Region 14 School District
Five-Year Strategic Plan
2025-2030

December 8, 2025

TABLE OF CONTENTS

Area of Focus	2
District Foundational Systems	3
District Theory of Action	4
Region 14 Public Schools Five-Year Strategic Goals	5
Region 14 Accomplishments 2024/2025	6
Curriculum /Instructional Strategies 2025/2026	7
Safety/Security/Infrastructure Upgrades	9
Region 14 / 5-Year Curriculum and Instruction Plan	10
Curriculum Writing and Revision Plan 2025/2028	13
Vision of a Learner	14
"I Can" Statements	16
Rubrics	22
Culture Building	23
Region 14 District Enrollment 2025/2026	24
Accountability Index	25
Nonnewaug High School Profile	32
Chronic Absenteeism	38
Pecentage Students with Disabilities	39
Region 14 - Percent of Students Meeting or Exceeding Proficiency Benchmark	40
Strategic Plan - Academics (Region 14 Goal 1)	41
Strategic Plan - Safety (Region 14 Goal 2)	49
Strategic Plan - Communication (Region 14 Goal 3)	52
Strategic Plan - Budget (Region 14 Goal 4)	54

Area of Focus

Board of Education Members

Chris Matta	Chairman
Alice Jones	Vice Chairman
Carol Ann Brown	Secretary
Tikva Rose	Treasurer
Caren Lipinski	Asst Treasurer/Secretary
Jim Crocker	
Chris Griffin	
Michael Carbonneau	

Instructional Leaders

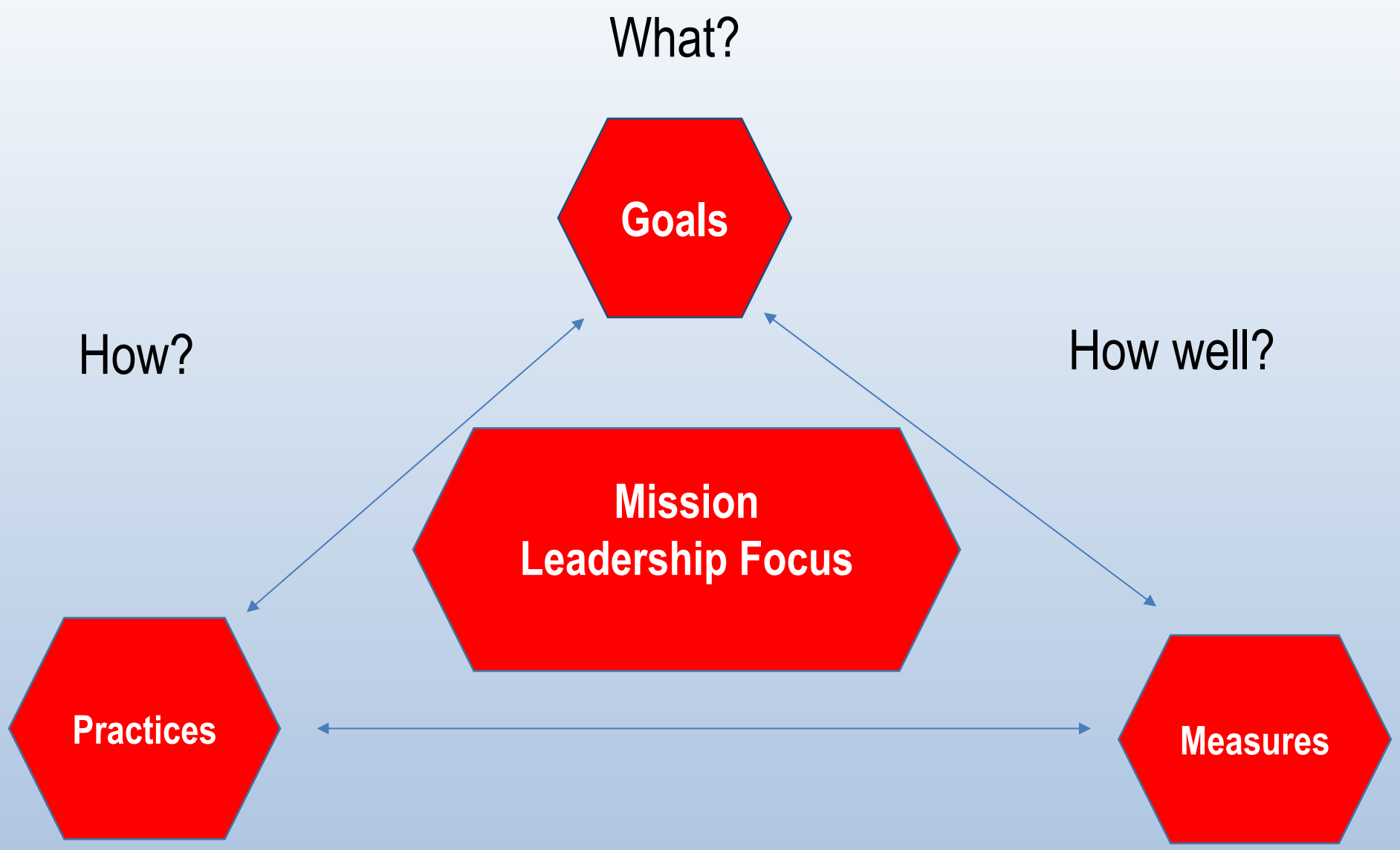
Alicia Schiavo	Math	Mitchell Elementary School
Jennifer Schnitzer	Math	Bethlehem Elementary School
Caitlin Jurkowski	Literacy	Bethlehem Elementary School
Jackie Trimandilis	Literacy	Mitchell Elementary School
Caroline South	Literacy/Social Studies	Woodbury Middle School
Cate Lyman	Math/Science	Woodbury Middle School

PDEC Committee

Katy Aseltine
Lisa Bing
Danielle Cangelosi
Declan Curtin
Taryn Fernandez
Tami Gilbert
Cailey Howser
Allison Loiseau
Kari McCarthy
Maureen McCurdy
Kelly Pinho
Andie Rocco
Tim Zeno

Leadership Team Members

Brian Murphy	Superintendent
Dina Ericson	Director of Student Services
Taryn Fernandez	Director of Teaching and Learning
Tina Tanguay	Director of Finance and Operations
Mykal Kuslis	Principal, Nonnewaug High School
Declan Curtin	Assistant Principal, Nonnewaug High School
Bill Nemec	Principal, Woodbury Middle School
Suzi Greene	Assistant Principal, Woodbury Middle School
Kelly Pinho	Principal, Woodbury Middle School
Wendy Yatsenick	Principal, Bethlehem Elementary School



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
2024/2025

- **Region 14 ranked in the top 24% of all school districts in the State of Connecticut based on the Accountability Index**
- **Bethlehem Elementary School was named a *School of Distinction* for the 23-24 and 24-25 school years for overall high performance as well as high growth**
- **Students at Nonnewaug High School continued to be recognized at the state and national level in our Agriscience and Art programs**
- **Students from Bethlehem and Mitchell Elementary Schools competed in the State and National Science Invention Convention**
- **Increased the rigor of graduation requirements at Nonnewaug High School to include 1/2 credit of Chemistry, full credit of Algebra 2, full credit of fine arts, and an SAT Prep class for all students not meeting benchmark expectations on the PSAT**
- **Continued implementation of the five-year district curriculum and instruction plan**
- **Continued implementation of the three-year district curriculum writing and revision cycle**
- **Continued Region 14 policy audit by CABE**
- **Collaborated with Goodwin University to offer Advanced Manufacturing to all Woodbury Middle School students.**

Curriculum/Instructional Strategies 2025/2026

- **Maintain all interventionist positions throughout the region**
- **Fully implement a state-approved English Language Arts curriculum (HMH Into Reading) in grades K-5**
- **Further utilize data from NWEA, mClass, PSAT and SAT assessments to drive curricular and instructional decisions especially in the development of small groups across all grade levels**
- **Further expand data protocol meetings in grades 6-12 to regularly utilize course-specific assessment data to inform instruction**
- **Utilize The Thoughtful Classroom Teacher Effectiveness Framework from the educator evaluation and support plan to develop common language and understandings of effective instructional practices for improved student outcomes**

Curriculum/Instructional Strategies 2025/2026

- **Continue After School Tutoring Academy**
- **Continue Talented and Gifted Program for both elementary schools and the middle school**
- **Continue Advanced Manufacturing Program for Woodbury Middle School**
- **Access to Securly Classroom to support responsible technology usage and sharing of resources during class time with students in grades 4-12**

