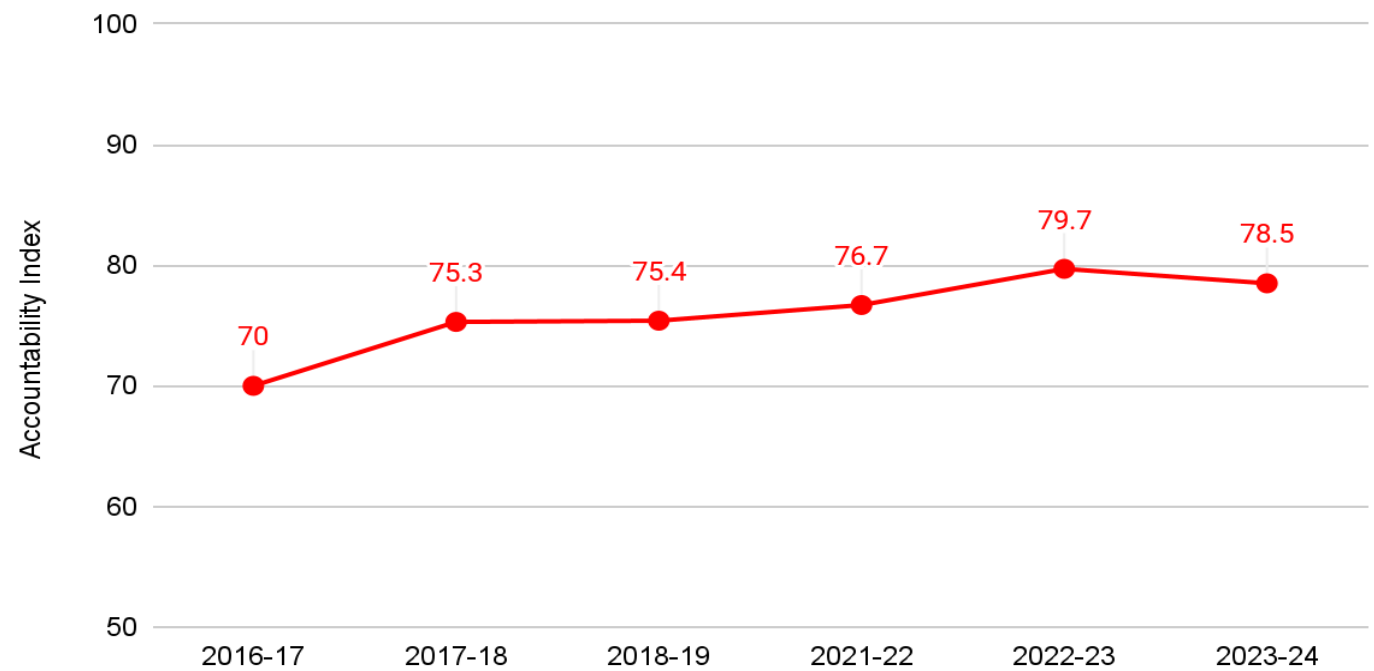


# REGION 14 DISTRICT ENROLLMENT 2024/2025

October	Jun-24	Oct-24	Difference
BES	288	276	-12
MES	330	328	-2
WMS	319	300	-19
NHS	646	647	1
OOD	12	9	-3
Transition Students	4	5	1
District Total	1599	1565	-34
Out of District	256	268	12
In District	85	91	6
Total Agriscience Students	341	359	18

**Region 14**  
**Accountability**  
**Index**

Region 14 Accountability Index



## 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  
27% of districts in the  
State of CT**

Accountability Index Comparison		
State Ranking out of 200	District	Total Points
34	Regional School District 15	81.1
37	Regional School District 12	81.0
38	Regional School District 16	81.0
46	Regional School District 10	79.6
53	Regional School District 14	78.5
54	Newtown School District	78.4
60	Oxford School District	78.0
65	Litchfield School District	77.6
86	Regional School District 06	74.9
93	Watertown School District	74.3
113	Regional School District 07	72.0



