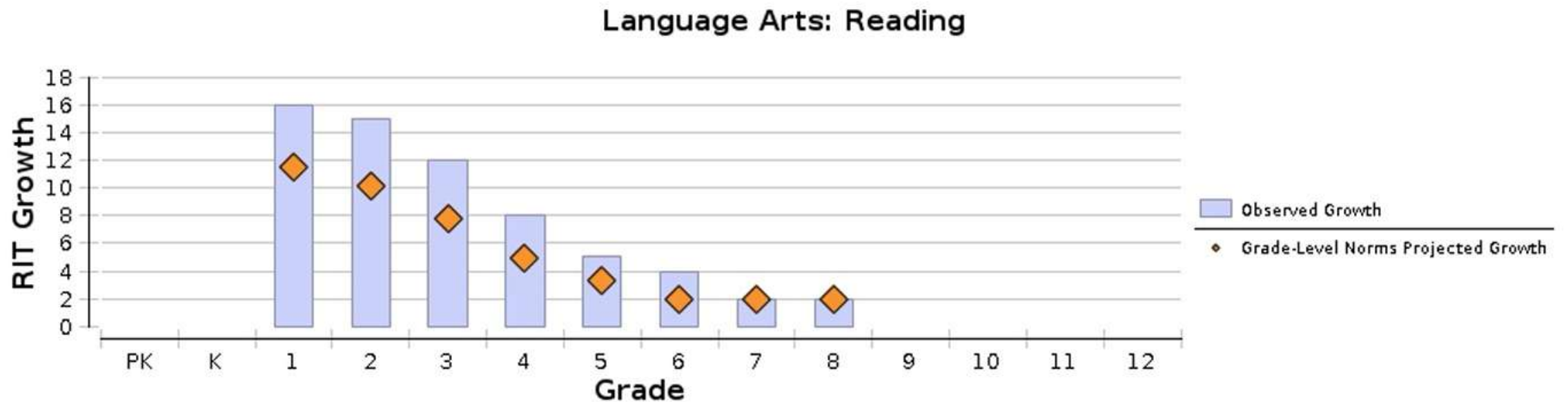




Region 15 Board of Education Retreat

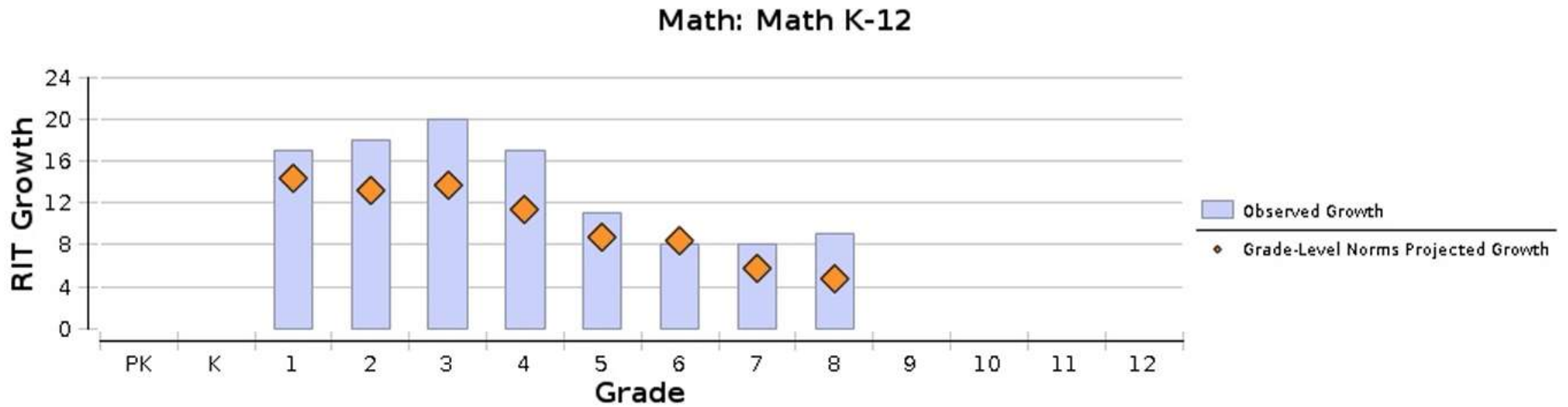
August 19th 2025

NWEA Language Arts Observed & Projected Growth, Spring 2025



NWEA Math

Observed & Projected Growth, Spring 2025



NWEA Math Achievement Scores

*Percentages reflect students who
Met or Exceeded proficiency
standards.*

62% or higher

Grade	2023-2024	2024-2025
K	71%	76%
1	65%	61%
2	56%	70%
3	75%	70%
4	68%	71%
5	68%	66%
6	58%	52%
7	65%	71%
8	66%	65%

NWEA Reading Achievement Scores

Percentages reflect students who Met or Exceeded proficiency standards.

Grade	2023-2024	2024-2025
K	67%	65%
1	70%	66%
2	62%	65%
3	66%	65%
4	66%	66%
5	61%	62%
6	61%	57%
7	58%	60%
8	59%	55%

Average NGSS Performance Summative

Percentages reflect students who Met or Exceeded proficiency standards.

Grade	2022-2023	2023-2024	2024-2025
5	69%	65%	67%
8	56%	74%	67%
11	52%	66%	56%

Average Math Smarter Balanced Performance Summative

Percentages reflect students who Met or Exceeded proficiency standards.

Grade	2022-2023	2023-2024	2024-2025
3	68%	68%	65%
4	66%	66%	68%
5	65%	61%	64%
6	50%	63%	54%
7	60%	61%	64%
8	55%	61%	54%

Average ELA Smarter Balanced Performance Summative

Percentages reflect students who Met or Exceeded proficiency standards.

Grade	2022-2023	2023-2024	2024-2025
3	60%	56%	55%
4	60%	61%	65%
5	68%	62%	64%
6	51%	56%	53%
7	58%	59%	59%
8	58%	64%	58%

SAT Performance Levels

Percentages reflect PHS and CT students who Met or Exceeded SAT benchmarks.