Safety/Security/Infrastructure Upgrades

- Refurbished Middle School Tennis/Pickleball Courts
- Installed a Well and Irrigation System for the Middle School
- Purchased Student Furniture for Several Elementary and Middle School Classrooms
- Completed Painting Projects at Each School
- Purchased Several New Promethean Boards and Staff Computers

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
2025-2026	• Developing a common understanding of effective instructional practices utilizing TCTEF framework. ▪ PLCs related to TEVAL goals • Continuous training and coaching for Into reading program in grades K-5 • Grades 6-12 Tier 1 instructional supports (SERC) • "Sharing the Vision" - discussions around samples of student work measuring Vision of a Learner attributes • Vertical and horizontal alignment meetings (PreK-12) • Data teams • Expand collaborative conversations to additional districts and subject areas • Training on culturally responsive pedagogy (SERC) • WMS Collaboration with Wilton on 6th grade math and Bethel on EL Education • PE/Health collaboration with Region 10 • HMH Into Reading Affinity Group - Elementary • PDEC meets minimum of 3x per year	• Fully implement Into Reading in grades 1-3 • Complete development of at least 90% of curricular documents in common format • Develop and revise implementation guides for all approved curricula • Adjust World Language curriculum for 6-7 to account for prior year's implementation • Enhance health instruction in K-5 • Continue to partner with Goodwin University and expand to health sector for one grade level • Districtwide Literacy Team to meet 3x for review of practices/development of continuous growth plan • Curriculum Writing and Revision Plan	• Vision of a Learner fully integrated into instruction and assessment (PreK-12) • All documented attributes for courses with BoE approved curriculum • Two-three attributes per unit (6-12)/trimester (PK-5) • Intentionally demonstrate the attributes • Plan opportunities for students to practice and demonstrate • Utilization of data from districtwide and classroom-based assessments to provide effective multi-tiered systems of support • Consistency in implementation of curriculum districtwide • Continue textbook replacement of outdated texts	• mClass Dibels 8th Edition, mClass Vocabulary, mClass RAN for reading screeners (K-5) • NWEA: MAP Growth Math (K-8, 12); Science (3-11); Life Science (Biology students); Map Growth Reading (6-8, 12) • SBAC Interim Assessment Blocks (3-8) • NGSS Interim Assessment Blocks (3-11) • PSATs (9-11), SATs (11) • Performance Matters PSAT (9-11) • SBAC (3-8), NGSS (5, 8, 11) • AP Exams (10-12) • ASVAB (voluntary)

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
2026-2027	• Content-specific professional learning around instructional strategies, student engagement, assessment, differentiation, and specific teacher learning needs • Further developing a culture of collaboration and continuous learning • "Sharing the Vision" - discussions around samples of student work measuring Vision of a Learner attributes • Vertical and horizontal alignment meetings (PreK-12) • Data teams • Continue training on culturally responsive pedagogy • PDEC meets minimum of 3x per year	• Begin 5-year revision cycle with PE/Health/Wellness (9-12), AP Capstone (9-12), ELA (9, 10, 12, AP), select history courses, AP Computer Science • Continue to develop and revise implementation guides for all approved curricula • Adjust World Language curriculum for 5-7 to account for prior years' implementation • Continue partnership with Goodwin University • Curriculum Writing and Revision Plan	• Vision of a Learner fully integrated into instruction and assessment (PreK-12) • Utilization of data from districtwide and classroom-based assessments to provide effective multi-tiered systems of support • Consistency in implementation of curriculum districtwide • Continue textbook replacement of outdated texts	• mClass Dibels 8th Edition, mClass Vocabulary, mClass RAN for reading screeners (K-5) • NWEA: MAP Growth Math (K-8, 12); Science (3-11); Life Science (Biology students); Map Growth Reading (6-8, 12) • SBAC Interim Assessment Blocks (3-8) • NGSS Interim Assessment Blocks (3-11) • PSATs (9-11), SATs (11) • Performance Matters PSAT (9-11) • SBAC (3-8), NGSS (5, 8, 11) • AP Exams (10-12) • ASVAB (voluntary)
2027-2028	• Content-specific professional learning around instructional strategies, student engagement, assessment, differentiation, and specific teacher learning needs • "Sharing the Vision" - discussions around samples of student work measuring Vision of a Learner attributes • Vertical and horizontal alignment meetings (PreK-12) • Further developing a culture of collaboration and continuous learning • Data teams • PDEC meets minimum of 3x per year	• Continue 5-year revision cycle • Continue to develop and revise implementation guides for all approved curricula • Adjust World Language curriculum for 4-8 to account for prior years' implementation • Curriculum Writing and Revision Plan	• Vision of a Learner fully integrated into instruction and assessment (PreK-12) • Utilization of data from districtwide and classroom-based assessments to provide effective multi-tiered systems of support • Consistency in implementation of curriculum districtwide • Continue textbook replacement of outdated texts	• mClass Dibels 8th Edition, mClass Vocabulary, mClass RAN for reading screeners (K-5) • NWEA: MAP Growth Math (K-8, 12); Science (3-11); Life Science (Biology students); Map Growth Reading (6-8, 12) • SBAC Interim Assessment Blocks (3-8) • NGSS Interim Assessment Blocks (3-11) • PSATs (9-11), SATs (11) • Performance Matters PSAT (9-11) • SBAC (3-8), NGSS (5, 8, 11) • AP Exams (10-12) • ASVAB (voluntary)

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
2028-2029	• Content-specific professional learning around instructional strategies, student engagement, assessment, differentiation, and specific teacher learning needs • "Sharing the Vision" - discussions around samples of student work measuring Vision of a Learner attributes • Vertical and horizontal alignment meetings (PreK-12) • Further developing a culture of collaboration and continuous learning • Data teams • PDEC meets minimum of 3x per year	• Adjust World Language curriculum for 3-5 to account for prior years' implementation • Continue 5-year revision cycle • Continue to develop and revise implementation guides for all approved curricula • Curriculum Writing and Revision Plan	• Conduct a Vision of a Learner audit (PreK-12) to determine any areas for improvement • Continue textbook replacement of outdated texts	• mClass Dibels 8th Edition, mClass Vocabulary, mClass RAN for reading screeners (K-5) • NWEA: MAP Growth Math (K-8, 12); Science (3-11); Life Science (Biology students); Map Growth Reading (6-8, 12) • SBAC Interim Assessment Blocks (3-8) • NGSS Interim Assessment Blocks (3-11) • PSATs (9-11), SATs (11) • Performance Matters PSAT (9-11) • SBAC (3-8), NGSS (5, 8, 11) • AP Exams (10-12) • ASVAB (voluntary)
2029-2030	• Content-specific professional learning around instructional strategies, student engagement, assessment, differentiation, and specific teacher learning needs • "Sharing the Vision" - discussions around samples of student work measuring Vision of a Learner attributes • Vertical and horizontal alignment meetings (PreK-12) • Further developing a culture of collaboration and continuous learning • Data teams • PDEC meets minimum of 3x per year	• Continue 5-year revision cycle • Continue to develop and revise implementation guides for all approved curricula • Curriculum Writing and Revision Plan	• Continue textbook replacement of outdated texts	• mClass Dibels 8th Edition, mClass Vocabulary, mClass RAN for reading screeners (K-5) • NWEA: MAP Growth Math (K-8, 12); Science (3-11); Life Science (Biology students); Map Growth Reading (6-8, 12) • SBAC Interim Assessment Blocks (3-8) • NGSS Interim Assessment Blocks (3-11) • PSATs (9-11), SATs (11) • Performance Matters PSAT (9-11) • SBAC (3-8), NGSS (5, 8, 11) • AP Exams (10-12) • ASVAB (voluntary)