## **Accountability Index DRG Comparison**

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

Rankings are out of 200  
Districts

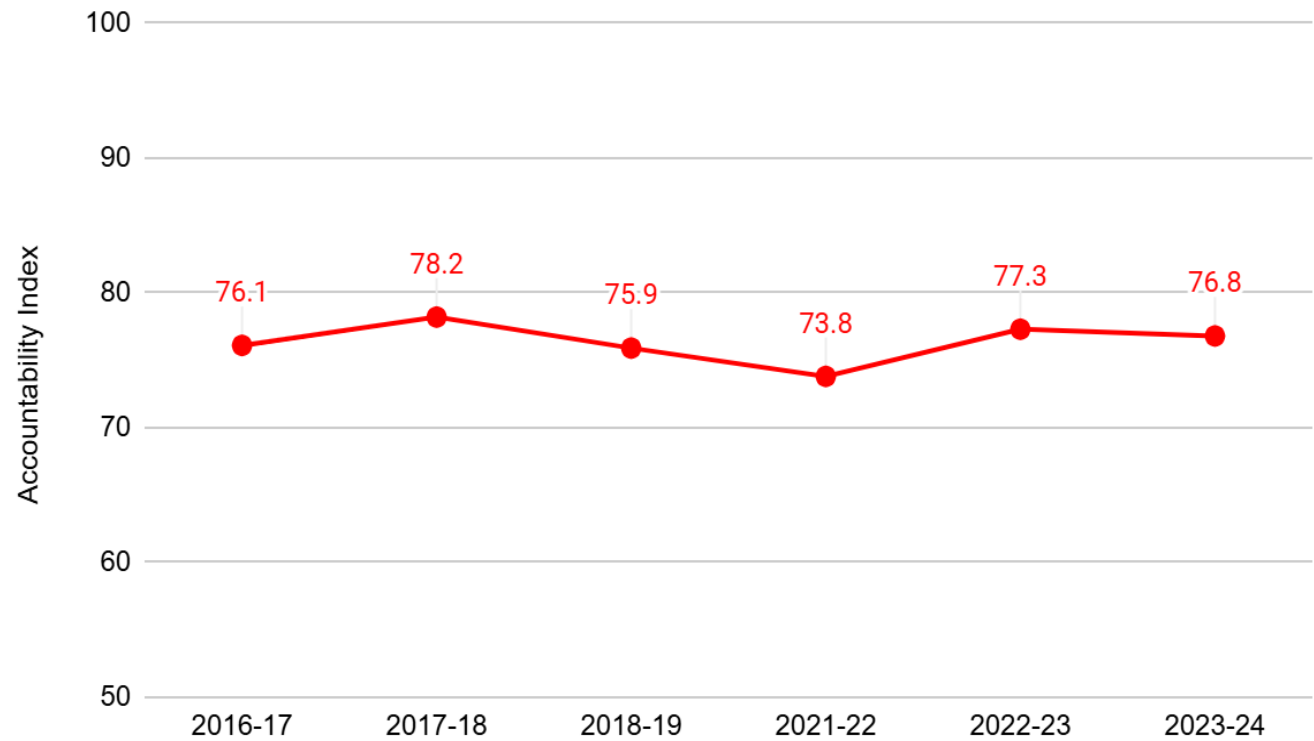
**Region 14 is in the top  
27% of districts in the  
State of CT**

Rank	District	Index	Rank	District	Index
7	Bethany	84.8	74	Marlborough	76.4
11	Region 18	83.5	80	Essex	75.7
22	Cornwall	82.4	82	Region 13	75.6
29	Canton	81.6	84	Region 19	75.4
30	Tolland	81.4	89	New Hartford	74.7
31	Region 17	81.3	96	Hebron	73.8
32	Ellington	81.2	98	Region 8	73.4
37	Region 12	81.0	103	Mansfield	73.1
46	Region 10	79.6	104	Andover	72.9
49	Bolton	79.1	113	Region 7	72.0
<b>53</b>	<b>Region 14</b>	<b>78.5</b>	135	Pomfret	68.3
58	Sherman	78.2	150	Columbia	66.4
60	Oxford	78.0	159	Region 4	65.1
64	Suffield	77.6			
71	Somers	76.8			