Reading and Writing

	2022-2023	2023-2024	2024-2025
PHS	71%	76%	71%
CT	52%	55%	58%

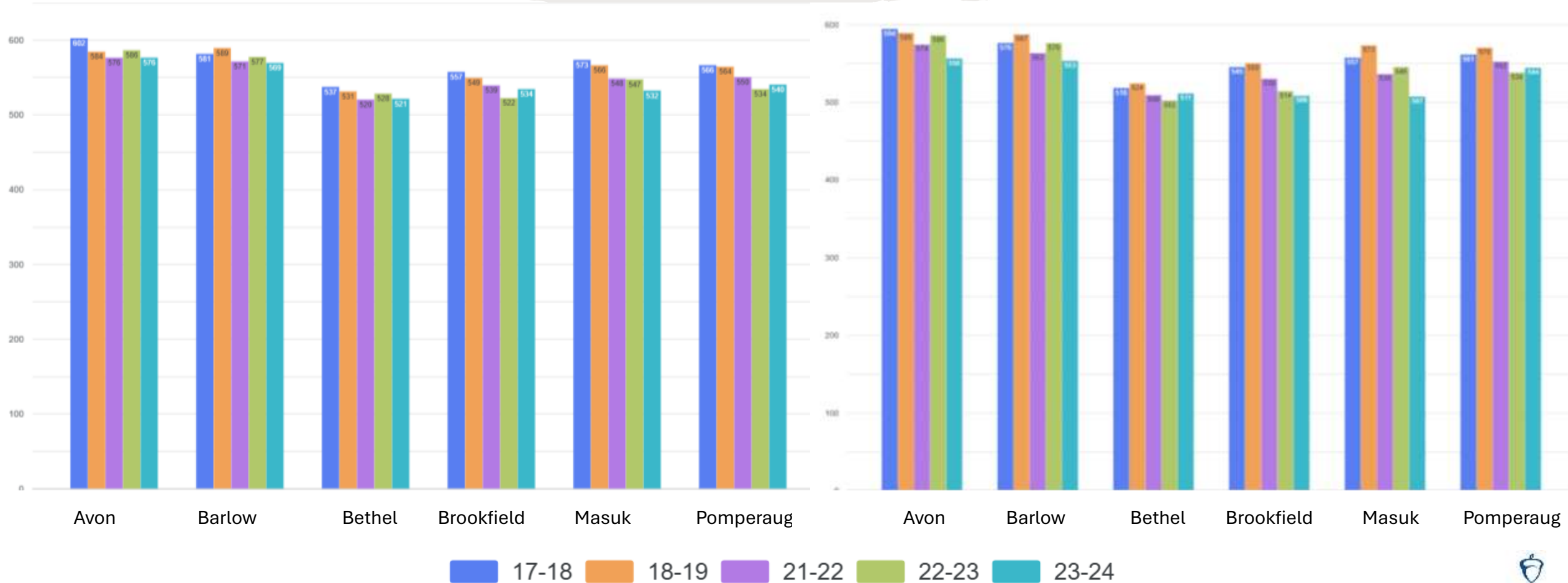
Math

	2022-2023	2023-2024	2024-2025
PHS	55%	57%	44%
CT	34%	30%	31%

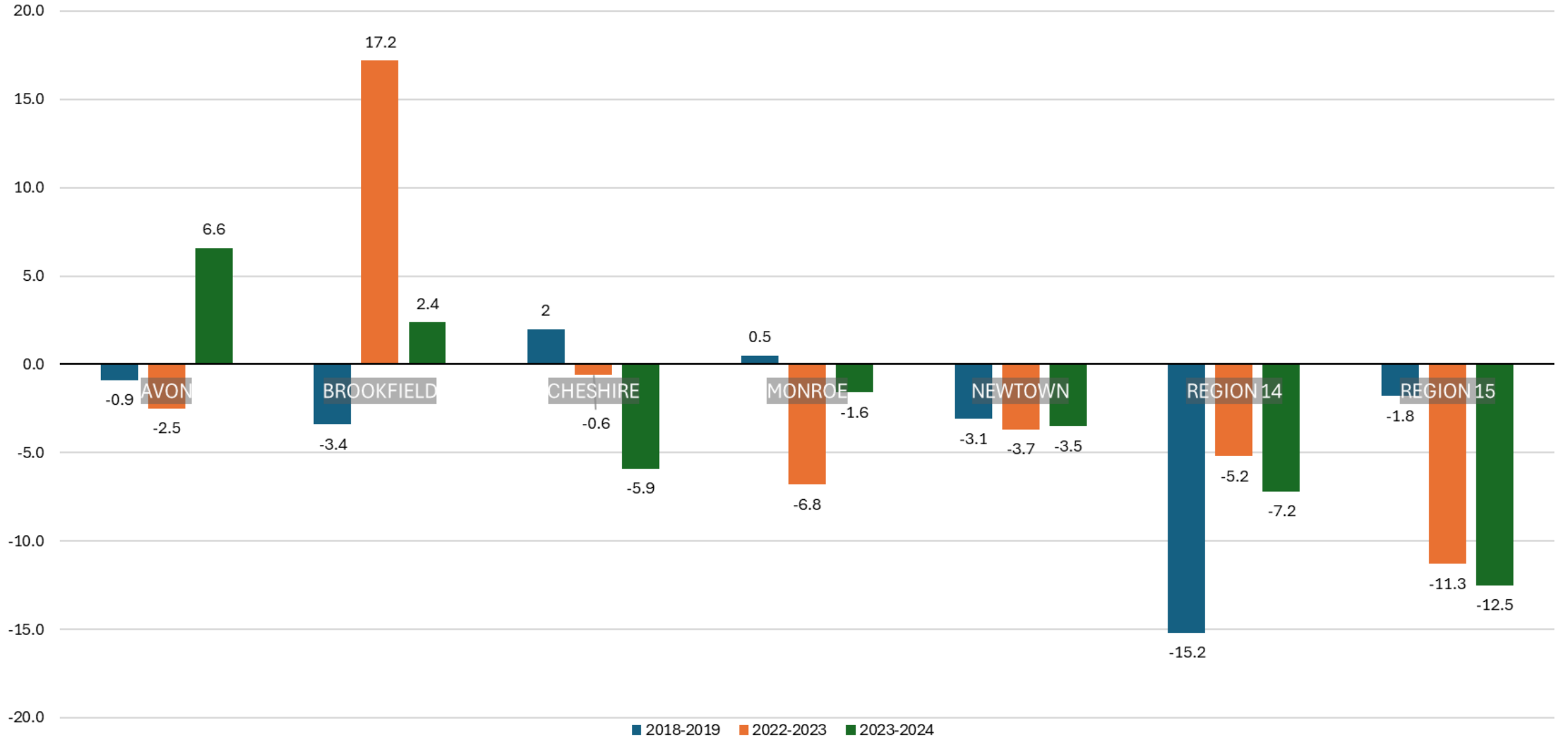
SAT Comparative Data

ELA

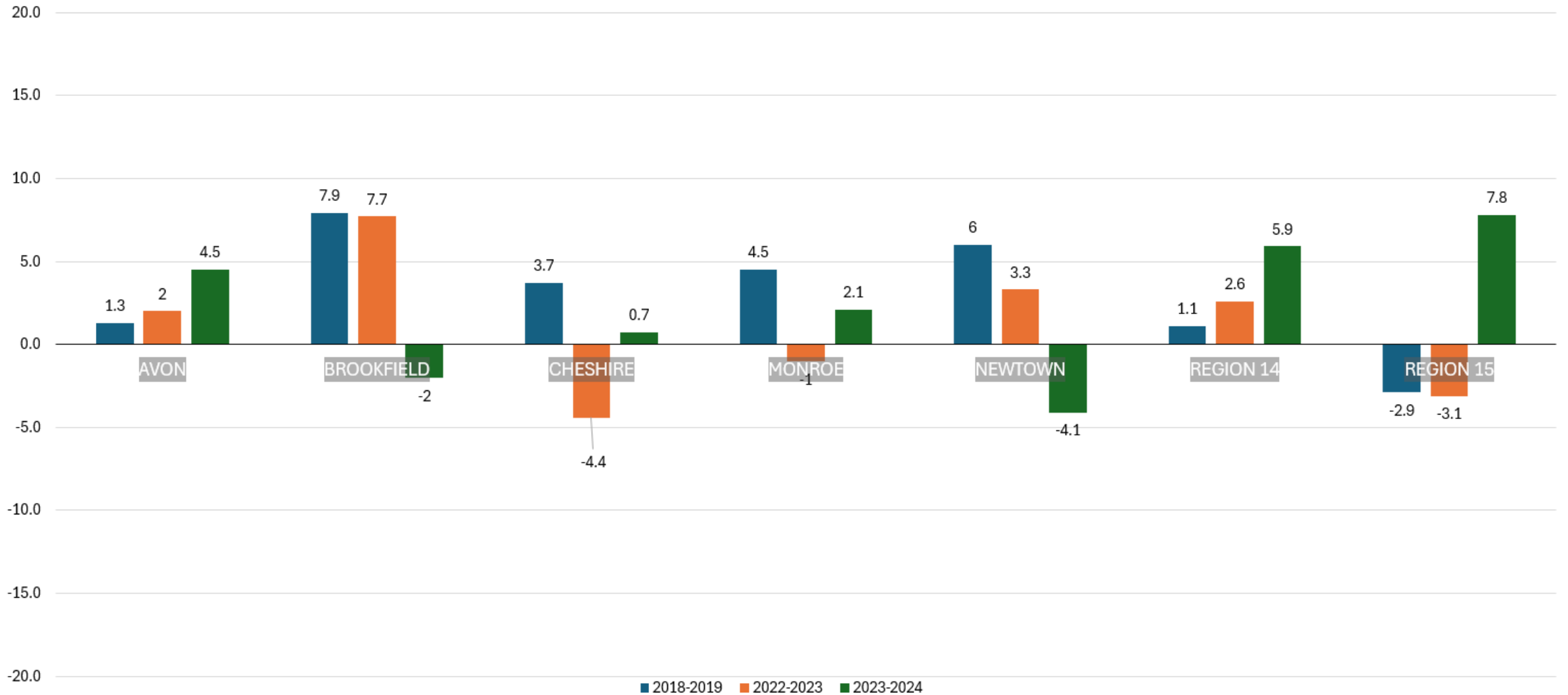