Region 14 School 3-Year Curriculum Writing and Revision Plan				
2025-2028				
GREEN CELL = BOARD APPROVED	PURPLE CELL - READY FOR COMMITTEE	PINK CELL - COMMITTEE APPROVED	ORANGE CELL - IN PROGRESS	LIGHT GRAY CELL - PLANNED
2025-2026	2025-2026	2025-2026	2026-2027	2027-2028
2D Art 8	Counseling PreK-5	Nursery Landscaping 11/12 A	AP Language and Composition	Journalism
3D Art 8	Digital Design 2&3	Nutrition 6	AP Research	Leadership in Journalism
3D Sculpture	Digital Music (WMS)	PE 6	AP Seminar	AP Literature and Composition
Accounting	Digital Photography	PE 7	AP/UConn ECE Statistics	Macroeconomics
Accounting II	Dramatic Musical Theater	PE 8	Art Elementary	Microeconomics
Advanced Math - 7th grade	Drawing 1/Art 1 Foundations (ECE)	PE K-5	Chorus Elementary	American Government: The Law and You
Ag Engineering and Mechanics 11/12 A	Drumming (Music - WMS)	Piano	English 10	AP European History
Ag Engineering and Mechanics 11/12 B	Engineering & Design	SAT Prep/NGSS Prep Course	English 12	AP US Government
Agribusiness Mgmt	Engineering/Production 8	Science - 6	English 9	Sports and Society
Ag Technology and Society- New ECE	Engineering/Video 6-7	Science - 8	Farm to Table	
Agriscience 9	Entrepreneurship	Science - K-5	Music Elementary	
Algebra 1 - 8th Grade	Expressive Art	Social Studies 8 - US History	Physical Education 11/12	
Algebra 1 NHS	Financial Mathematics	Social Studies K-5	Wellness 1	
AP (AP) 2-D Art and Design	French 4/French ECE (ECSU)	Song Writing/Music Theory	Wellness 11/12	
AP 3-D Art and Design	Greenhouse Plant Prod and Proc 11/12 A	Sound Engineering	Wellness 2	
AP Biology	Guitar Class	Supervised Agricultural Experience	AP/UCONN ECE Physics 2	
AP Drawing	Geometry	Tasty Treats 8	Yearbook	
AP Psychology	Greenhse Plant Prod and Proc 10	The Professional Chef		
AP/UCONN ECE Physics 1	Health K-5	UConn ECE Art		
Aquaculture and Fisheries Science 11/12 A	Information Literacy 3-5	UConn Writing Lab		
Aquaculture and Fisheries Science 11/12 B	Information Literacy 6-8	Ukulele (Music - WMS)		
Art I - Foundations	Information Literacy 9-12	Video Game Design		
Art II Advanced	Information Literacy PreK-2	Video Game Design 2		
Art III Applied	Intro to Art 6	Video Production 1 (ECE)		
Art IV Studio	Literacy K-5	Video Production 2 (ECE)		
Biology	Marketing II	What's Cooking 8		
Biotechnology	Math 6	Work Study Course		
Ceramics I	Math 7	World Language 3		
Ceramics II	Math 8			
Computer Animation	Medical Emergencies			
Counseling 6-8	Natural Resources 10			
Counseling Grades 9-12	Natural Resources Management 11/12 A			

Region 14 School District

Vision of a Learner

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

Region 14 Vision of a Learner:

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

VISION OF A LEARNER IMPLEMENTATION

“I can” statements

Developed through teacher collaboration for all grade levels and all attributes.

Rubrics

Single-point rubrics utilized for measuring attainment for all grade levels PreK-12 for all of the attributes

Progress monitoring

PowerSchool standards for all grade levels. At least two per grading period as identified in Board-approved curriculum documents.

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 can ask purposeful, insightful questions to find a variety of innovative solutions.		
Not Yet	**Yes, I Can**	**Feedback:**

Collaborate and Communicate Effectively - CCE1: Engage others in meaningful conversations while respecting multiple perspectives.		
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.		
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**

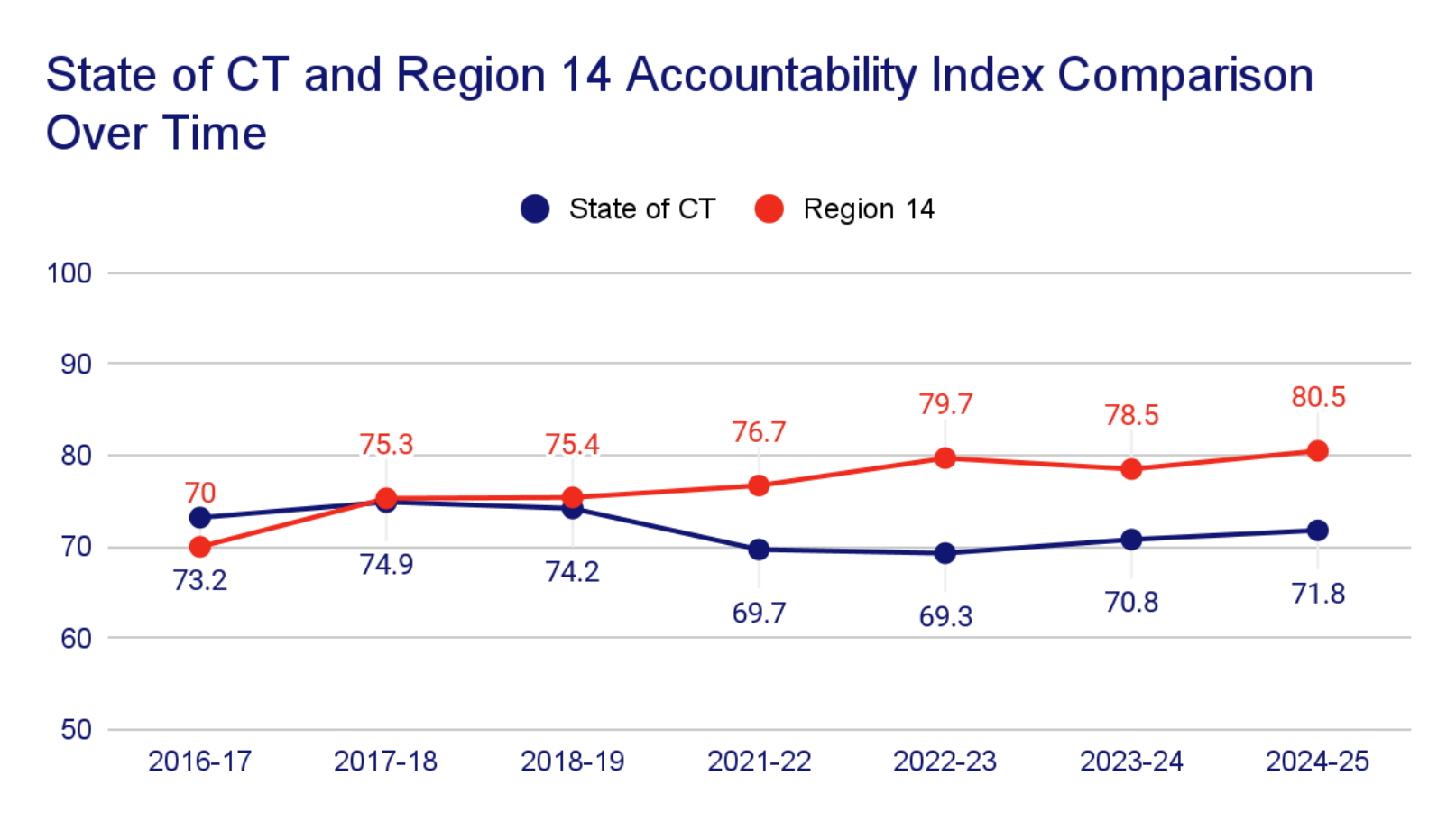
- **Continuously seeking to improve teaching and learning**
  - Implementing new curricula and programs with fidelity
  - Embracing new instructional strategies
  - Sharing effective instructional strategies already in use
  - Building relationships with students through the coursework
  - Being patient 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 2025/2026

October	Oct-25
BES	260
MES	303
WMS	294
NHS	666
OOD	7
Transition Students	7
District Total	1537
Out of District	275
In District	78
Total Agriscience Students	353