**Nonnewaug  
High School**  
**Accountability  
Index**

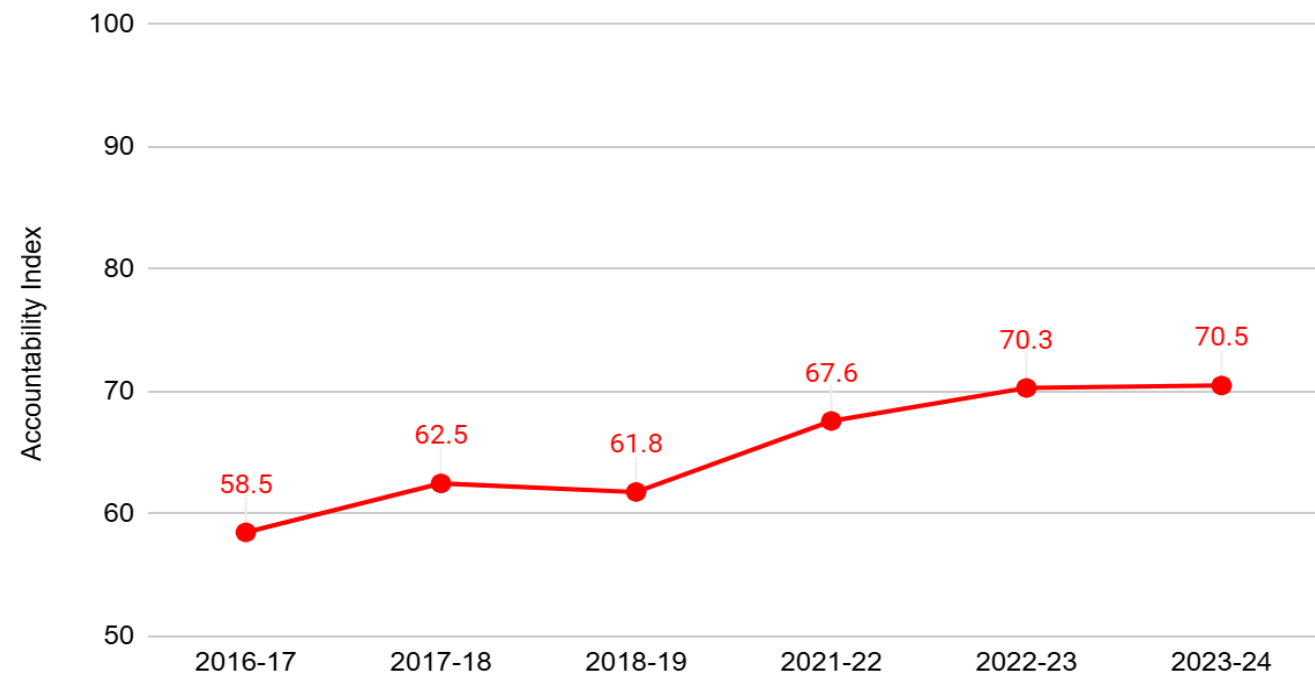
Nonnewaug High School Accountability Index



**Woodbury**  
**Middle School**

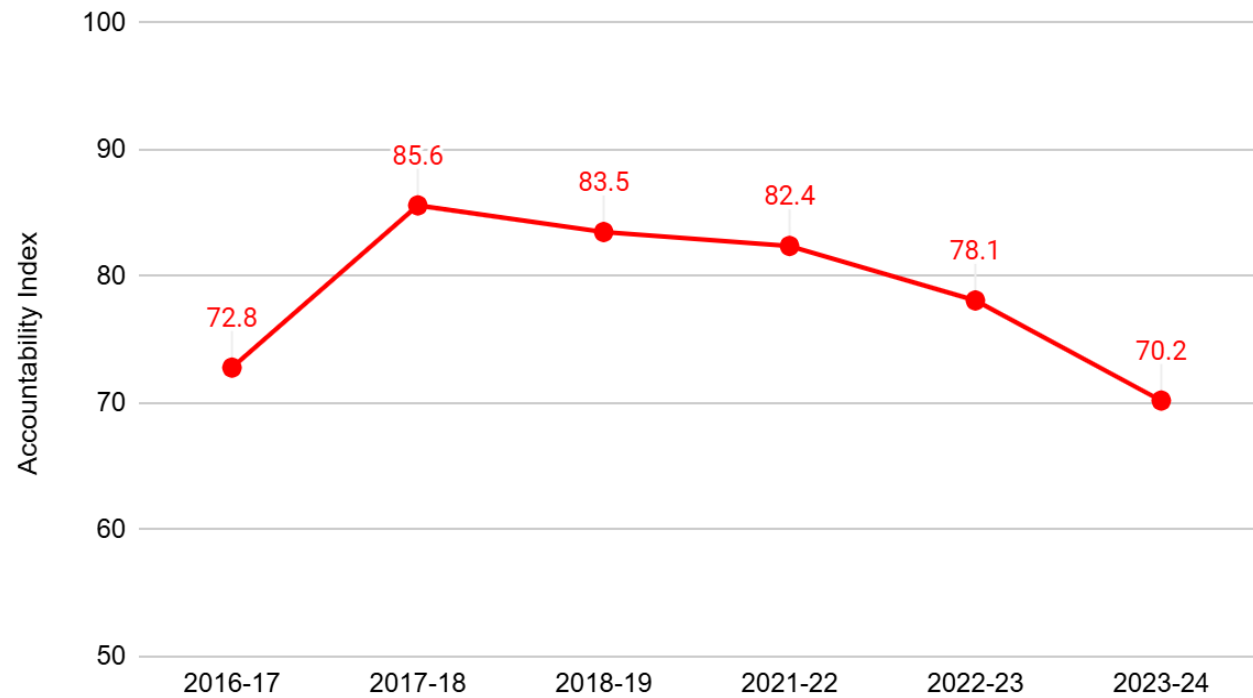
**Accountability**  
**Index**

Woodbury Middle School Accountability Index



**Mitchell  
Elementary**  
**Accountability  
Index**

Mitchell Elementary Accountability Index





## **Bethlehem Elementary**

### **Accountability Index**

School of Distinction in  
SIX areas:

