REGION 14 PUBLIC SCHOOLS

School Development Plan

Nonnewaug High School

2025-2026



Nonnewaug High School

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INTRODUCTION

STATEMENT OF PURPOSE

In order to maintain coherence within the Region 14 Public Schools, we must explicitly connect our mission, goals, theory of action, measures, and practices. Our expectations for student learning must reflect high impact goals and must embed the Region 14 Vision of a Learner needed for success in the 21st century. The achievement of these goals can only be achieved with full alignment of all Region 14 Public Schools' organizational systems, supports, and personnel. Thus, the 2025-2026 Nonnewaug High School Development Plan seeks to connect all aspects of the above mentioned areas with a focus on student growth and achievement.

REGION 14 PUBLIC SCHOOLS MISSION

The mission of the Region 14 School District 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 VISION OF A LEARNER

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.
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.

REGION 14 GOALS

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
Communication - Region 14 will develop partnerships with all stakeholders in the school community to highlight the exemplary programs the district offers
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
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.

NONNEWAUG HIGH SCHOOL THEORY OF ACTION FOR CONTINUOUS IMPROVEMENT

If Nonnewaug High School builds teacher capacity through meaningful professional learning, feedback, resource allocation, and data-informed instructional practices while educating all stakeholders on the importance of student achievement then student performance will improve across multiple indicators of academic success.

NONNEWAUG HIGH SCHOOL MISSION

The Nonnewaug High School community believes that all students have the right and responsibility to achieve their full potential and that they are all provided with the knowledge, skills, and understandings needed to become productive, compassionate citizens.

TEACHING AND LEARNING

The staff of Region 14 and Nonnewaug High School believe that the commitment to student achievement in all aspects of academics is critical. We continue to promote meaningful, differentiation and specific, needs based instruction for students and professional development for teachers. While we focus on standards, we understand that there are multiple avenues for realizing success for all students. We are utilizing data from standardized assessments such as PSATs, SATs, NGSS, AP exams, and NWEA, in conjunction with our in-district data to identify areas of focus.

A positive school climate is at the heart of any successful school. During the last several years, we have placed an emphasis on a positive school climate for all members of our community. Additionally, all members of our school community are expected to follow our school-wide expectations, which we promote through many avenues. The work that we do is aligned with national and the 2025-2026 State of Connecticut school climate standards.

REGION 14 STUDENT ACADEMIC GOALS

- At least 75% of students will meet grade-level proficiency targets on state standardized assessments (SAT/PSAT/SBAC) in ELA and mathematics each year.
- A minimum of 2% improvement per year on all standardized state assessments.
- At least 70% of students will meet grade-level proficiency targets on state standardized assessments NGSS science each year.

NONNEWAUG HIGH SCHOOL GOALS

GOAL 1: VISION OF A LEARNER ATTRIBUTES

By the end of semester one of senior year, all students in the Class of 2026 will meet district proficiency in at least one "I can" statement for all six aspects of the Region 14 Vision of a Learner.

Strategies

What specific actions will lead us to our goal?

1. Each subject with updated, approved curricula (containing VOL attributes) will assess each VOL attribute according to that document. For subject areas that have not yet completed their curricular update, they will assess 2-3 VOL attributes per unit.
2. The leadership team will use one quarterly meeting to examine Powerschool data and identify students who have met the "I can" statement assessment.
3. The leadership team, in conjunction with the director of teaching and learning, will create a bank of assessments with specific VOL attributes for departments to use when planning common formative assessments. Additionally, VOL standards will be compiled for new curricula into this document.
4. Teachers and students will revisit the vision of the learner attributes and make connections to lessons by embedding such attributes in the curriculum.
5. The progression of VOL attainment by students will be adjusted for the class of 2027 with the removal of the MBLE requirement. This will be piloted in the second half of the school year.

Indicators

How will we know if the teacher's actions that we engage in are making a difference?

- Powerschool data will demonstrate student achievement by class VOL "I can" statements, and by individual student reports.
- New curricula and rewritten curricula will specifically demonstrate connections with the VOL attributes and "I can" statements.
- Students in grades 9-12 should have completed most VOL "I can" assignments by the end of the 2025-2026 school year.