Math



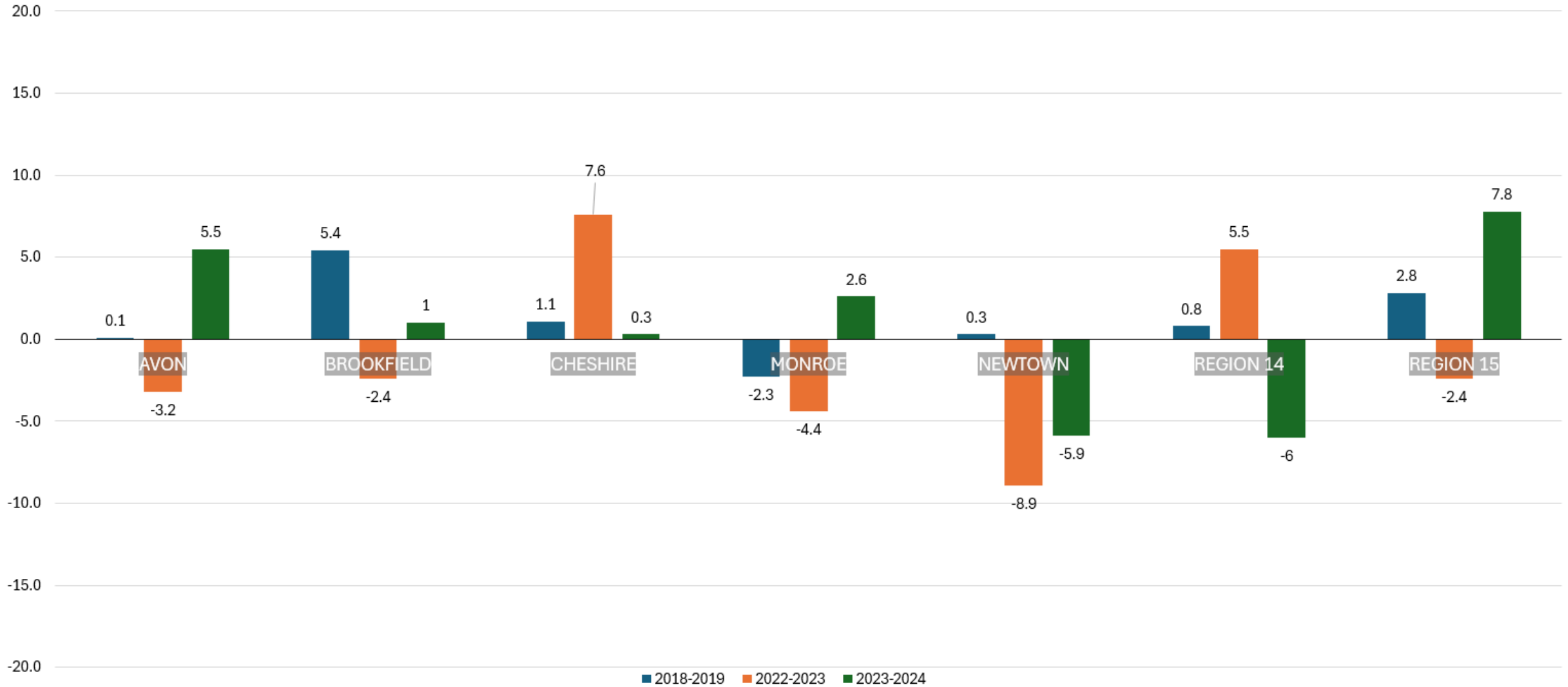
District Comparison: Rising 6th Graders' Smarter Balanced ELA Performance Over Time



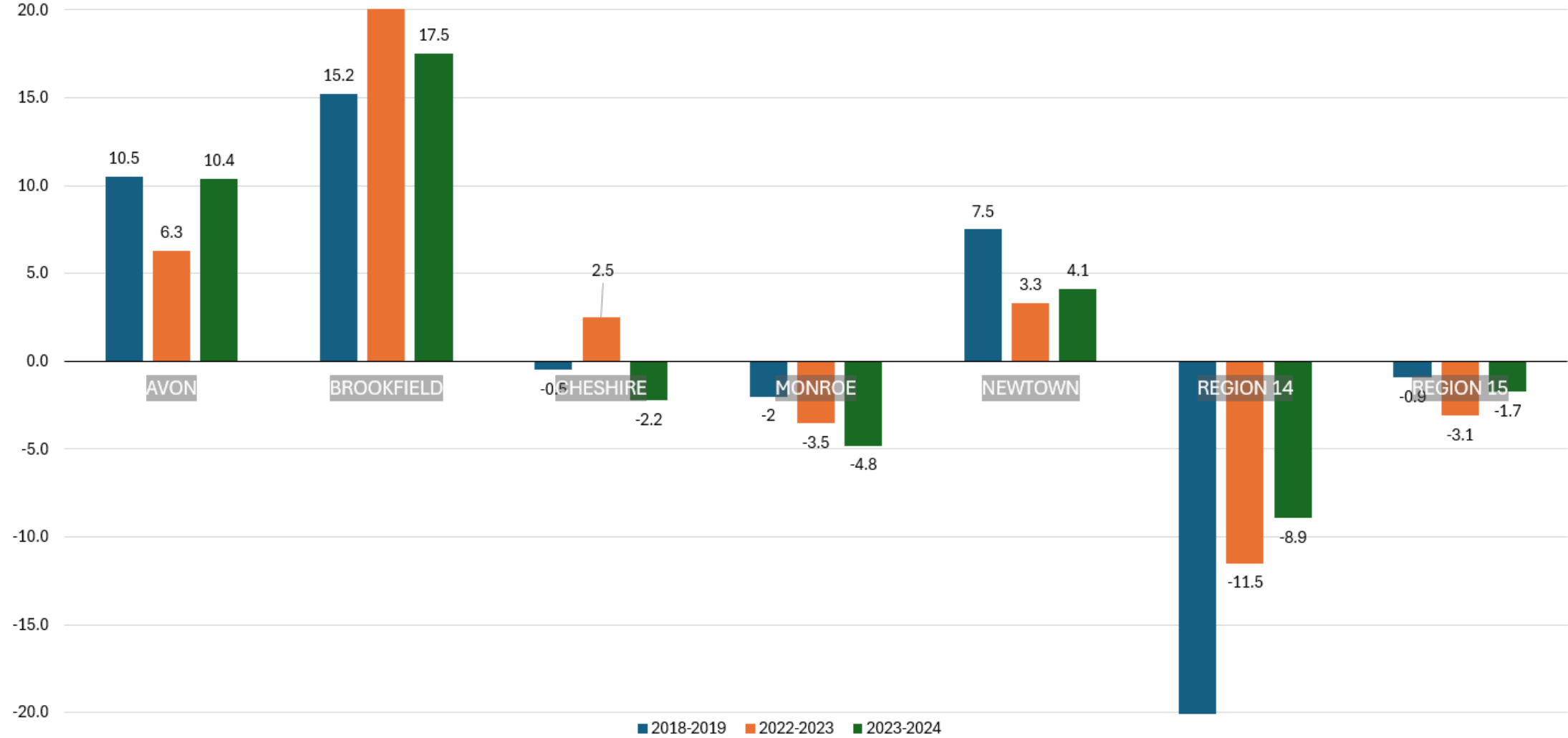
District Comparison: Rising 7th Graders' Smarter Balanced ELA Performance Over Time