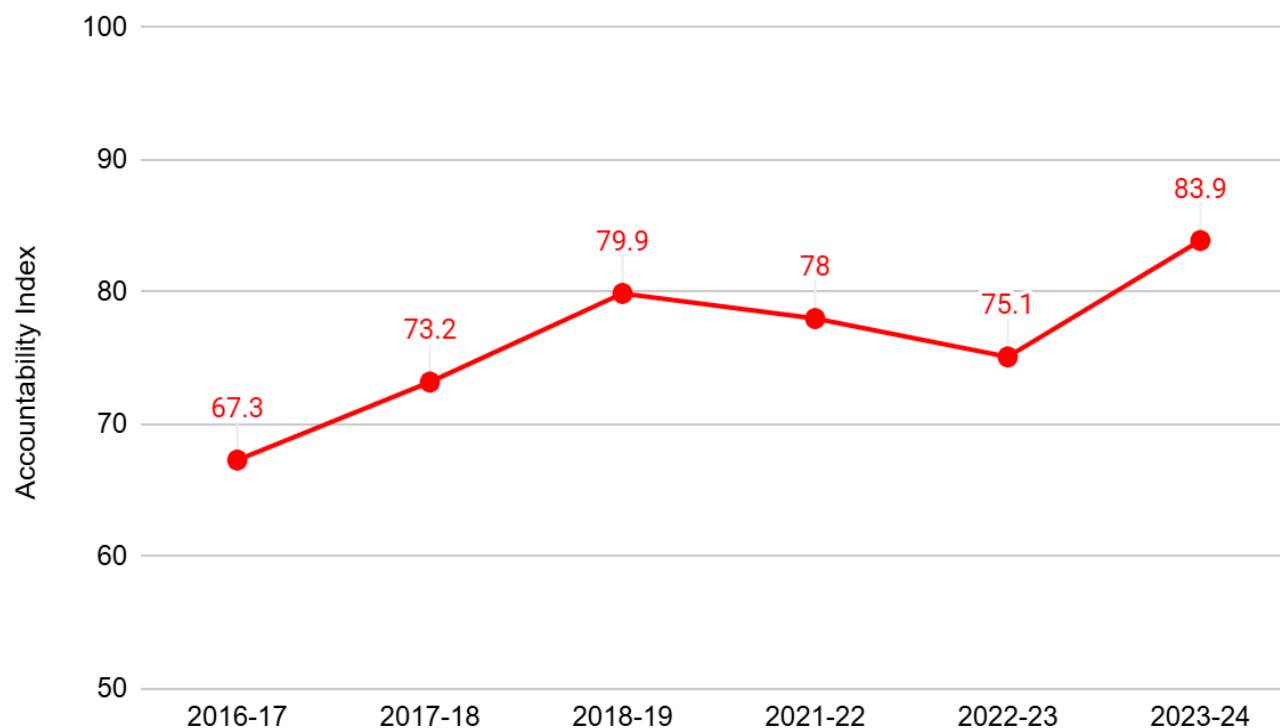
#### **All Students**

1. High Performance in ELA
2. High Performance in Math
3. High Growth in ELA
4. High Growth in Math

#### **High Needs Students**

1. High Growth in ELA
2. High Growth in Math

### 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 12% of  
elementary schools in  
CT and top 7% of all  
schools.

Mitchell Elementary  
School is in the top 49% of  
elementary schools in CT.

Region 14 is in the top 27%  
of school districts in CT.

Woodbury Middle  
School is in the top  
28% of schools  
inclusive of grades  
6-8.

Nonnewaug High  
School is in the top  
28% of all high  
schools in CT.



## School Counseling Department

Chris Maclean  
Director of Counseling  
cmaclean@ctreg14.org

Gail DeFrancesco  
gdefrancesco@ctreg14.org

Stephanie Gutierrez  
sgutierrez@ctreg14.org

Paul Laedke  
plaedke@ctreg14.org

Kathy Green, CCRC  
kathygreen@ctreg14.org

## School Officials

Mr. Brian Murphy  
Superintendent

Dr. Mykal Kuslis  
Principal

Mr. Declan Curtin  
Assistant Principal

Mr. Andrew Tammero  
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 2024-2025 SCHOOL PROFILE

Nonnewaug High School enrolls 647 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 curriculum 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.