CSDE Accountability Index

Region 14 State of CT Comparison



CSDE Accountability Index Comparison

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

Rankings are out of 199 Districts and the State of CT as a whole

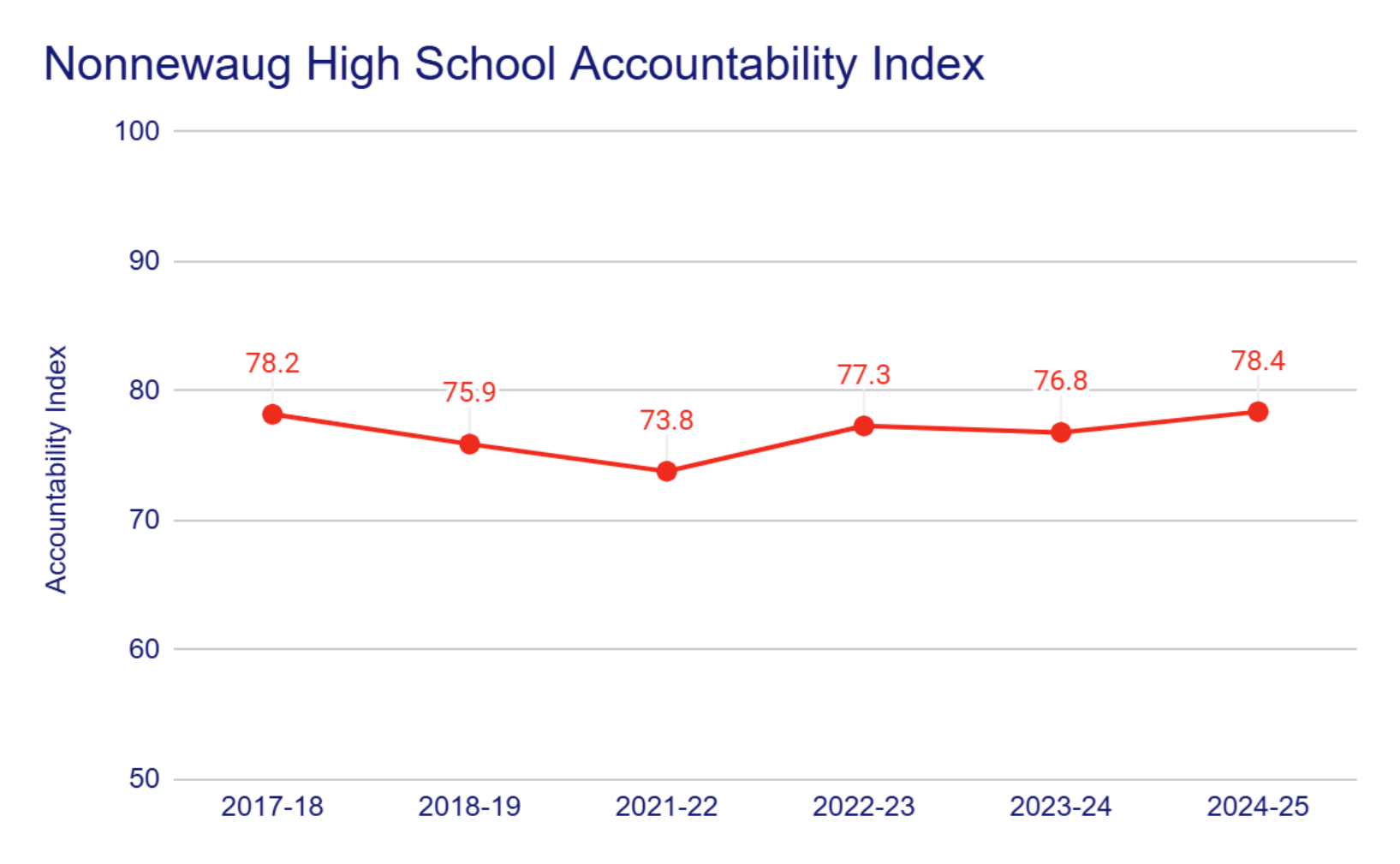
Region 14 is in the top 24% of districts in the State of CT

Accountability Index - DRG Comparisons		
Rank/ 200	District	Accountability Index
2	Cornwall School District	90.54654
14	Regional School District 17	84.67215
19	Bethany School District	82.95273
29	Regional School District 18	82.29702
32	Canton School District	81.92778
35	Marlborough School District	81.74291
36	Regional School District 12	81.54559
41	Suffield School District	80.92127
46	Regional School District 10	80.633
48	Regional School District 14	80.46404
51	Hebron School District	80.05097
53	Ellington School District	79.952
54	Regional School District 13	79.95058
57	Bolton School District	79.53468
63	Mansfield School District	79.26076
67	Tolland School District	79.17222
69	Regional School District 19	79.01434
70	Oxford School District	78.83655
83	Pomfret School District	76.9916
100	New Hartford School District	74.55866
101	Andover School District	74.37675
110	Regional School District 07	73.26493
112	Barkhamsted School District	72.84391
113	Essex School District	72.71063
114	Regional School District 04	72.54818
116	Regional School District 08	72.46895
117	Columbia School District	72.14725
120	Sherman School District	72.08411
123	State of Connecticut	71.8
164	Salem School District	64.52331

Accountability Index - Local Comparisons		
Rank/ 200	District	Accountability Index
20	Regional School District 16	82.93313
36	Regional School District 12	81.54559
46	Regional School District 10	80.633
48	Regional School District 14	80.46404
52	Newtown School District	79.97098
68	Regional School District 15	79.1638
70	Oxford School District	78.83655
110	Regional School District 07	73.26493
122	Regional School District 20	71.98381
123	State of Connecticut	71.8
133	Watertown School District	70.31896