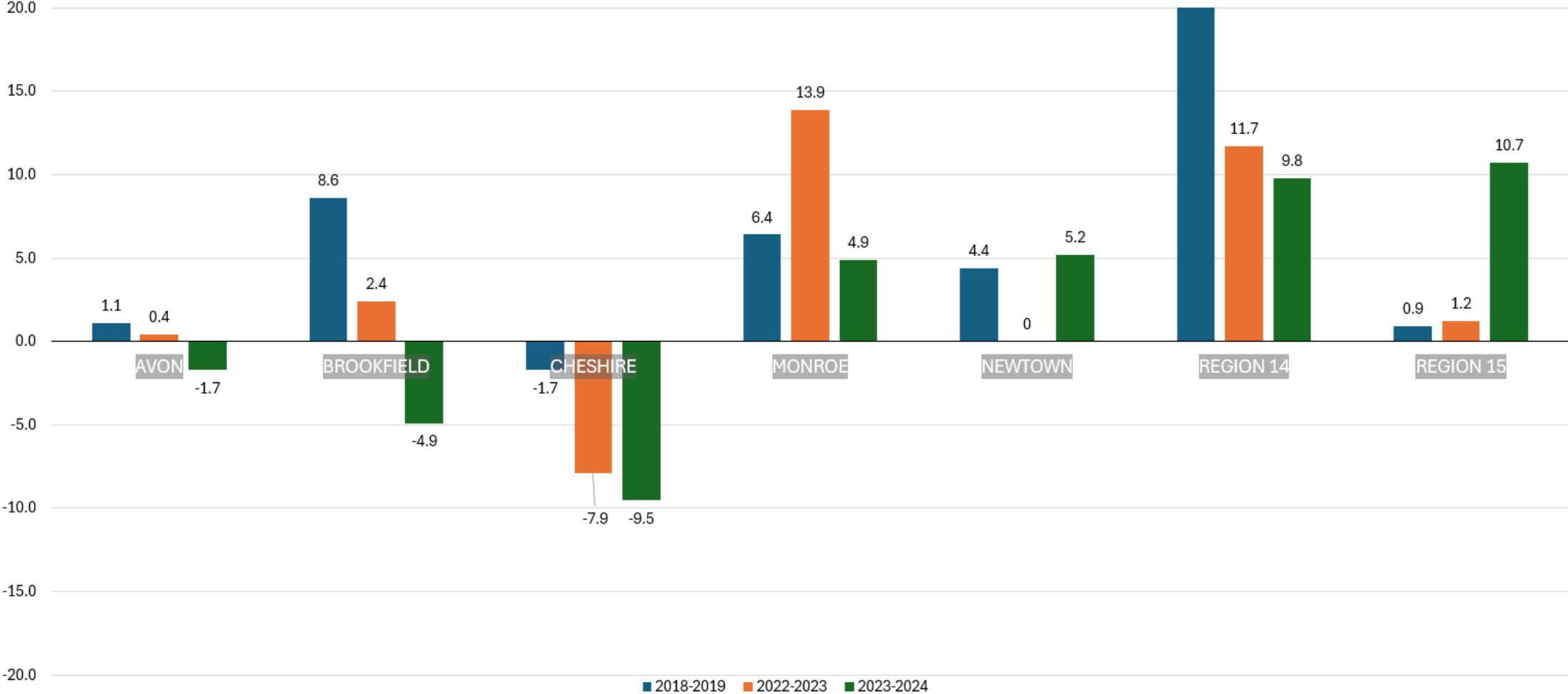
District Comparison: Rising 8th Graders' Smarter Balanced ELA Performance Over Time



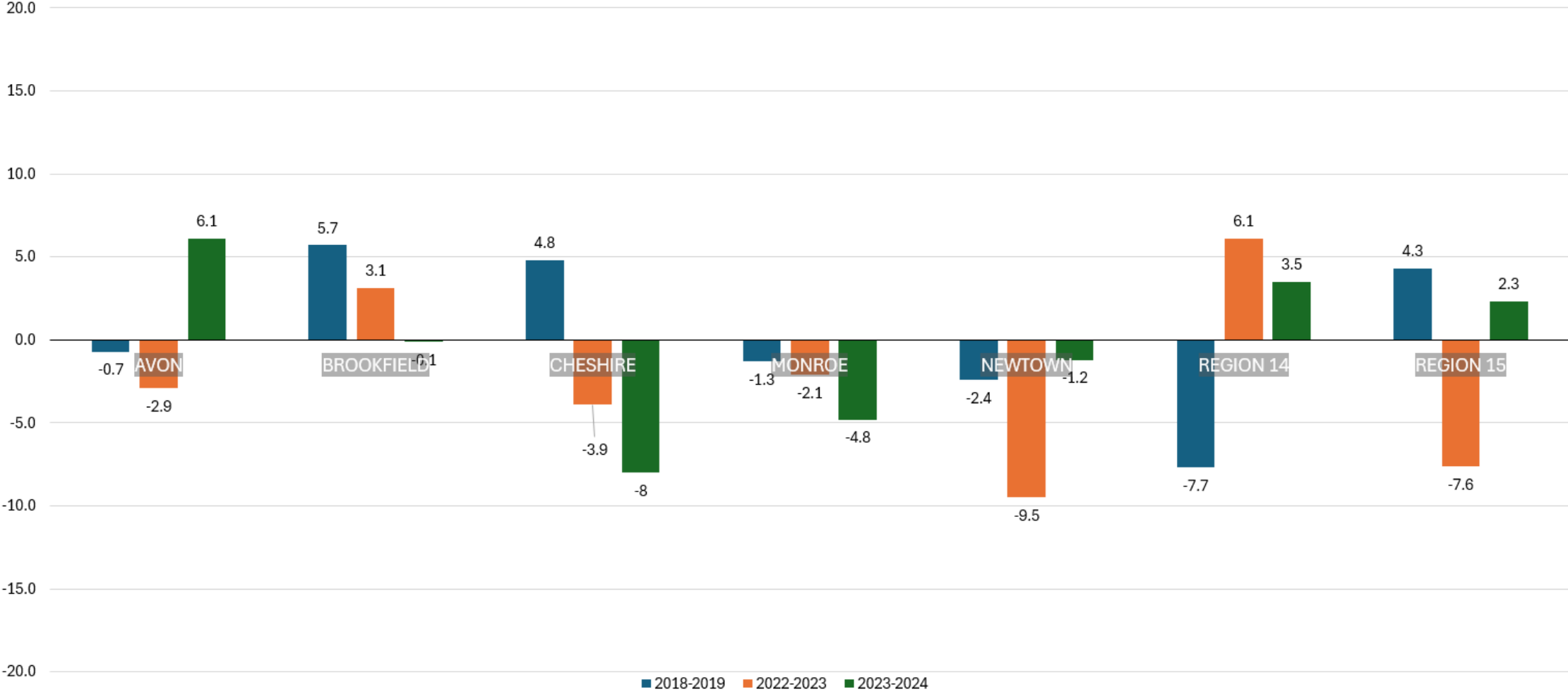
District Comparison: Rising 6th Graders' Smarter Balanced Math Performance Over Time



District Comparison: Rising 7th Graders' Smarter Balanced Math Performance Over Time



District Comparison: Rising 8th Graders' Smarter Balanced Math Performance Over Time



NWEA Reading Fluency

2024-2025

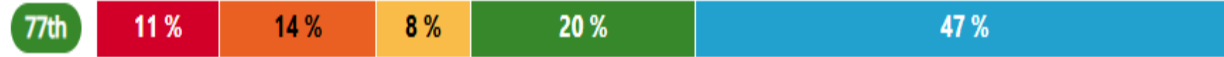
Kindergarten

Winter to Spring

Percentiles Key ■ 1st-20th ■ 21st-40th ■ 41st-60th ■ 61st-80th ■ >80th ■ Insufficient Data ?

Phonological Awareness

Winter 2024-2025 Achievement Median and Distribution of 203 Students



Spring 2024-2025 Achievement Median and Distribution of 200 Students

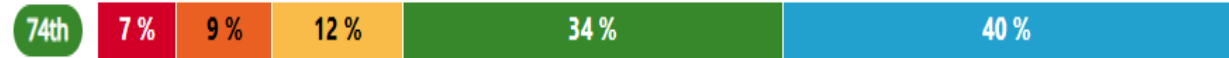


Phonics/Word Recognition

Winter 2024-2025 Achievement Median and Distribution of 203 Students



Spring 2024-2025 Achievement Median and Distribution of 200 Students



Language Comprehension

Winter 2024-2025 Achievement Median and Distribution of 203 Students



Spring 2024-2025 Achievement Median and Distribution of 200 Students



Grade 1

Fall to Spring

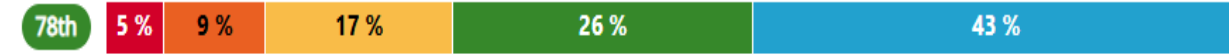
Percentiles Key ■ 1st–20th ■ 21st–40th ■ 41st–60th ■ 61st–80th ■ >80th ■ Insufficient Data ?

Phonological Awareness

Fall 2024-2025 Achievement Median and Distribution of 233 Students



Spring 2024-2025 Achievement Median and Distribution of 235 Students



Phonics/Word Recognition

Fall 2024-2025 Achievement Median and Distribution of 233 Students



Spring 2024-2025 Achievement Median and Distribution of 235 Students



Language Comprehension

Fall 2024-2025 Achievement Median and Distribution of 233 Students



Spring 2024-2025 Achievement Median and Distribution of 235 Students



Grade 2

Fall to Spring

Percentiles Key ■ 1st–20th ■ 21st–40th ■ 41st–60th ■ 61st–80th ■ >80th ■ Insufficient Data ?