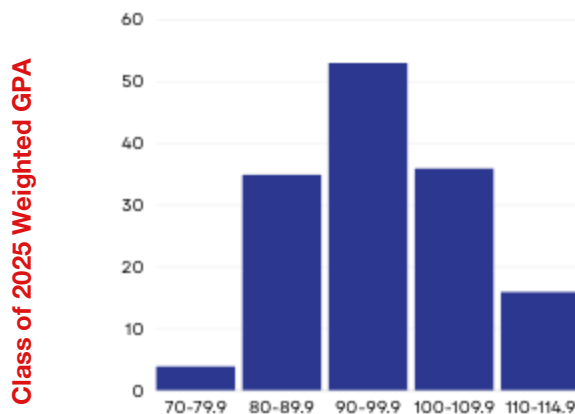
**Mission statement:** The Nonnewaug High School community believes that all students have the right and responsibility to achieve their full potential. To that end, we strive to provide students with the knowledge, skills and understandings needed to become lifelong learners and productive, compassionate 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	1.25
Honors & ECE	1.17
College Prep	1.09

## NHS Class of 2024 Outcomes 155 Graduates

100% of seniors took the SAT

### SAT Results/CT State Avg.

Mean: 1007 / 1007

EBRW: 504 / 512

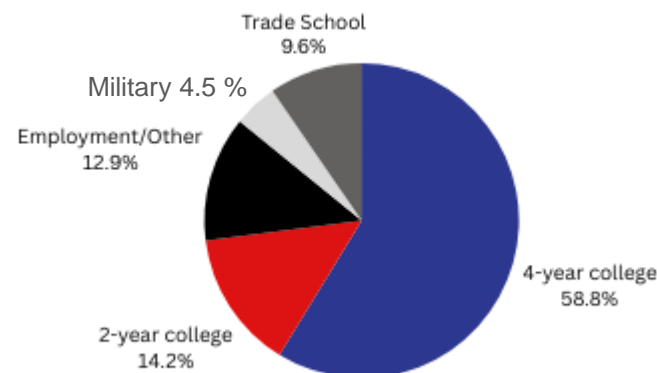
Math: 504 / 495

### Post-secondary Plans

83% Entering post-secondary education

59% 4-Year College

14% 2-Year College



### 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 11 Silver and 15 Gold Keys, and 1 Gold, 3 Silver & 2 Bronze Portfolios for the CT Scholastic 2024 Art Awards. Additionally, 2 Silver Medals were earned in the National Scholastic 2024 Art Awards.
- 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 7 Halo Award nominations in 2024.
- 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 three years. This award is given to a Berkshire League school with the highest win percentage combined with sportsmanship scores. Nonnewaug also won 6 Berkshire League titles in 2023-2024.
- 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.

## 2025 GRADUATION REQUIREMENTS

English 4.0 credits

Mathematics 3.0 credits I Social Studies 2.5 credits I Science 3.0 credits

World Language 1.0 credit I Physical Education 1.0 credit I Health 1.0 credit I Fine/Applied Arts 1.0 credit