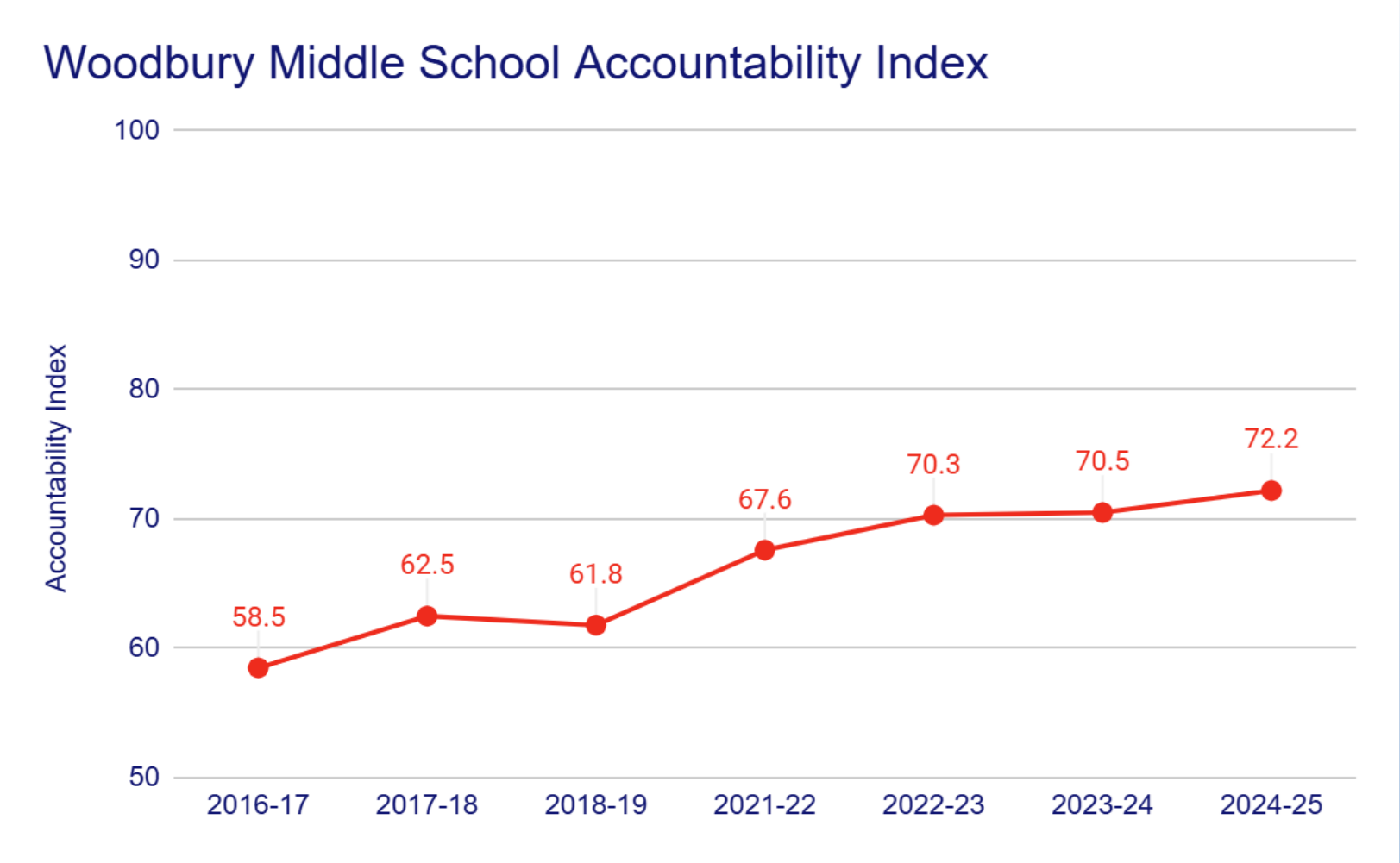
CSDE Accountability Index

Nonnewaug High School



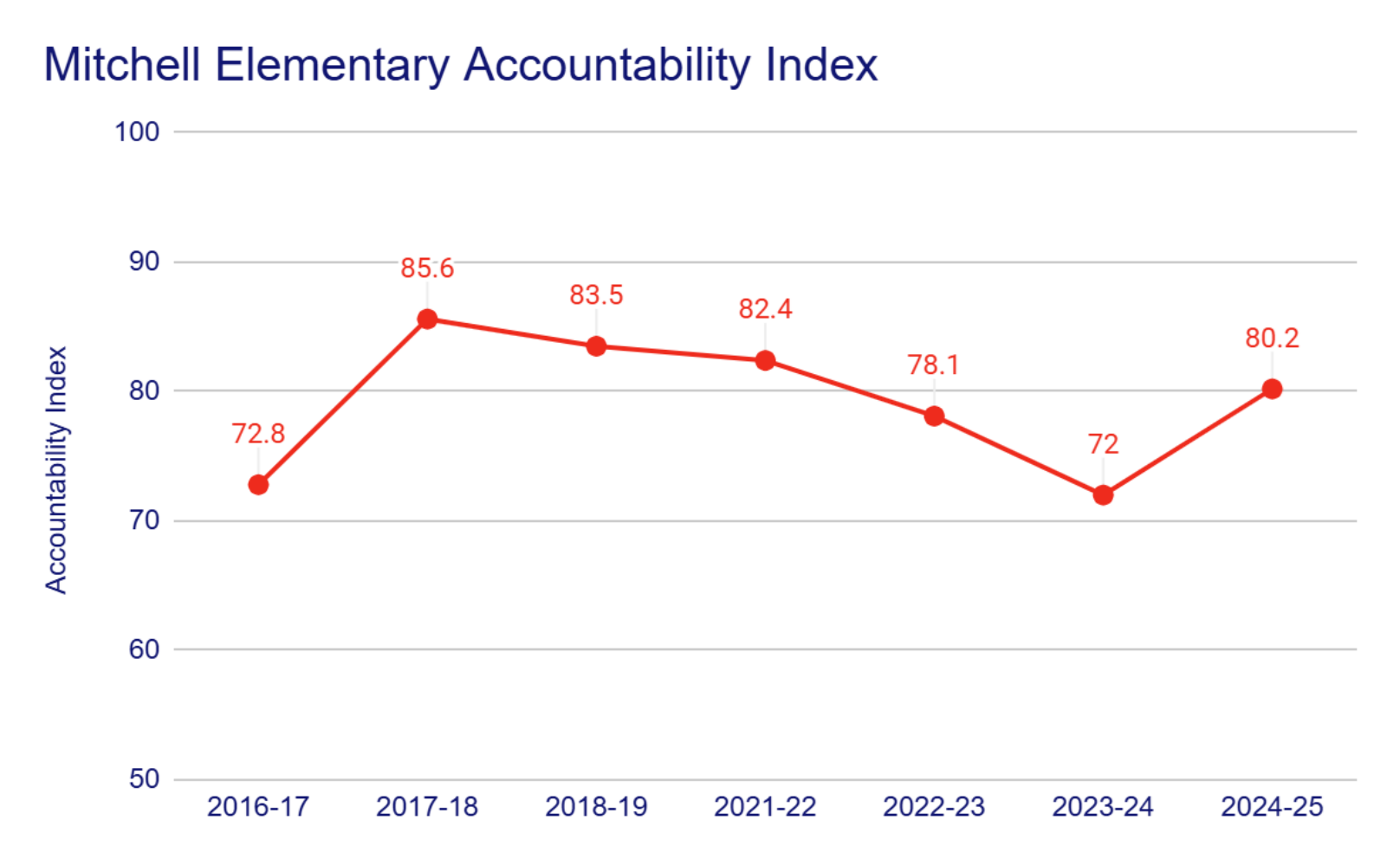
CSDE Accountability Index

Woodbury Middle School



CSDE Accountability Index

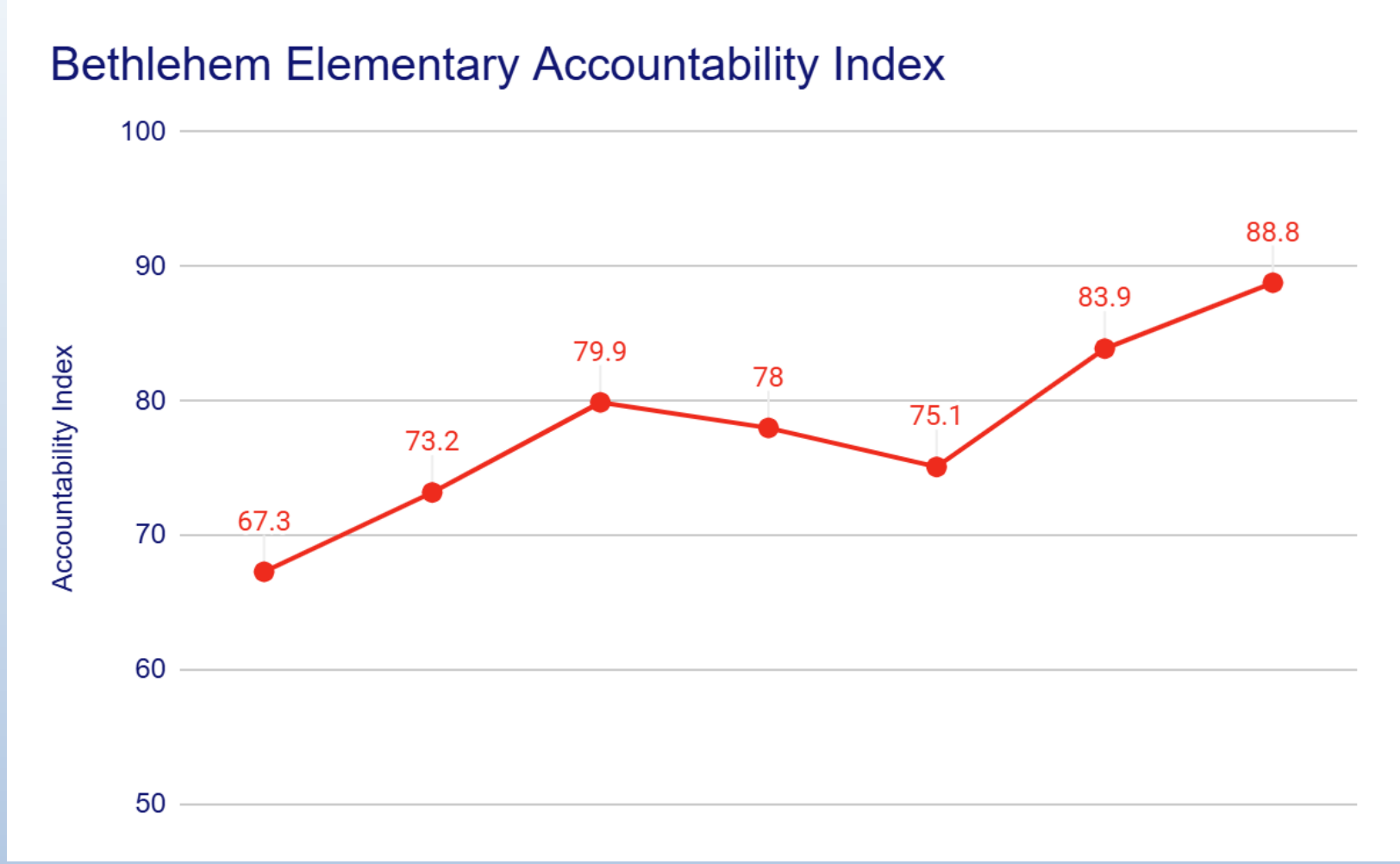
Mitchell Elementary School



CSDE Accountability Index

Bethlehem Elementary School

SCHOOL OF DISTINCTION



Top 10% of all schools -- High Performance (overall) -- High Growth ELA (all students) -- High Growth Math (all students) -- High Growth Math (high needs students)

Talking Points

Talking points are based on Region 14 Schools' performance in comparison with the 198 other CT school districts and the State of CT as a whole

Bethlehem Elementary is in the top 6% of elementary schools in CT and top 5% of all schools.

Mitchell Elementary School is in the top 26% of elementary schools in CT.