GOAL 2: ELA

The overall school score on the 2026 administration of the SAT ELA exam will improve by 2% from 71% to 73% when compared to spring 2025 scores.

Strategies- Directly Connect to the Indicator

What specific actions will lead us to our goal?

1. The leadership team will engage in a deep dive of ELA data, including in-district data, Smarter Balanced summative data, and Smarter Balanced interim data, NWEA, PSAT/SAT and Khan Academy data. This analysis will include looking at trends across the school and the grade levels, as well as reviewing individual teacher and student results.
2. Administration and the English Department will assess current practices in ELA to determine additional instructional strategies, materials, and supports needed to address the CCSS and SAT standards. Alignment between CCSS, NWEA, Khan Academy, and PSAT/SAT type questions in class will be reviewed. (District and School Goal relationships/indicators)- with an emphasis on SAT Alignment areas (a) command of evidence (literary, informational, and quantitative), (b) words in context, and language (grammar/editing and revising).
3. IL's will facilitate PLC meetings to discuss current practices in ELA instruction, including identification of gaps and overlaps, leading to clarity regarding the skills, concepts, and understandings that students must have by the end of each grade level.
4. Staff will participate in subject-specific common planning time to review data, create CFAs, align curricula, discuss instructional strategies, develop individual student supports as needed, and plan units to support areas of need identified through testing results. PD will be offered and determined based on the data and schoolwide needs.
5. Additional targeted intervention will be provided to students who, as identified through SRBI, department meetings, SST, and a review of assessment data will be provided through both in-school intervention (during Tribe, Focus, Chiefs, and study halls) and outside-school tutoring sessions.
6. Interdisciplinary PL groups will meet as part of the Wednesday afternoon PL plan with a designated focus aligned to standardized test performance and the sharing of best practices.
7. SAT/NGSS Prep course as a graduation requirement will assist in preparing students for the exams. Enrollment in these classes based on PSAT/NWEA scores.
8. Integrate Special Education into the ELA PLC or during interdepartmental periods.

Indicators

How will we know if the teacher's actions that we engage in are making a difference?

- Student grades on department Common Formative Assessments/Unit Assessments.
- PSAT Scores (Cohort and year over year) will improve in the 2025-2026 school year compared to the previous school year(s).
- SAT Scores will improve in 2026 as compared to 2023, 2024, and 2025.

GOAL 3: MATHEMATICS

The overall school score on the 2026 administration of the SAT Math exam will improve by 6% from 41% to 47% when compared to spring 2025 scores.

Strategies

What specific actions will lead us to our goal?

1. The leadership team will engage in deep analysis of math data, including in-district assessments, common formative assessments, and a focus on PSAT/SAT data. This analysis will include looking at trends across the school and the grade level, as well as reviewing individual teacher and student results.
2. The math instructional leader will facilitate PLC meetings to discuss current practices in math instruction, including identification of gaps and overlaps, leading to clarity regarding the skills, concepts, and understandings that students must have by the end of each course.
3. Strengthen Tier 1/Tier 2 interventions as discussed in data protocol meetings. Math teachers will engage in PL focused on SAT style questions and upcoming content to ensure the embedding of SAT style questions into the content to include daily instruction, CFA's, and summative assessments.
4. Teachers will continue to utilize student-centered approaches such as building thinking classrooms to increase student engagement and differentiation in math. These strategies will promote student independence, shared ownership for learning, and an environment of higher-ordered thinking skills while students engage in meaningful activities.
5. Additional targeted intervention will be provided to students who, as identified through SRBI, department meetings, SST, and a review of assessment data will be provided through both in-school intervention (during Tribe, Focus, Chiefs, and study halls) and tutoring sessions.
6. Staff will participate in subject-specific common planning time to review data, create CFAs, align curricula, discuss instructional strategies, develop individual student supports as needed, and plan units to support areas of need identified through testing results
7. SAT/NGSS Prep course as a graduation requirement will assist in preparing students for the exams. Enrollment in these classes based on PSAT/NWEA scores.
8. Interdisciplinary PL groups will meet as part of the Wednesday afternoon PL plan with a designated focus aligned to standardized test performance and the sharing of best practice.
9. Integrate Special Education into the math PLC or during interdepartmental periods.