Phonological Awareness

Fall 2024-2025 Achievement Median and Distribution of 228 Students

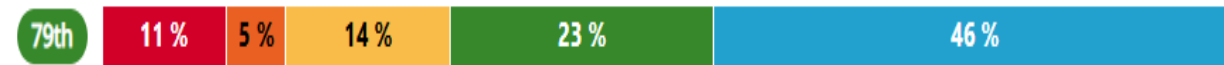


Spring 2024-2025 Achievement Median and Distribution of 216 Students



Phonics/Word Recognition

Fall 2024-2025 Achievement Median and Distribution of 228 Students



Spring 2024-2025 Achievement Median and Distribution of 216 Students



Language Comprehension

Fall 2024-2025 Achievement Median and Distribution of 228 Students



Spring 2024-2025 Achievement Median and Distribution of 216 Students



Grade 3

Fall to Spring

All Grade 3 tested in the fall and only those who flagged were tested in winter & spring

Phonological Awareness

Fall 2024-2025 Achievement Median and Distribution of 270 Students



Spring 2024-2025 Achievement Median and Distribution of 2 Students



Phonics/Word Recognition

Fall 2024-2025 Achievement Median and Distribution of 270 Students



Spring 2024-2025 Achievement Median and Distribution of 2 Students



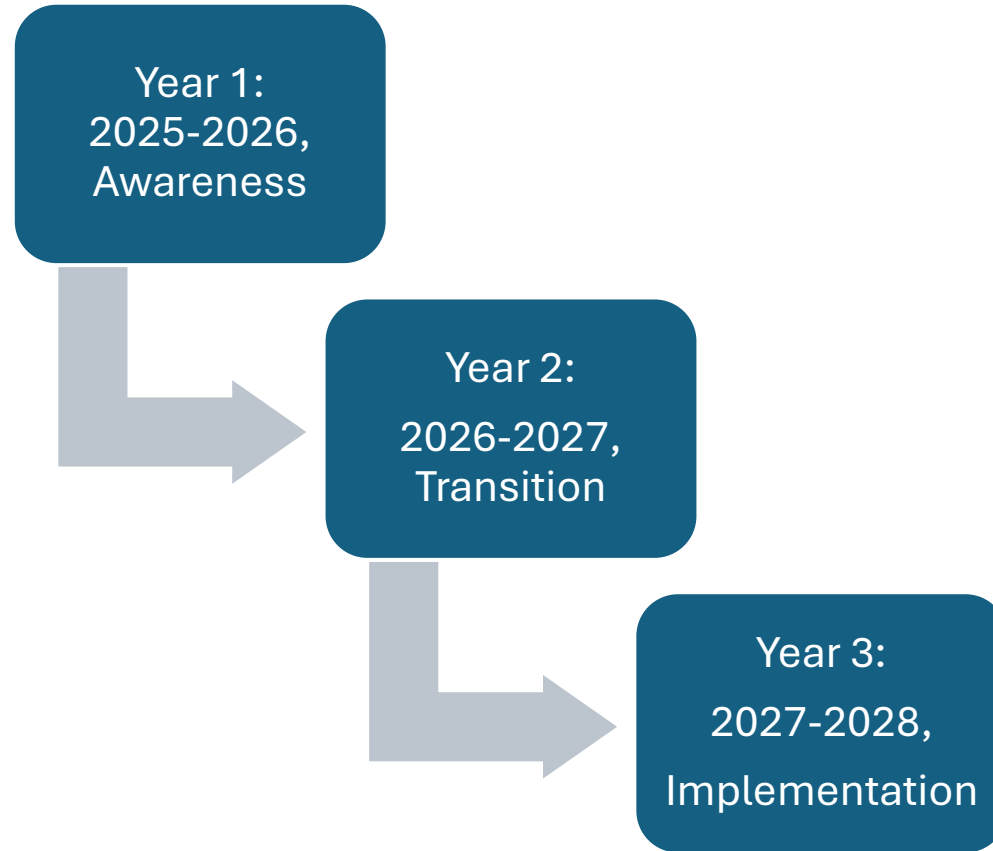
Language Comprehension

Fall 2024-2025 Achievement Median and Distribution of 270 Students



Spring 2024-2025 Achievement Median and Distribution of 2 Students





Portrait of a Learner Three-Year Plan

Year 1: 2025-2026, Awareness

How do we:

- Ensure that the various stakeholders know the characteristics of the Region 15 Portrait of a Learner and the attributes associated with each characteristic?
- Develop competency progressions (“I Can...” statements) for students (in various grade bands), for educators, and families?
- Share this with the various stakeholders to gather feedback and revise so that we have completed the competency progressions by the spring of 2026?

PORTRAIT OF A LEARNER

	<p>Empowered Learner Eagerly pursues learning with curiosity and purpose, embracing challenges through adaptability and resilience, using varied resources and strategies to grow with a continuous commitment to discovery.</p>	<ul style="list-style-type: none"> ✔ Curious ✔ Self-directed ✔ Adaptable ✔ Resilient ✔ Reflective 	<ul style="list-style-type: none"> ✔ Persistent ✔ Growth-minded ✔ Goal-oriented ✔ Optimistic ✔ Confident
	<p>Innovative Problem-Solver Applies critical thinking and creative approaches to address challenges, using knowledge, appropriate technologies, and reflection to generate effective solutions that create meaningful impact.</p>	<ul style="list-style-type: none"> ✔ Creative ✔ Analytical ✔ Strategic ✔ Design-minded ✔ Solution-focused 	<ul style="list-style-type: none"> ✔ Reflective ✔ Visionary ✔ Innovative
	<p>Ethical Contributor Engages thoughtfully across cultures and perspectives, acting with integrity to strengthen communities. Demonstrates understanding, empathy, and respect for human diversity while actively working to create positive change locally and globally.</p>	<ul style="list-style-type: none"> ✔ Globally-minded ✔ Bridge-builder ✔ Culturally-competent ✔ Community-minded ✔ Service-oriented 	<ul style="list-style-type: none"> ✔ Inclusive ✔ Responsible ✔ Empathetic ✔ Courageous
	<p>Productive Collaborator Builds trust through effective teamwork across physical and digital spaces, embracing multiple perspectives to achieve shared goals through mutual support and collective commitment to success.</p>	<ul style="list-style-type: none"> ✔ Team-oriented ✔ Dependable ✔ Open-minded ✔ Accountable ✔ Supportive 	<ul style="list-style-type: none"> ✔ Reciprocal ✔ Trustworthy
	<p>Effective Communicator Expresses ideas with clarity and confidence across audiences and platforms, demonstrating active listening and engaging in meaningful dialogue to elevate collective understanding.</p>	<ul style="list-style-type: none"> ✔ Clear ✔ Perceptive ✔ Audience-aware ✔ Engaging ✔ Responsive 	<ul style="list-style-type: none"> ✔ Attentive ✔ Discerning ✔ Connective ✔ Expressive



Year 2: 2026-2027, Transition

How do we:

- have some stakeholders in the various groups test out the competency progressions and provide feedback/suggestions for revision (to be completed by spring of 2027)?
- Start including the PoL attributes/competencies in curriculum revision in the summer of 2027?

PORTRAIT OF A LEARNER



Empowered Learner

Eagerly pursues learning with curiosity and purpose, embracing challenges through adaptability and resilience, using varied resources and strategies to grow with a continuous commitment to discovery.

- ✔ Curious
- ✔ Self-directed
- ✔ Adaptable
- ✔ Resilient
- ✔ Reflective
- ✔ Persistent
- ✔ Growth-minded
- ✔ Goal-oriented
- ✔ Optimistic
- ✔ Confident



Innovative Problem-Solver

Applies critical thinking and creative approaches to address challenges, using knowledge, appropriate technologies, and reflection to generate effective solutions that create meaningful impact.

- ✔ Creative
- ✔ Analytical
- ✔ Strategic
- ✔ Design-minded
- ✔ Solution-focused
- ✔ Reflective
- ✔ Visionary
- ✔ Innovative



Ethical Contributor

Engages thoughtfully across cultures and perspectives, acting with integrity to strengthen communities. Demonstrates understanding, empathy, and respect for human diversity while actively working to create positive change locally and globally.

- ✔ Globally-minded
- ✔ Bridge-builder
- ✔ Culturally-competent
- ✔ Community-minded
- ✔ Service-oriented
- ✔ Inclusive
- ✔ Responsible
- ✔ Empathetic
- ✔ Courageous



Productive Collaborator

Builds trust through effective teamwork across physical and digital spaces, embracing multiple perspectives to achieve shared goals through mutual support and collective commitment to success.

- ✔ Team-oriented
- ✔ Dependable
- ✔ Open-minded
- ✔ Accountable
- ✔ Supportive
- ✔ Reciprocal
- ✔ Trustworthy



Effective Communicator

Expresses ideas with clarity and confidence across audiences and platforms, demonstrating active listening and engaging in meaningful dialogue to elevate collective understanding.