Region 14 is in the top 24% of school districts in CT.

Woodbury Middle School is in the top 31% of schools inclusive of grades 6-8.

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

Nonnewaug High School 2025-2026 School Profile

School Counseling Department

Chris Maclean
Director of Counseling
cmaclean@ctreg14.org

Stephanie Gutierrez
sgutierrez@ctreg14.org

Danielle Hutchins
dhutchins@ctreg14.org

Kathy Green
CCRC Counselor
kathygreen@ctreg14.org

Amy Parks
Administrative Assistant
aparks@ctreg14.org

School Officials

Mr. Brian Murphy
Superintendent of Schools

Dr. Mykal Kuslis
Principal

Mr. Declan Curtin
Assistant Principal

Mrs. Marisa Christoff
Teacher Leader of Student Discipline

Mr. Sean McGee
Athletic Director

Contact Information

5 Minortown Rd.
Woodbury, CT 06798

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

College Board Code: 070970

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

Nonnewaug High School enrolls 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. The 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.

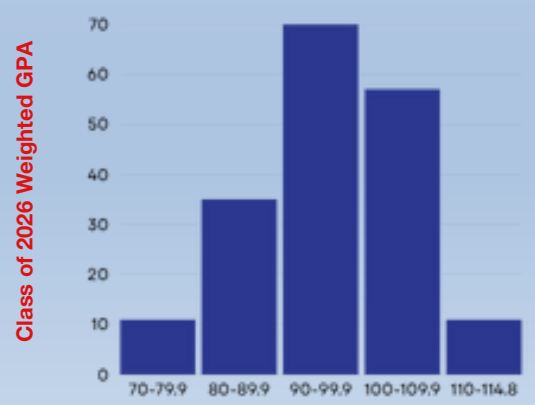
Mission statement: The Nonnewaug High School community believes that all students have the right and responsibility to achieve their full potential. To that end, we strive to provide students with the knowledge, skills and understandings needed to become lifelong learners and productive, compassionate 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 a numerical grading scale 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 rank.



Level	Weight
AP	1.25
Honors & ECE	1.17
College Prep	1.09

2026 GRADUATION REQUIREMENTS

English 4.0 credits
Mathematics 3.0 credits
Social Studies 2.5 credits
Science 3.0 credits
World Language 1.0 credit
Physical Education 1.0 credit
Health 1.0 credit
Fine/Applied Arts 1.0 credit
Humanities Elective .5 credit
STEM Elective 3.0 credits
Mastery Based Learning Experience 1.0 credit
Total required credits 25.0
Volunteer Hours: 18

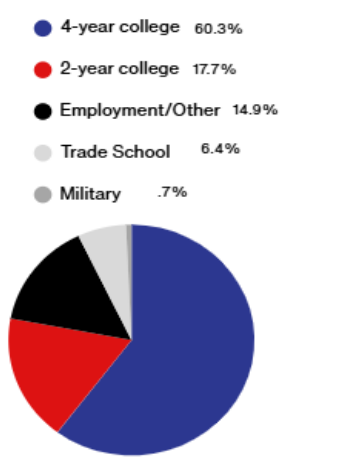
NHS Class of 2025 Outcomes 143 Graduates

SAT Results
Mean: 1001
EBRW: 502
Math: 499

Postsecondary Plans
78% Postsecondary education
60% 4-Year College
18% 2-Year College

2025 AP CAPSTONE DIPLOMA SCHOOL

26 AP Scholars recognized
10 AP Scholars with Honor
28 AP Scholars with Distinction
30% of students take an AP course
AP courses are open enrollment



The Nonnewaug Experience

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

- Highlighting our students' commitment to extend their learning beyond the classroom, we offer academic **honor societies** in Math, English, Social Studies, Science, French, Journalism, Art, and Music.
- The **Fine Arts Department** allows students to explore their creativity through a number of school and community events. NHS students earned 1 Gold medal and 1 American Visions Award in the National Scholastic 2025 Art Awards & 10 gold and 7 Silver Keys for the CT Scholastic 2025 Art Awards. Additionally, strength of our AP Art was reflected in 8 students earning a score of 5, with 3 earning a perfect score.
- Our award winning **Media Arts Department** offers students opportunities to create content and collaborate with local news outlets. The department also endorses a competitive Esports program.
- The **Performing Arts** students participate 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 11 Halo Award nominations in 2025.
- 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. Last year we had 3 teams place as finalists at their respective conferences.
- **Athletics** at NHS maintains a winning tradition and was honored with the prestigious Ted Alex award the past four years. This award is given to a Berkshire League school with the highest win percentage combined with sportsmanship scores. Nonnewaug also won 7 Berkshire League titles in 2024-2025.
- 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.

COLLEGE LEVEL COURSES

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
Environmental Science
French Language and Culture
Physics 1
Psychology
Spanish Language & Culture
Statistics
US Government and Politics
US History

COLLEGE ARTICULATION

EASTERN CONNECTICUT STATE U.
French

POST UNIVERSITY HS ACADEMY
Accounting I Marketing

QUINNIPIAC UNIVERSITY
Video I I Video II

SOUTHERN CONNECTICUT STATE U.
American Government & Politics

UCONN EARLY COLLEGE EXPERIENCE
Animal Science I Art I
Contemporary Issues in Sport
Elementary Concepts of Statistics
Environmental Science I Floral Art
Horse Science
Intermediate Spanish Composition
Personal Finance
Principles of Microeconomics
Principles of Macroeconomics
Seminar and Studio in Writing and
Multimodal Composition
Spanish Conversation: Cultural Topics

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
Environmental Science
French Language and Culture
Physics I
Psychology
Spanish Language & Culture
Statistics
US Government and Politics
US History

AP CAPSTONE DIPLOMA SCHOOL

64 AP Scholars recognized in 2025

30% of students take an AP course

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,
Horse Science,
Intermediate Spanish Composition,
Personal Finance,
Principles of Microeconomics,
Principles of Macroeconomics,
Seminar and Studio in Writing and Multimodal Composition,
Spanish Conversation: Cultural Topics

SOUTHERN CONNECTICUT STATE UNIVERSITY:

American Government & Politics

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 2025 ACCEPTANCES

3 The University of Alabama
3 Albertus Magnus
1 University of Alaska Fairbanks
2 American University
1 Arizona State University - Tempe
1 University of Arizona
1 Assumption University
1 Ava Maria University
2 Bard College
2 Bentley University
2 Binghamton University
2 Boston College
1 Bowie State University
2 Brandeis University
1 Brigham Young University - Idaho
3 University of Bridgeport
1 Bryant University
1 Bucknell University
12 CCSU
1 Central MIchigan University
1 Chaminade University of Honolulu
1 Champlain College
2 College of Charleston
1 Christopher Newport University
1 Clemson University
1 Coker University
1 Colby-Sawyer College
2 Colgate University
2 University of Colorado Boulder
1 Colorado State University - Fort Collins

4 Connecticut College
45 University of Connecticut
18 CT State
1 Culinary Institute of America
2 Curry College
1 Dean College
3 Delaware Valley University
3 University of Delaware
1 Drew University
3 Drexel University
1 Earlham College
1 East Tennessee State University
11 ECSU
1 Elizabethtown College
1 Embry-Riddle Aeronautical University - Daytona Beach
1 Emerson College
3 Emmanuel College
1 Emory & Henry College
4 Endicott College
4 Fairfield University
1 Fitchburg State University
2 Florida Atlantic University
1 Florida Institute of Technology
2 Fordham University
1 University of Florida
1 Georgia Institute of Technology-Main Campus
3 Gettysburg College
1 Hamilton College
9 University of Hartford

4 High Point University
2 Hofstra
1 Howard University
1 Iona University
1 Iowa State University
2 Ithaca College
2 James Madison University
3 Keene State
3 Lasell University
4 Lehigh University
1 Lesley University
1 Maine College of Art & Design
4 University of Maine
1 Maine Maritime Academy
1 Manhattan University
6 Marist College
2 University of Maryland - College Park
2 Maryland Institute College of Art
1 Marywood University
1 Massachusetts College of Art and Design
2 Mass. College of Pharmacy and Health Sciences
1 Massachusetts Maritime Academy
7 UMass Amherst
5 UMass Boston
1 UMass Dartmouth
1 UMass Lowell
2 Mercy University
1 Mercyhurst University
6 Merrimack College
1 University of Miami