Humanities Elective .5 credit I STEM Elective 3.0 credits

Mastery Based Learning Experience 1.0 credit

Total required credits 25.0 I Volunteer Hours: 18

### ADVANCED PLACEMENT COURSES

Drawing 2-D Art

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 I

Psychology

Spanish Language & Culture

Statistics

US Government and Politics

US History

AP CAPSTONE DIPLOMA SCHOOL

54 AP Scholars recognized in 2024

34% of students take an AP course I 64% score a 3 or higher

AP courses are open enrollment

### COLLEGE ARTICULATION

**POST UNIVERSITY HS ACADEMY** : Accounting & Marketing

#### **UConn EARLY COLLEGE EXPERIENCE:**

Animal Science, Art I, Contemporary Issues in Sport,

Elementary Concepts of Statistics,

Environmental Science, Floral Art,

General Physics, Horse Science,

Intermediate Spanish Composition,

Principles of Microeconomics,

Principles of Macroeconomics,

Seminar and Studio in Writing and Multimodal Composition,

Spanish Conversation: Cultural Topics

#### **SOUTHERN CONNECTICUT STATE UNIVERSITY:**

American Government

#### **QUINNIPIAC UNIVERSITY:**

Video I and Video II

#### **ECE / AP Tuition Savings**

Class of 2024= 668 credits ECE

\$709 per Storrs credit without fees

savings \$473,612

93 exams 3+

\$709 UConn x 279 credits= \$197,811

Total Tuition Savings= \$671,423

## NHS Class of 2024 will attend:

1 University of Alabama	1 Fordham University	1 Pratt Institute
1 Albertus Magnus	1 University of Georgia	1 Providence College
1 Ava Maria University	2 University of Hartford	6 Quinnipiac University
1 Binghamton University	1 Hillsdale College	3 University of Rhode Island
1 Carnegie Mellon University	1 Hofstra University	3 Rochester Institute of Technology
1 Central CT State University	1 Iona University	2 Roger Williams University
1 College of Charleston	1 Keene State University	1 Rowan University
1 Coastal Carolina University	1 Lehigh University	3 Sacred Heart University
1 Colorado State University- Fort Collins	1 University of Maine	3 Southern CT State University
1 Connecticut College	1 MCPHS	1 Suffolk University
12 University of Connecticut	1 UMass - Amherst	3 SUNY Cobleskill
1 Cooper Union	1 University of New England	1 Temple University
21 CT State	4 University of New Haven	1 University at Buffalo
3 Delaware Valley University	1 University of North Carolina at Wilmington	1 University at Northwestern Ohio
1 Eastern CT State University	1 University of Northwestern Ohio	1 University of Vermont
1 Eckerd College	2 Penn State University	1 Wentworth Institute of Technology
1 Embry-Riddle University - Daytona	2 Post University	1 Wesleyan University
1 University of Findlay		1 West Virginia University
1 Florida Gulf Coast		3 Western CT State University
		1 Western New England University

## NHS CLASS OF 2024 ACCEPTANCES

1 The University of Alabama	20 CT State	2 Hofstra
1 Albany College of Pharmacy & Health Sciences	3 Delaware Valley University	1 College of the Holy Cross
2 Albertus Magnus	2 University of Delaware	1 Houghton College
1 Alvernia University	1 Denison University	1 Iona University
2 American International College	1 East Carolina University	1 Ithaca College
1 Arizona State University - Tempe	13 ECSU	5 Johnson and Wales University
1 University of Arizona	1 Eastern University	1 Juniata College
1 Assumption University	1 Eckerd College	1 Keene State
1 Ava Maria	2 Elizabethtown College	1 University of Kentucky
1 Bard College	1 Elmira College	1 Kenyon College
1 Barry University	1 College of Our Lady of Elms	2 Lafayette College
2 Bentley University	1 Embry-Riddle Aeronautical University	3 Lehigh University
1 Binghamton University	2 Emmanuel College	1 Long Island University
2 University of Bridgeport	5 Fairfield University	1 LSU
1 Bryant University	1 The University of Findlay	1 University of Maine Farmington
1 Calvin University	1 Fitchburg State University	7 University of Maine
1 Carnegie Mellon	2 Flagler University	1 Manhattan College
28 CCSU	1 Florida Gulf Coast	6 Marist College
1 University of Central Florida	1 Florida Institute of Technology	2 Maryland Institute College of Art
2 College of Charleston	1 Florida Polytechnic University	2 Massachusetts College of Art and Design
2 Clark University	1 University of Florida	2 MCPHS
4 Clarkson University	1 Fordham University	4 UMass Amherst
2 Coastal Carolina	1 Fort Lewis College	1 UMass Boston
1 Colby-Sawyer College	1 Franciscan University of Steubenville	1 Merrimack College
1 Colgate University	2 Franklin and Marshall	2 Michigan State University
1 University of Colorado Boulder	1 University of Georgia	1 Mississippi State University
1 Colorado School of Trades	1 Gettysburg College	1 The University of Montana
3 Colorado State University - Fort Collins	1 Gordon College	1 Mount St. Mary's University
1 Connecticut College	10 University of Hartford	1 Muhlenberg College
53 University of Connecticut	1 Hartwick College	4 University of New England
1 Cornell University	1 High Point University	12 University of New Hampshire
	1 Hillsdale College	

## NHS CLASS OF 2024 ACCEPTANCES continued

16 University of New Haven	1 Salem State University	1 Texas A & M University - College Station
1 New York Institute of Technology	4 Salve Regina University	1 The New School
1 UNCW (Wilmington)	3 Savannah College of Art and Design	1 Ohio State University
1 Norwich University	1 School of Visual Arts	1 Universal Technical Institute
1 Palm Beach Atlantic University	2 University of Scranton	1 University at Albany, SUNY
6 Penn State University	1 Seton Hall University	1 University at Buffalo
1 Plymouth State University	4 Siena College	1 University of Northwestern Ohio
2 Post University	1 South Carolina State University	1 Utica University
1 Pratt Institute	1 University of South Carolina -Columbia	6 University of Vermont
3 Providence	23 SCSU	2 Villanova
17 Quinnipiac University	1 University of Southern Maine	1 Virginia Commonwealth University
1 Regis College	2 Southern New Hampshire University	1 Virginia Tech
2 Rensselaer Polytechnic Institute	1 Springfield College	1 Washington College
2 Rhode Island College	4 St. Lawrence University	1 Wentworth Institute of Technology
1 Rhode Island School of Design	1 St. Thomas University	1 Wesleyan
14 University of Rhode Island	1 Stonehill College	20 WCSU
6 Rochester Institute of Technology	2 Stony Brook University	8 Western New England University
2 University of Rochester	1 Suffolk University	1 Westfield State University
7 Roger Williams University	8 SUNY Cobleskill	2 Westminster University - UT
1 Rowan University	3 SUNY Morrisville	1 Wheaton College
1 Rutgers University - New Brunswick	1 SUNY Oneonta	1 WPI
16 Sacred Heart University	1 SUNY Polytechnic Institute	1 Worcester State University
3 University of Saint Joseph	4 Syracuse University	
1 Saint Leo University	1 Temple University	