- ✔ Clear
- ✔ Perceptive
- ✔ Audience-aware
- ✔ Engaging
- ✔ Responsive
- ✔ Attentive
- ✔ Discerning
- ✔ Connective
- ✔ Expressive



Year 3: 2027-2028, Implementation

How do we:

- Provide professional learning opportunities for staff to support implementation?
- Provide info sessions for families on the competencies for the parent group?
- Know if we have been successful in implementing the PoL for all stakeholder groups?

PORTRAIT OF A LEARNER



Empowered Learner

Eagerly pursues learning with curiosity and purpose, embracing challenges through adaptability and resilience, using varied resources and strategies to grow with a continuous commitment to discovery.

- ✔ Curious
- ✔ Self-directed
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- ✔ Growth-minded
- ✔ Goal-oriented
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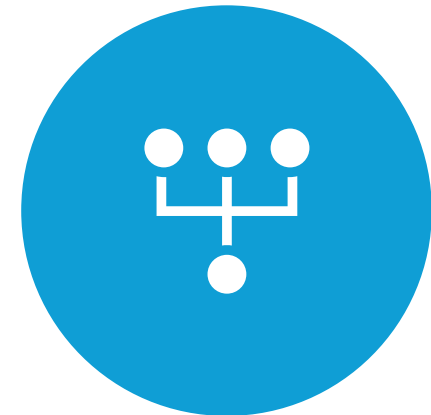
High Level Initiatives



SCHOOL IMPROVEMENT PLANS
ALIGNED WITH MATH, LITERACY, AND
CLIMATE GOALS



INITIAL ROLLOUT OF PORTRAIT OF A
LEARNER



IMPLEMENTATION AND TRANSITION TO:
PARENTSQUARE, EDUCLIMBER, AND KICKUP
TO SUPPORT: COMMUNICATION,
INSTRUCTION, AND EVALUATION

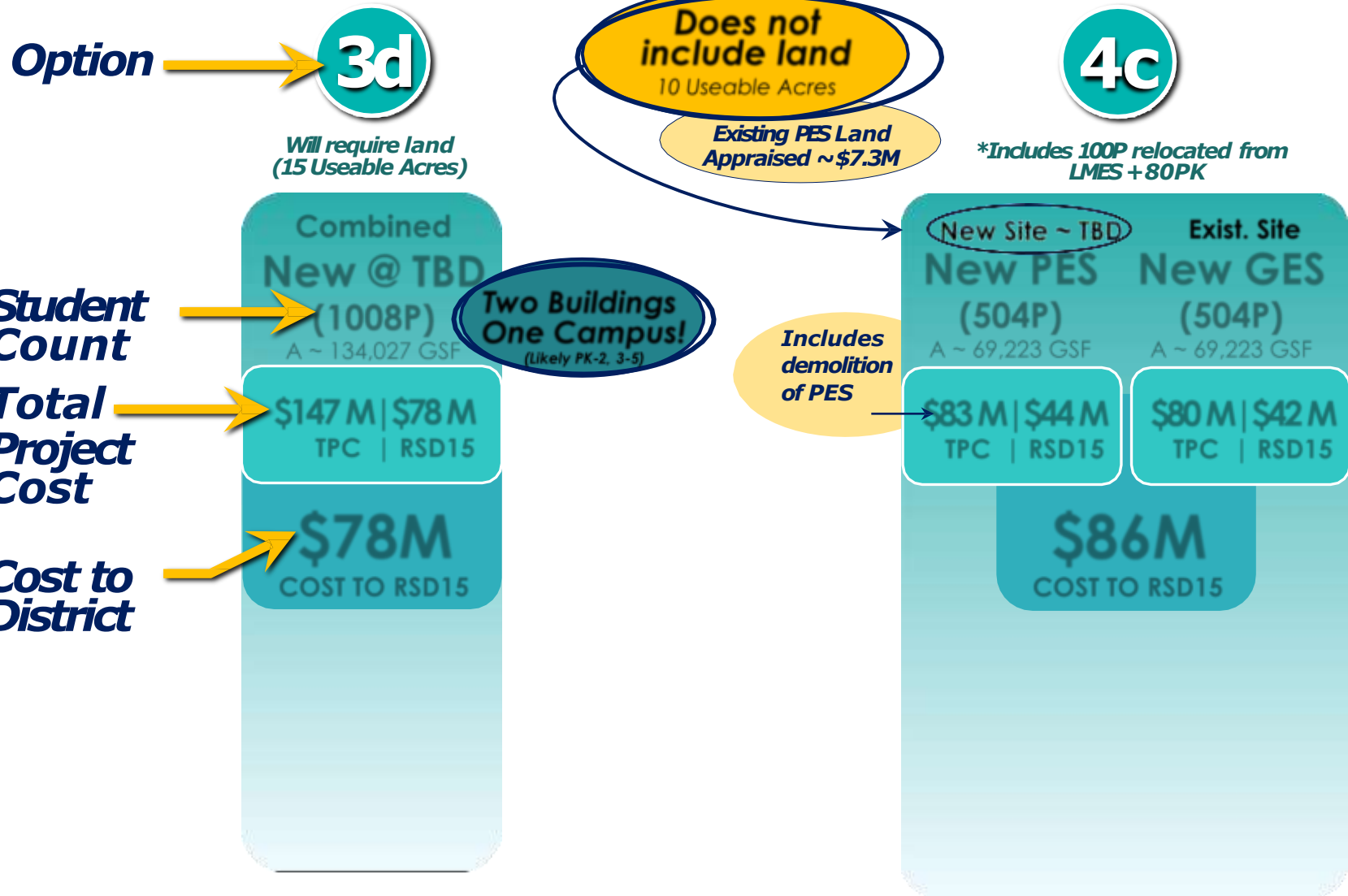
PES/ GES Facility Study

Committee Options

- Top Choice was to explore one, school within a school construction option
- Necessitated by acquiring property
- Similar in concept to the Barnum School Project

NEW - Alternative Options

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 Information contained herein for DRAFT purposes only and subject to change.
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Fixing what you Have

BY DISCIPLINE



Draft Print
 Information contained herein for DRAFT purposes only and subject to change.
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Does not address program needs!!!

	 Pros	 Cons
Infrastructure	<i>Can plan/distribute project costs over multiple years</i>	<i>Not comprehensive, likely lower reimbursement (more ineligible) and higher cost to taxpayer long-term, will pay a premium for multiple separate projects, scope creep inevitable.</i>
Program	<i>Maintains current elementary school sizes and neighborhood settings</i>	<i>Does not contemplate any updates to the educational environment – what exists today stays</i>
Other	<i>Can be broken down into multiple smaller projects</i>	<i>Current site conditions, demographic conditions remain open items to be addressed, no future capacity built-in</i>

Review and Update of Property Review

State Legislation on School Construction Passed:

- **Early Childhood Care**

- **Sec. 142. Subsection (e) of section 10-285a** of the general statutes is repealed and the following is substituted in lieu thereof (Effective from passage):

- (e) (1) **If an elementary school building project for a new building or for the expansion of an existing building includes space for an early childhood care and education program that provides services for children from birth to five years, the percentage determined pursuant to this section for the entire school building project shall be increased by fifteen percentage points.** but shall not exceed one hundred per cent. [for the portion of the building used primarily for such purpose.] Recipient districts shall maintain such early childhood care and education program for at least ten years.

- **Specialized Education**

- **“Sec. 143. Section 10-285a** of the general statutes is amended by adding subsection (l) as follows (Effective from passage): (NEW) (l) **If a school building project for a new building or for the renovation or expansion of an existing building includes plans for the expansion or creation of in-district special education programming and services, the percentage determined pursuant to this section shall be increased by fifteen percentage points,** but shall not exceed one hundred per cent, for the portion of the project used primarily for such purpose, provided the portion of such school building project that will be used primarily for such in-district special education programming and services shall be a part of a school building that is being used to provide a program of general education for nonspecial education students and is a part of the school building being constructed or renovated or expanded; and, provided further, any additional funding received by the local or regional board of education resulting from and related to the inclusion of such plans for the expansion or creation of in-district special education programming and services shall be expended for such construction or renovation or expansion.”