Indicators

What information can we use to measure our progress toward our goal?

- Student scores, results or performance on department Common Formative Assessments/Unit Assessments.
- PSAT Scores (Cohort and year over year) will improve in the 2025-2026 school year compared to the previous school year(s).
- SAT Scores will improve in 2026 as compared to 2023, 2024, and 2025.

BOY Indicators

AP Honor Roll

Nonnewaug High School				
PSAT's Scores EBRW				
Year	**2022**	**2023**	**Fall 2024**	**Spring 2025**
9th Grade	446	438	444	461
10th Grade	454	455	474	493
11th Grade	482	475	482	SAT
PSAT's Scores Math				
Year	**2022**	**2023**	**Fall 2024**	**Spring 2025**
9th Grade	449	446	433	447
10th Grade	457	457	457	481
11th Grade	473	474	480	SAT

PSAT's EBRW - Meet or Exceed Benchmark %				
Year	**Fall 2022**	**Fall 2023**	**Fall 2024**	**Spring 2025**
9th Grade	66%	63%	66%	69%
10th Grade	55%	59%	68%	72%
11th Grade	59%	54%	58%	SAT

PSAT's Math - Meet or Exceed Benchmark %				
Year	**Fall 2022**	**Fall 2023**	**Fall 2024**	**Spring 2025**
9th Grade	53%	41%	38%	31%
10th Grade	42%	38%	34%	41%
11th Grade	37%	34%	40%	SAT
SAT Scores				
Year	**Spring 2023**	**Spring 2024**	**Spring 2025**	
EBRW	502	502	515	
Math	501	499	504	

SAT Meet or Exceed Benchmark %				
Year	**Spring 2023**	**Spring 2024**	**Spring 2025**	
EBRW	61.39%	57.83%	70.81%	
Math	44.94%	41.49%	41.08%	

							SAT	PSAT - Fall			
ELA											
Testing Year	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
Class of 2022	76%	66%	66%	66%		75%	69%				
Class of 2023	67%	73%	57%	56%	58%	9	78%	63%			
Class of 2024*	61%	66%	72%	67%	68%	8		67%	61%		
Class of 2025	2	59%	63%	67%	63%	7	54%	57%	55%	58%	
Class of 2026	1	2	55.95%	65.59%	68.45%	6	55.35%	60.35%	66%	59%	70.81%
Class of 2027	K	1	2	66%	69%	5	56%	55%	63%	63%	68%
Class of 2028		K	1	2	59.23%	4	57.57%	56.60%	61.00%	58.34%	66%
Class of 2029			K	1	2	3	52.52%	65.73%	61%		
Class of 2030				K	1	2	57.90%	67.32%	68%		
Class of 2031					K	1	2	53.66%	59%		
Class of 2032						K	1	2	48%		
Class of 2033						PreK	K	1	2		

Math											
Testing Year	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
Class of 2022	31%	41%	35%	48%		36%	40%				
Class of 2023	57%	45%	39%	42%	36%	9	37%	34%			
Class of 2024*	58%	60%	45%	41%	59%	8		41%	45%		
Class of 2025	2	59%	52%	52%	45%	7	42%	40%	42%	41%	
Class of 2026	1	2	58.68%	58.93%	57.14%	6	37.80%	51.17%	53%	38%	41.08%
Class of 2027	K	1	2	59%	73%	5	39%	58%	63%	41%	34%
Class of 2028		K	1	2	76%	4	51%	44%	54%	56.78%	38%
Class of 2029			K	1	2	3	52%	54%	43%		
Class of 2030				K	1	2	40%	71%	57%		
Class of 2031					K	1	2	57%	67%		
Class of 2032						K	1	2	51%		

GOAL 4: SCIENCE

The overall school score on the 2026 administration of the NGSS exam will improve by 2% from 59% to 61% when compared to spring 2025 scores.

Strategies

What specific actions will lead us to our goal?