### Chronic Absenteeism State Average

	2022-23		2023-24	
Organization	Student Count	%	Student Count	%
State of Connecticut	99071	20	87397	17.7

### Chronic Absenteeism Region 14 District-Wide

	2022-23		2023-24	
District	Student Count	%	Student Count	%
Region 14 Schools - District	218	13.9	179	11.6

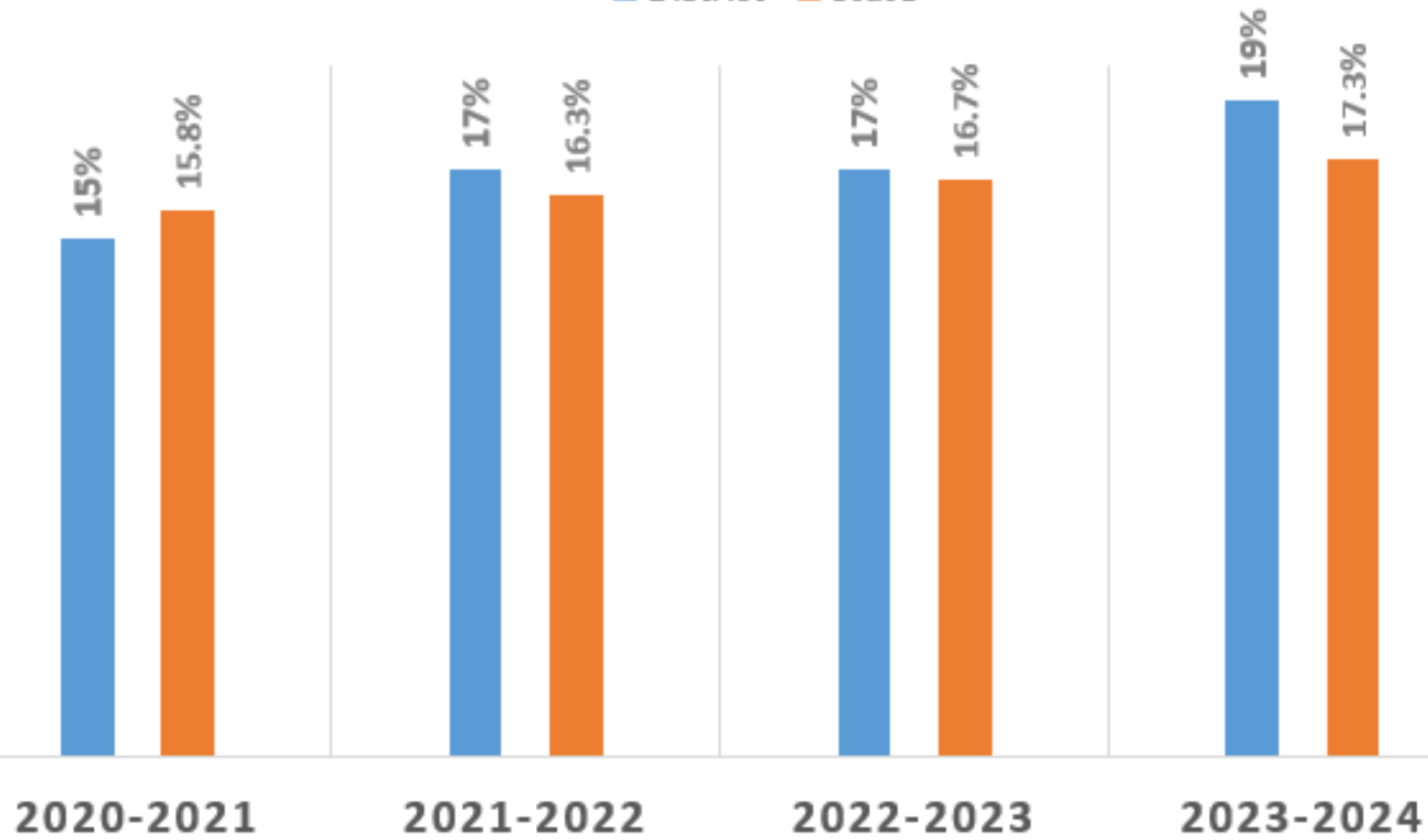
### Chronic Absenteeism Trends Region 14 Schools