NHS CLASS OF 2025 ACCEPTANCES continued

2 Michigan State University
1 Mitchell College
1 The University of Montana
1 Montana State University
1 Montclair State University
2 University of New England
7 University of New Hampshire - Main Campus
9 University of New Haven
2 University of North Carolina Wilmington
1 North Carolina A & T State Uni
1 North Carolina Central University
1 North Carolina State University at Raleigh
1 University of North Dakota
2 Northeastern University
1 Norwich University
1 Nova Southeastern University
2 Ohio State University-Main Campus
1 Pace University
1 Paul Smiths College of Arts and Science
1 Pennsylvania College of Technology
4 Penn State University
1 Plymouth State University
1 Post University
1 Pratt Institute
1 Providence College
13 Quinnipiac University
3 Rensselaer Polytechnic Institute
1 Rhode Island College
1 Rhode Island School of Design
7 University of Rhode Island
4 Rochester Institute of Technology
4 University of Rochester
6 Roger Williams University
1 Rowan University
9 Sacred Heart University
7 University of Saint Joseph
1 Saint Michael's College
4 Salve Regina University
1 Savannah College of Art and Design
1 School of the Art Institute of Chicago
2 University of Scranton
5 Seton Hall University
1 Siena College
1 Simmons University
1 Southeastern University
23 SCSU
1 University of Southern Maine
1 Southern New Hampshire University
1 Springfield College
1 Stockton University
2 Stony Brook University
2 Suffolk University
3 SUNY Cobleskill
2 SUNY College at Geneseo
1 SUNY Morrisville
1 SUNY New Paltz
1 SUNY Oneonta
1 SUNY Oswego
3 Syracuse University
1 Temple University
1 Texas A & M University - College Station
1 The George Washington University
1 The New School
1 Thomas College
2 Trinity College
1 Union College
1 University at Albany, SUNY
1 University of Southern Maine
1 Utah State University
1 Vermont State University (All Campuses)
6 University of Vermont
2 Villanova
1 Virginia Commonwealth University
1 Virginia Tech
1 West Virginia University
3 Western Carolina University
19 WCSU
4 Western New England University
2 Westfield State University
3 University of Wisconsin-Madison
4 WPI
2 Yale University
2 York College of Pennsylvania

NHS Class of 2025 will attend:

1 Arizona State University-Tempe
1 Ave Maria University
2 Boston College
1 Bryant University
4 Central Connecticut State University
2 Colby-Sawyer College
1 Colgate University
25 CT State Community College - All Campuses
2 Culinary Institute of America
1 Dean College
1 Delaware Valley University
1 East Tennessee State University
1 Eastern Connecticut State University
2 Endicott College
1 Fairfield University
1 Florida Atlantic University
2 High Point University
1 Iona University
1 James Madison University
1 Keiser University - Flagship Campus, FL
2 Lasell University
1 Marist University
1 Massachusetts Maritime Academy
1 Middlebury College
1 Montana State University
1 Mount Saint Mary College
1 North Carolina Central University
1 Northeastern University
1 Norwich University
2 Quinnipiac University
1 Rhode Island School of Design
3 Roger Williams University
1 Sacred Heart University
1 Southeastern University
2 Southern Connecticut State University
1 Suffolk University
1 SUNY College of Agriculture and Technology at Cobleskill
1 The University of Montana
1 Trinity College
16 University of Connecticut
1 University of Hartford
2 University of Massachusetts-Amherst
1 University of Massachusetts-Boston
1 University of Rhode Island
1 University of Valley Forge
1 University of Vermont
2 Virginia Tech
1 Western Carolina University
2 Western Connecticut State University
2 Yale University

Chronic Absenteeism State Average

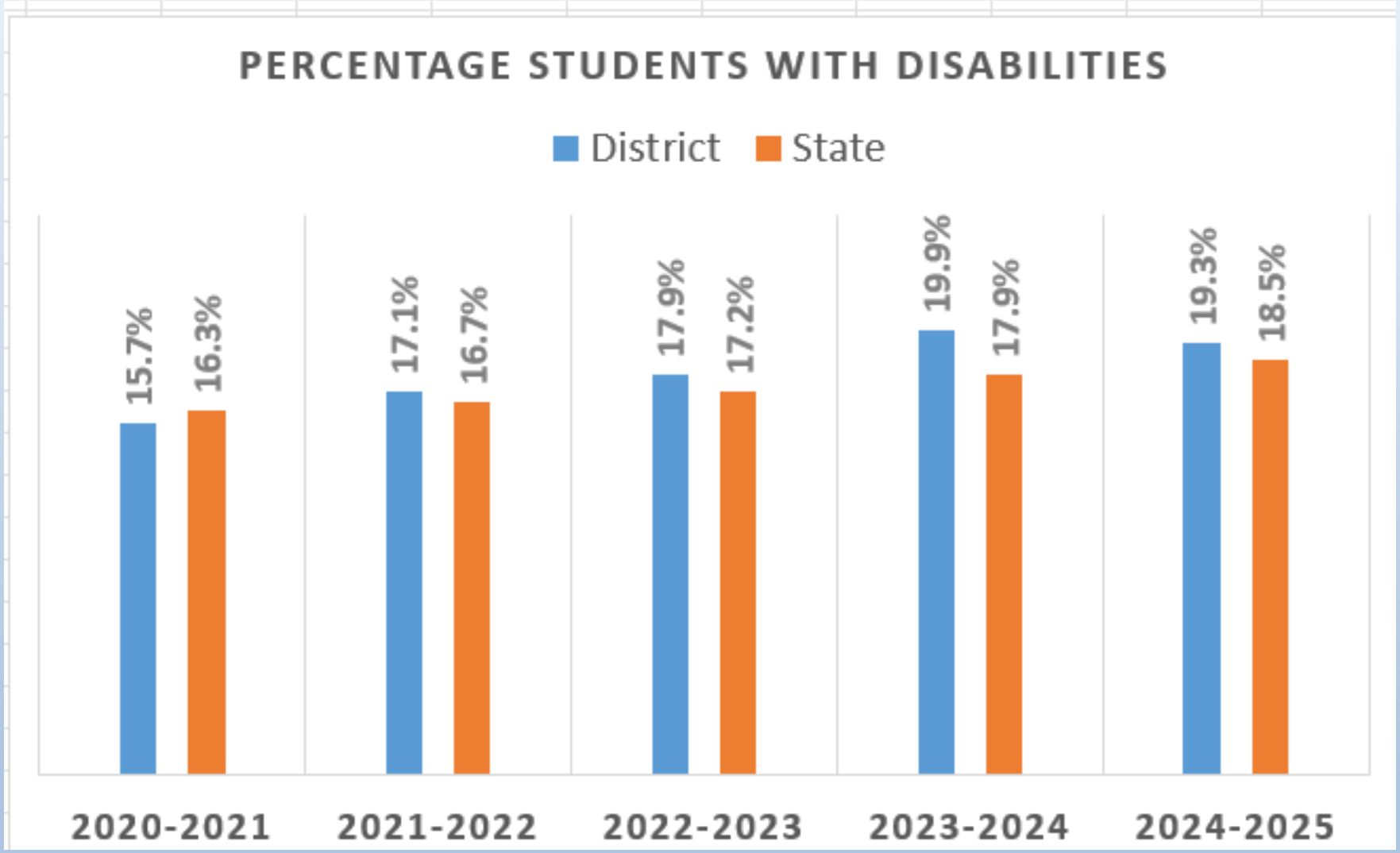
	2023-2024		2024-2025	
Organization	Student Count	%	Student Count	%
State of Connecticut	87,397	17.7	83,405	17.2

Chronic Absenteeism Region 14 District-Wide

	2023-24		2024-25	
District	Student Count	%	Student Count	%
Region 14 Schools - District	179	11.6	139	9.42

Chronic Absenteeism Trends Region 14 Schools

Chronic Absenteeism				
	2023-2024		2024-2025	
School	Student Count	%	Student Count	%
Bethlehem Elementary School	34	13	13	5.2
Mitchell Elementary School	23	7.4	26	8.5
Nonnewaug High School	95	14.7	60	9.4
Woodbury Middle School	24	7.5	34	11.4


PERCENTAGE STUDENTS WITH DISABILITIES
District
State
15.7%
16.3%
17.1%
16.7%
17.9%
17.2%
19.9%
17.9%
19.3%
18.5%
2020-2021
2021-2022
2022-2023
2023-2024
2024-2025