1. The leadership team will engage in deep analysis of science data, including in-district data, common formative assessments, NWEA MAP test data, and PSAT/SAT data. This analysis will include looking at trends across the school and the grade level, as well as reviewing individual teacher and student results. This analysis will include looking at trends across the school and using this to improve teaching and learning.
2. The science instructional leader will facilitate PLC meetings to discuss current practices in science instruction, including identification of gaps and overlaps, leading to clarity regarding the skills, concepts, and understandings that students must have by the end of each grade level.
3. Teachers will utilize interim NGSS assessments or embed canceled NGSS style questions in assessment. Teachers will continue to integrate practice NGSS problems into daily lessons, CFA's and summative assessments.
4. The science department will utilize currently existing curricular strand examination and work to find ways all content is addressed prior to NGSS administration in the spring of students junior year.
5. Additional targeted intervention will be provided to students who, as identified through SRBI, department meetings, SST, and a review of assessment data will be provided through both in-school intervention (during Tribe, Focus, Chiefs, and study halls) and outside-school tutoring sessions.
6. Staff will participate in subject-specific common planning time to review data, create CFAs, align curricula, discuss instructional strategies, develop individual student supports as needed, and plan units to support areas of need identified through testing results
7. SAT/NGSS Prep course as a graduation requirement will assist in preparing students for the exams. Enrollment in these classes based on PSAT/NWEA scores.
8. Interdisciplinary PL groups will meet as part of the Wednesday afternoon PL plan with a designated focus aligned to standardized test performance and the sharing of best practice.
9. Integrate Special Education into the science PLC or during interdepartmental periods.

Indicators

What information can we use to measure our progress toward our goal?

- Student grades on department Common Formative Assessments/Unit Assessments.
- NGSS/NWEA Scores (Cohort and year over year) will improve in the 2025-2026 school year compared to the previous school year(s) and testing periods.

BOY Indicators

NWEA Scores- Fall 2025 Administration

Indicator (Proficiency)	Number of Students (Math)	Number of Students (Reading)	Number of Students (Science)
Grade 9- 162 Students			
High/HighAVG	N/A	N/A	114 (70%)
AVG	N/A	N/A	22 (17%)
LowAVG/Low	N/A	N/A	21 (23%)
Grade 10- 155 Students			
High/HighAVG	N/A	N/A	101 (65%)
AVG	N/A	N/A	29 (19%)
LowAVG/Low	N/A	N/A	25 (16%)
Grade 11- 135 Students (Science Doesn't Norm Achievement)			
High/HighAVG	N/A	N/A	102 (75%)
AVG	N/A	N/A	17 (13%)
LowAVG/Low	N/A	N/A	16 (12%)
Grade 12- 163 Students (120 Took Math)			
High/HighAVG	69 (58%)	65 (46%)	N/A
AVG	23 (19%)	36 (22%)	N/A
LowAVG/Low	28 (23%)	52 (32%)	N/A

NGSS			
Year	2021-2022	2022-2023	2023-2024
11th Grade	44.40%	42.13%	46.90%

Science - R14 Students at time of testing							
Testing Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Class of 2022		10	48%				
Class of 2023	53%	9		44%			
Class of 2024		8			42%		
Class of 2025		7	57%			46.58%	
Class of 2026	68%	6		57%			59%
Class of 2027		5			64%		
Class of 2028		4	67%			54.54%	
Class of 2029		3		71%			70%
Class of 2030		2			67%		
Class of 2031		1				73.91%	
Class of 2032		K					70%

GOAL 5: CLIMATE

Refer to the 2025-2026 NHS Climate Plan here for more details.

GOAL 6: Attendance

The school chronic absenteeism will decrease to under 9% for the 2025-2026 school year.

Strategies

What specific actions will lead us to our goal?

1. Student Monitoring- Weekly and Quarterly review of attendance via SST/administrative meetings and referral to SCOPE/AG review as needed.
2. Update tardy and attendance policy for chronic absenteeism and loss of credit.
3. Chronic students will have a meeting with administration and parents.
4. 5, 9, and 10 day attendance letters to be mailed every 30 days. These letters will also be updated for the 2025-2026 school year. Chronic absenteeism letters will also be sent home.
5. Counselor, admin, SW home visits and Juvenile Review Board/DCF referrals as needed,
6. Incentivise- March/April attendance bracket with rewards will occur. Furthermore, weekly gift cards will be provided for improved attendance and perfect attendance.