Identifying Properties

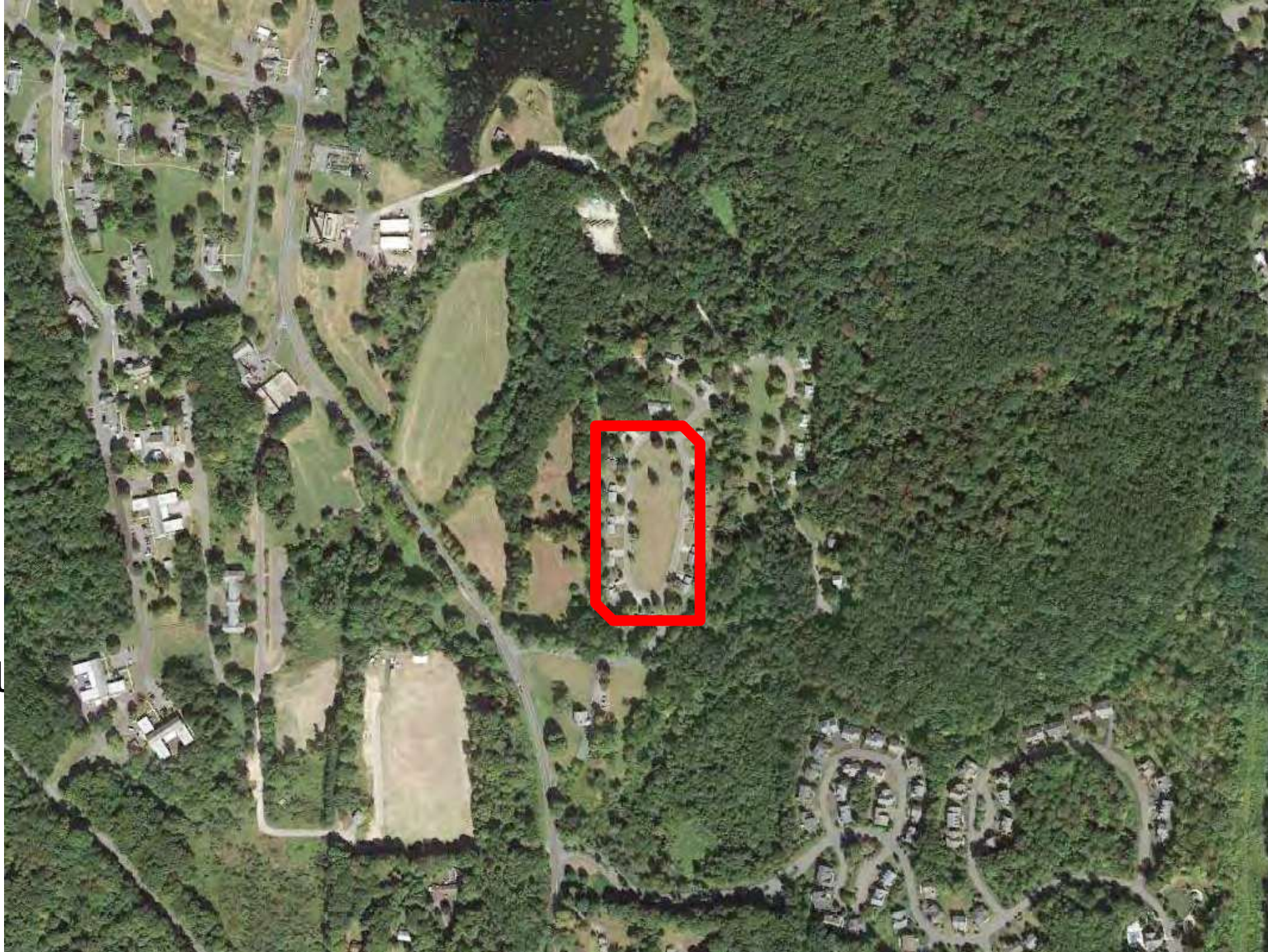
- Met with Land Trust and Town of Southbury
- Reviewed all land options greater than 10 acres
- 4 Potential Options
- While there are additional properties greater than 10 acres, all have topography or other geographical features that make them unsuitable for school construction or geographically inaccessible.

Potential Properties:

- 2 Privately Owned
 - 25 and 34 acres
 - Currently viability of these options are unknown
 - Property assessment and surveying requirements are specific to the grant application process.
 - We expect to have additional information from Tecton on this process for the retreat.
 - One has some access concerns

Pierce Hollow Village

- State Owned
- Was rezoned last legislative session
- Would require Legislative action
- May have historical artifacts and other concerns



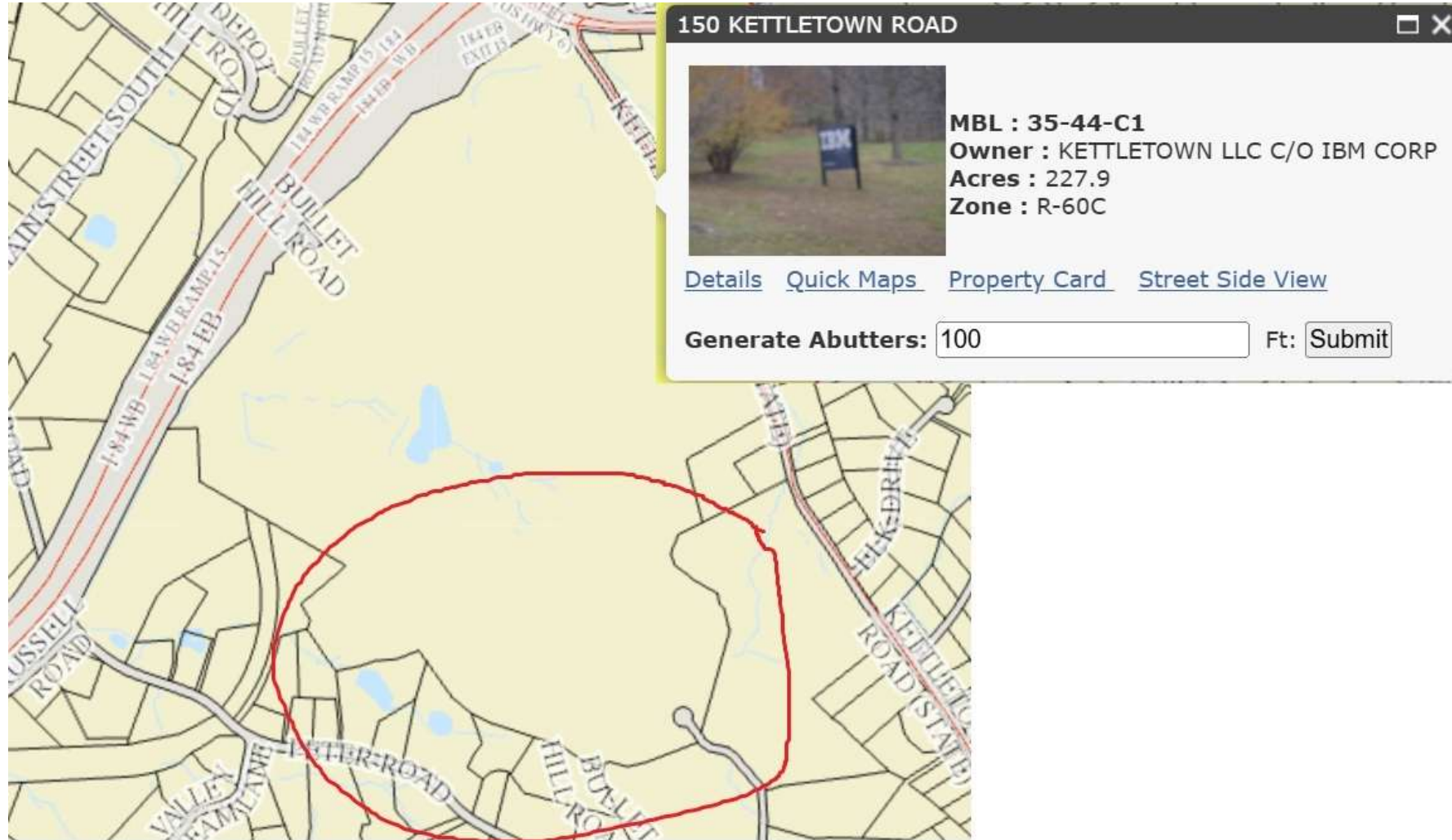
IBM Property: Draft as of 8/15, subject to change

Currently for sale as entire 228 acre parcel

May be available to carve out a 30 acre lower portion

Access is challenging due to grade and topography

May require shared access road with light industrial zone.