	2022-23		2023-24	
School	Student Count	%	Student Count	%
Bethlehem Elementary School	34	13.4	34	13
Mitchell Elementary School	39	11.6	23	7.4
Nonnewaug High School	90	13.5	95	14.7
Woodbury Middle School	52	17.2	24	7.5



## PERCENTAGE STUDENTS WITH DISABILITIES

■ District ■ State



# Longitudinal Comparison with State of CT

Percentage of Students Meeting or Exceeding Proficiency Benchmark

## Region 14

**% of students  
performing at or  
above proficiency**

REGION 14 SCHOOLS			
Year	2021-2022	2022-2023	2023-2024
SBAC ELA	60.00%	59.94%	60.7%
State of CT	49.10%	48.50%	48.90%
SAT ELA	63.00%	61.00%	57.8%
State of CT	55.60%	52.40%	54.8
Year	2021-2022	2022-2023	2023-2024
SBAC Math	55.20%	55.60%	53.2%
State of CT	40.00%	42.50%	44.10%
SAT Math	34.00%	45.00%	41.5%
State of CT	34.80%	34.10%	29.50%
Year	2021-2022	2022-2023	2023-2024
NGSS	53.20%	55.30%	56.0%
State of CT	47.00%	48.50%	48.50%

**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.

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

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

<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Indicators of Success</b>	<b>Evaluation Criteria</b>
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**  
**Strategic Plan**  
**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-**

<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Indicators of Success</b>	<b>Evaluation Criteria</b>
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-**

<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Indicators of Success</b>	<b>Evaluation Criteria</b>
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

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

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**Strategy-1.1-**

<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Indicators of Success</b>	<b>Evaluation Criteria</b>
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 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
1.1.27. Implement expansion of the district's Foreign Language offerings. Spanish will be offered to students in grades 5-7 in addition to grades 8-12. (Plan is to expand Spanish to grades K-4 for 2025-2026 school year)	District Director of Teaching and Learning Middle and Elementary School Principals	Initiate: -School Year 2024-2025  Review: -Annually  -Ongoing	Teachers implementing new Spanish curricula  Ongoing	Continue to review the number of students who are completing Foreign Language courses in the high school.
1.1.28 Develop district (K-12) 3-Year curriculum writing plan.	District Director of Teaching and Learning	Initiate: School Year 2023-2024  Review: -Annually  -Ongoing	Yearly Curriculum Writing Plans are modified.	Teachers following Curriculum Writing Plans in each grade level.
1.1.29 Implementation of Talented and Gifted Program in the middle school and elementary schools.	Director of Teaching and Learning  Middle School and Elementary School Principals	Initiate:2024-2025 School Year  Review: -Annually  -Ongoing	Student Admission criteria was developed and implemented district wide.	Continue to review the Talented and Gifted curricula and modify if necessary.
1.1.30 Implement new high school course requirements. Algebra II, and ½ year Chemistry will be required. In addition, students may be required to complete a course in English/Math SAT Prep	Director of Teaching and Learning  High School Administration	Initiate: 2025-2026 School Year  Review: -Annually  -Ongoing	Complete Curriculum Implementation guides for new courses	Review student academic records in new courses and review graduation

**Region 14 Public Schools**  
**Strategic Plan**  
**Goal 2**  
**Safety**

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

**Strategy-1.1-**

<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Indicators of Success</b>	<b>Evaluation Criteria</b>
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 21<sup>st</sup> 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 21<sup>st</sup> 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-**

<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Indicators of Success</b>	<b>Evaluation Criteria</b>
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-**

<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Indicators of Success</b>	<b>Evaluation Criteria</b>
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 Capital 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-**

<b>Action Plan</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Indicators of Success</b>	<b>Evaluation Criteria</b>
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(RESA) 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

**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
1.1.15 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
1.1.18 Create 5-year Technology Plan	Superintendent Director of Finance and Operations Director of Technology	Initiate 2024/2025 Review: Annually	Replacement of Student Chromebooks and Technology Equipment	Continue to Update Technology Equipment
1.1.19 Start Girls' Volleyball Team at Woodbury Middle School	Director of Finance and Operations Principal	Initiate 2024 Review: Annually	Woodbury Middle School Plays First Game	All Equipment is Purchased for Team