Indicators

What information can we use to measure our progress toward our goal?

1. Monthly PS attendance reviews will decrease to under 10% per month.
2. Increased communication with parent notes on days students are absent.
3. Parent feedback on school and district climate surveys.

BOY Indicators

Chronic Absenteeism, Trend			
District	School	Student Count	Percentage
2021-2022			
Region 14	Nonnewaug HS	98	14.8
2022-2023			
Region 14	Nonnewaug HS	90	13.5
2023-2024			
Region 14	Nonnewaug HS	95	14.7
2024-2025			
Region 14	Nonnewaug HS	60	9.4
2025-2026 (667)			
Region 14	NHS- AUG/SEP/OCT	57	8.5

ADDITIONAL PRIORITIES

- Designate a testing coordinator to oversee testing administration, communications, accommodations, and data analysis.
- At least 75% of parents will agree or strongly agree with the statement that "the PSAT/SATs are important to my child's education/post-secondary planning" as measured by the 2025-2026 NHS Parent Input Survey.
- **At least 98% of students will participate in the standardized assessments (SAT/PSAT/NGSS) each year.**
- **NWEA Scores will continue to improve (target of 75% passing per each subtest).**
- At least 95% of all grades students will participate in the Connecticut Physical Fitness Assessment.
- As part of our collective focus on emphasizing high rigor opportunities, Nonnewaug believes that all students benefit from opportunities to participate in college-preparation coursework (ex: AP, ECE). As such, it is our goal to have as many students as possible enroll in at least one dual-enrollment course during their high school career. With this in mind, we will continue to examine ways to increase the number of students passing such exams by engaging in meaningful reflection of scores and developing appropriate teaching strategies.
- **UConn/ECE registrations:** Nonnewaug students have 345 course registrations for 25-26 compared to 288 last year. This is a significant increase of 30%. QU, Post, SCSU, CT State, and spring ECE dual enrollments have added an additional 16 students. This growth is due to the more available opportunities and the diligent work of the teachers and counselors in promoting the program and assisting families with the application process. We will continue to support these dual enrollment options and hope to see continued growth in the future. **37% of all Nonnewaug students are taking an ECE and/or AP course.**
- PLCs and a formalized data team procedure(s) will provide opportunities for teams to review student work and progress, and to plan for instruction.
- We will review common scoring of student work to ensure accuracy with reporting and continued student growth.
- NHS Climate Team will continue to identify programs and strategies that promote a positive school climate.
- We will promote opportunities for students to participate in community outreach.
- Update the course weighting to address inequities in different courses.

LONGITUDINAL DATA: ACADEMIC RESULTS

Percentage of Students Meeting/Exceeding Goal on SAT/NGSS

Nonnewaug High School									
PSAT's Meet or Exceed Benchmark %									
Year			**Fall 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**	**Spring 2025**
EBRW 9th Grade					57%	66%	63%	66%	69%
Math 9th Grade					40%	53%	41%	38%	31%
EBRW 10th Grade			75%	78%	67%	55%	59%	68%	72%
Math 10th Grade			36%	37%	41%	42%	38%	34%	41%
EBRW 11th Grade			71%	76%	69%	59%	54%	58%	SAT
Math 11th Grade			32%	37%	29%	37%	34%	40%	SAT
SAT Meet or Exceed Benchmark %									
Year	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**	**Spring 2023**	**Spring 2024**	**Spring 2025**	
EBRW	71.58%	72.34%		69.42%	63.35%	61.39%	57.83%	71%	
Math	45.51%	44.68%		40.13%	33.54%	44.94%	41.49%	41%	
NGSS							**Preliminary**		
Year	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**		
11th Grade	49.29%		47.51%	44.38%	42.13%	46.89%	59%		

Spring 2024 was the first year the SAT was adaptive

LONGITUDINAL DATA: SCHOOL CLIMATE RESULTS

PARENT SURVEY

Data from 2025-2026 BOY Survey