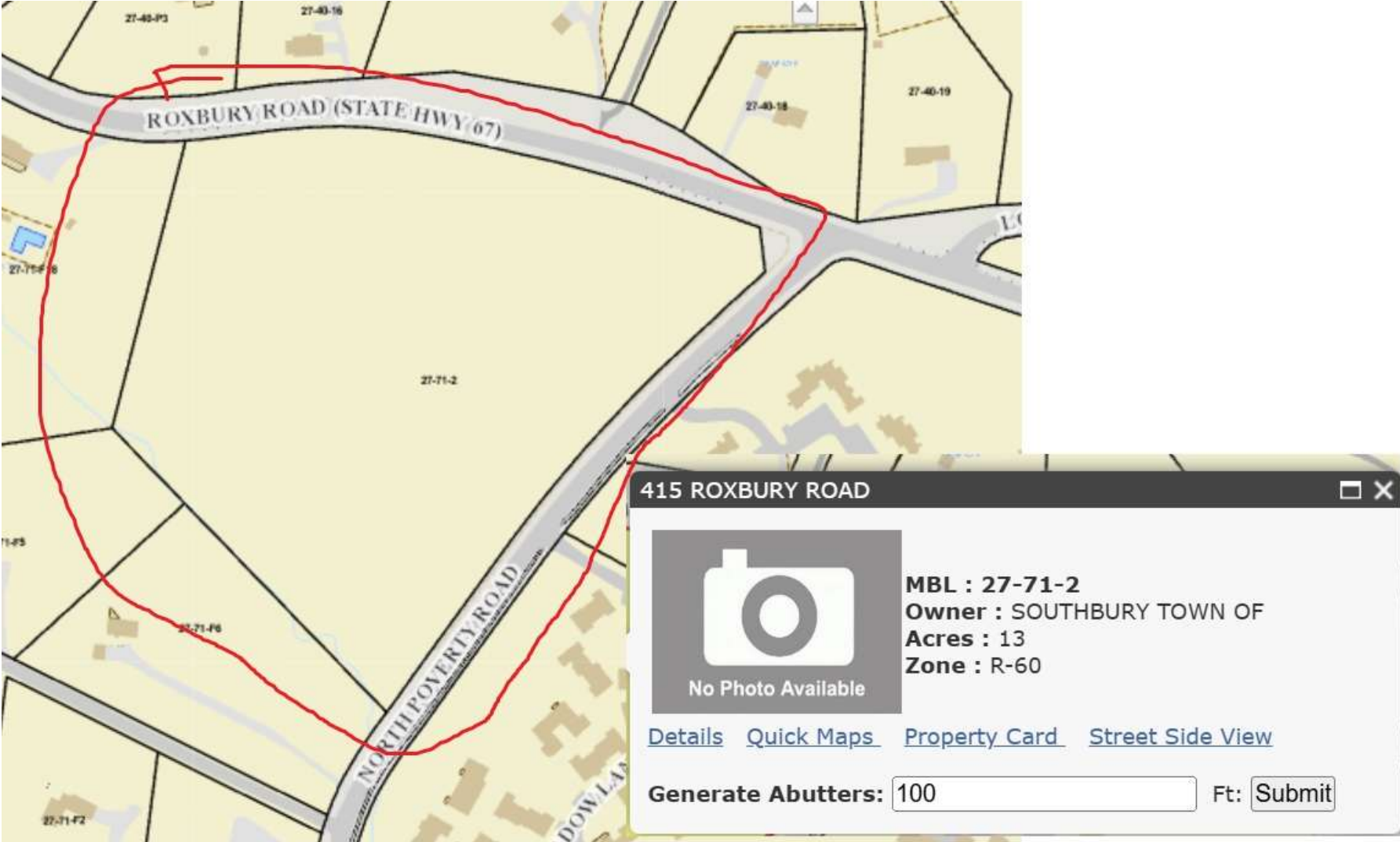


Town of Southbury Land

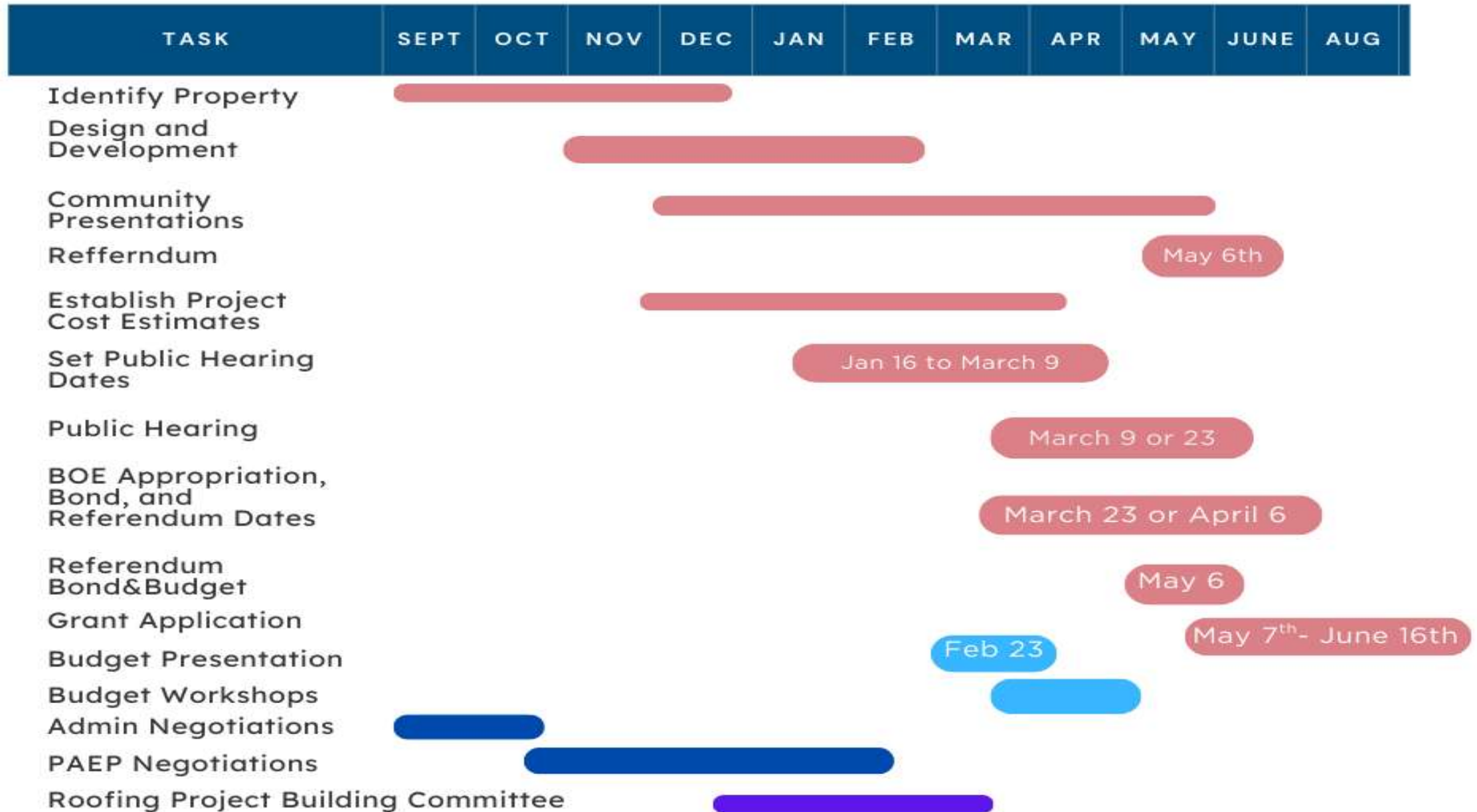
Currently Under Review by TechTon

Town owned

Sewers and water could be an option



DRAFT - TIMELINE PROGRESS - SCHOOL CONSTRUCTION - DRAFT



BOE Scheduled Dates	Current Agenda Items (Draft)	Additional Meeting Topics	
August 19, 2025	Board Retreat		
September 8, 2025			
September 29, 2025			
October 27, 2025			
November 10, 2025			
November 24, 2025			
December 8, 2025			
January 12, 2026	Enrollmet Report		
January 26, 2026			
February 9, 2026			
February 23, 2026	Superintendent Budget Proposal		
March 4, 2026	Budget Workshop		
March 9, 2026			
March 18, 2025	Budget Workshop		
March 23, 2026			
March 25, 2026	Public Hearing / BOF Meeting		
April 6, 2026	Adopt Budget		
April 27, 2026			
May 11, 2026	Establish Building Committee and review Ed specs		
Tuesday, 5/26/2026			
June 8, 2026	Approve Ed specs		

Architecture Contract

1

Recommend that we look to extend contract with Tecton to extend through

2

Design a new scope of work

3

Will need to build in sitework and environmental study component