Longitudinal Comparison with State of CT

Percentage of Students Meeting or Exceeding Proficiency Benchmark

REGION 14 SCHOOLS			
Year	**2022-2023**	**2023-2024**	**2024-2025**
SBAC ELA	59.94%	60.7%	64.7%
State of CT	48.50%	48.90%	50.3%
SAT ELA	61.00%	57.4%	70.8%
State of CT	52.40%	54.8	58.0%
REGION 14 SCHOOLS			
Year	**2022-2023**	**2023-2024**	**2024-2025**
SBAC Math	55.60%	53.2%	57.4%
State of CT	42.50%	44.10%	45.9%
SAT Math	45.00%	41.2%	41.1%
State of CT	34.10%	29.50%	31.10%
REGION 14 SCHOOLS			
Year	**2022-2023**	**2023-2024**	**2024-2025**
NGSS	55.30%	56.0%	64.4%
State of CT	48.50%	48.50%	50.00%

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 Completed
1.1.2 Develop district (K-12) 5-Year curriculum and instruction 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. Completed
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	Full district Implementation of of Vision of a Learner in grades K-12 2025-2026 school year Staff utilizes Vision of a Learner rubric to assess students Completed
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. Completed

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
1.1.5 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 Completed
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 Completed
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. Completed
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 Ongoing
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 Data Protocol implemented districtwide Completed

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
1.1.10 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 and the Effective Classroom Teacher Framework Completed
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. Completed

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-

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.1.12. Implementation of Illustrative Math Program in Grades K-5	Superintendent Director of Teaching and Learning School Administrators Coaches Teachers	Pilot in several grades in the 2022-2023 school year Full implementation in grades K-5 in the 2022-2023 school year Review: Annually	Teachers delivering Illustrative Math units that follow the Connecticut State Math Standards	Teachers following the the district's scope and sequence of Illustrative Math in each grade level. Completed
1.1.13. Implementation of K-5 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. (Fundations/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-5 Science of Reading Program Completed
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. Completed
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 Completed
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 online assessments in Reading, Math, and Science (NWEA/Mclass/PSAT)	Teachers and administrators analyzing K-12 common assessments at the beginning, middle and end of the school year Completed

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-

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.1.17 Implement new Social Studies curriculum for Grades K-12 with alignment with the new state standards	Director of Teaching and Learning Building Administrators Coaches Teachers	Initiate: High School-School Year 2023-2024 Grades K-8- 2024-2025 Review: Annually	Teachers delivering Social Studies instruction in grades K-12 that is aligned with the state Social Studies Standards	Teachers following the district's Scope and Sequence of the Social Studies Curriculum that is aligned with the state standards Completed
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 Completed
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 Completed
1.1.20 Reorganize Student 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 Completed
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 Completed

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-

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.1.22 Implement African American/Black and 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 Completed
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 Completed
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 Completed
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 Completed
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 Completed

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.	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. Completed
1.1.28 Develop district (K-12) 3-Year curriculum writing and revision cycle.	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. Completed
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. Completed
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 and NGSS 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 Completed

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
1.1.31 Develop a District Technology Plan that is aligned with the state technology standards	District Media Specialist at Mitchell Elementary School and the District Technology Department	Initiate 2025/2026 School Year Review Annually	Media Specialist will work with Faculty and technology department to develop a plan	District Media Specialist will complete the plan Completed

Region 14 Public Schools Strategic Plan
Goal 2
Safety

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

Strategy-1.1-

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.1.1 Region 14 will complete an assessment of the safety protocols and procedures in each school annually and will make the appropriate modifications to the plan based on recommendations from law enforcement agency	Superintendent Director of Finance and Operations Building Administrators	Initiate: Annually Complete: Annually	Safety Assessments of each school completed annually by Principals and law enforcement agency	District Safety Plan approved by the state of Connecticut annually. Completed
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 Completed
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 Completed
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 Completed
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 Completed

Region 14 Public Schools Strategic Plan
Goal 2
Safety

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

Strategy-1.1-

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.1.6 The district will review the security cameras in each school to determine if additional cameras are needed	Director of Finance and Operations Principals	Initiate: School Year 2023-2024 Review: Annually	Director of Finance and Operations and Principals will complete audit of allocation of cameras	Additional cameras were purchased to improve the safety of each school Completed
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	Implemented Student Bus Apps Completed
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 Completed
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 Completed
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 Completed

Region 14 Public Schools Strategic Plan
Goal 2
Safety

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

Strategy-1.1-

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.1.11 Each School will develop a School Climate Plan that will address the needs of each school	Building Administrators School Climate Specialists District School Climate Coordinator	Initiate: School Year 2024-2025 Review: Annually	Each school will work with School Climate Committee to develop School Climate Plan	Schools will complete School Climate Plan Completed
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 Completed
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 Completed
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 Completed
1.1.15 Region 14 utilizes Physical 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 Completed

Region 14 Public Schools Strategic Plan
Goal 3
Communication

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

Strategy-1.1-

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.1.1. Hire a district Publicity Specialist to promote Region 14 programs and activities	Superintendent Director of Finance and Operations	Initiate: School Year 2022-2023 Review: Completed	Publicity Specialist working with local newspapers and Social Media platforms to promote Region 14 programs and activities	Local newspaper articles that include stories about Region 14 programs. Social Media platforms that include information about Region 14 Completed
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. Completed
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 Completed
1.1.4. Send weekly updates electronically 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 Completed
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 Completed

Region 14 Public Schools Strategic Plan
Goal 3
Communication

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

Strategy-1.1-

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.1.6 Develop Region 14 Brochure that highlights the accomplishments of the district that will be mailed home to Bethlehem and Woodbury residents	Superintendent	Initiate 2025/2026 school year Review Annually	Brochure successfully mailed to each residence in Region 14	Brochure successfully published Completed

Region 14 Public Schools Strategic Plan
Goal 4
Budget

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

Strategy-1.1-

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.1.1. Superintendent meets with district's Director of Finance and Operations to review the needs of the district and budget timeline	Superintendent Director of Finance and Operations	Initiate: 2023-2024 School Year Review: Annually	Superintendent and Director of Finance and Operations meet on a regular basis to review needs of the district	Superintendent and Director of Finance and Operations present responsible budget that meets the needs of all students Completed
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 Completed
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 Completed
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. Completed
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 On-going

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
1.1.6 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 Completed
1.1.7 Increase part-time Media Specialist position at Bethlehem Elementary School to full time	Superintendent Director of Finance and Operations Principal	Initiate: 2026/2027 School Year	Meet with current part-time Media Specialist at Bethlehem Elementary School	. Full Time Media Specialist at Bethlehem Elementary School is identified On-going
1.1.8 Start after school 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 after school Tutoring Academy at middle/elementary schools Completed
1.1.9 Partner with EdAdvance(RESC) on a federal grant that will add 2 additional Mental Health staff to Region 14	Superintendent Director of Student Services Principals	Initiate: 2023-2024 School Year Review: Annually	Work with EdAdvance to identify 2 Mental Health staff for Region 14	2 additional Mental Health staff are hired for Region 14 Completed
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 Completed

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 grade 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	Assign Elementary Schools Spanish teacher for grade 5 Completed
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 Completed
1.1.13 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 Completed

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
1.1.14 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 working environment for students and staff Completed
1.1.15 Completion of Horse Barn Project/Sugar Shack for Nonnewaug 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 Completed
1.1.16 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 On-going
1.1.17 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 Completed

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
1.1.18 Superintendent will develop a district-wide Budget Task Force Committee to energize the Region 14 school community in communicating the importance of approving the budget	Superintendent Board of Education Members School Administrators Nonnewaug High School Teachers' Association PTO Members	Initiate 2025/2026 Review Annually	The Region 14 Budget Task Force Committee will meet periodically to review communication strategies with the residents of Bethlehem and Woodbury	The Region 14 Budget Task Force Committee will identify specific strategies to engage communication
1.1.19 Region 14 will develop a Board of Education/Community stakeholder Agriscience Funding Committee	Region 14 Board of Education Superintendent Region 14 Administration Director of Finance and Operations First Selectmen of Bethlehem and Woodbury State Representatives	Initiate 2025/2026 Review Annually	The Region 14 Agriscience Funding Committee will identify strategies to increase state funding	Region 14 Agriscience Funding Committee will continue to meet to review strategies
1.1.20 Add Girls' and Boys' Freshmen Basketball at Nonnewaug High School	Superintendent Principal Athletic Director	Initiate 2025/2026 Review Annually	The Girls' and Boys' Freshmen Basketball plays first game	Girls' and Boys' Freshmen Basketball Team completes the season