

*I. Responses to highlighted recommendations****1. Report on the “Expectations for Student Learning Survey” results in assessing the level of success in the achievement of the learning expectations.***

Classification: Completed

Response: Nonnewaug High School parents, faculty, and students have all taken the “Expectations for Student Learning Survey” rating Nonnewaug on the opportunities provided for students to meet the 21 academic, civic, and social expectations. The parental results revealed:

- Overall, the three civic expectations were rated the lowest. With a significantly small proportion of parents taking the survey, the parent results may be the least valid in terms of use to the school for improvement purposes.
- The parents’ survey results for academic and social expectations were fairly uniformly distributed, with the vast majority of parents rating each expectation as ‘adequate or better.’

The senior students took the survey within the last two school years, and we will be re-administering the survey to senior students in June of 2007 to further monitor student perception of expectation achievement. The student survey results included the following:

- Overall, students rated the academic expectations the highest, then social, and then civic expectations the lowest.
- For all nine academic expectations, at least 73% of students reported that Nonnewaug provided them with ‘adequate or better’ opportunities to meet each expectation.
- At least 65% of students reported that Nonnewaug provided them with ‘adequate or better’ opportunities to meet the nine social expectations.
- At least 46% of students reported that Nonnewaug provided them with ‘adequate or better’ opportunities to meet the three civic expectations.

The Nonnewaug teachers took the survey during a faculty meeting in June of 2006. The teacher survey results included the following:

- Overall, teachers rated the academic expectations the highest, then social, and then civic expectations the lowest.
- The teachers, parents, and students all rated the academic expectations the highest.
- Most of the changes undertaken as a result of the survey address the civic and social expectations.

2. Develop a method to monitor through the use of school-wide rubrics and report to the public the level of success of individual students in achieving the academic expectations.

Classification: Completed

Response: The faculty participated in a workshop to revise our current Academic Expectations and corresponding rubrics (see attached). The rubrics were each modified

to reflect a 3-point scale: 1- not proficient, 2-proficient, 3-exemplary. Faculty also brainstormed applications for classroom use of these rubrics and discussed how the new format corresponded well with CAPT (state testing) rubrics.

Monitoring Student Progress: Several possible ideas have been discussed for how to report student success to the public. One idea is to add a column to our current electronic grading reports (GradeQuick) for each expectation. Teachers could then respond to the expectations that best match their discipline. We could also assign certain departments corresponding expectations. Another idea being considered is individual student electronic portfolios. This school semester (2007), Nonnewaug has implemented an advisory program through which each student will be assigned one teacher-advisor, and that person could potentially be responsible for monitoring his/her students' portfolios. We also discussed the possibility of traditional file folder portfolios for each student, but storage is an issue.

The Process of the Personalized Educational Plan (PEP):

- We meet with each eighth grader individually to begin the process. At the time of registration, we talk about developing a 4-year plan and begin to identify areas of strength and weakness, future plans, and courses that fit the plan.
- In ninth grade, we focus on credits. Students list the courses they are taking and how many credits they will earn. During course registration, the students consult their plan and make any corrections.
- In tenth grade, the students review their plans and begin to address College Board testing, extracurricular activities, and Graduation with Recognition.
- In eleventh grade, students review their plans, add test data, and develop a timeline for post-secondary planning.
- In twelfth grade, students make final plans for post-secondary education/training/employment.

Reporting to the Public: The superintendent has arranged with the local newspaper, *Voices*, to include a monthly spotlight on education in Region #14 that will include information regarding Nonnewaug High School's achievement of the civic, social, and academic expectations. We will report student progress to the public through postings on the school website, articles in the school newspaper, and updates in the Principal's Newsletter. In addition, we plan to display posters listing the Expectations in classrooms and other strategic locations around the school.

Future plans: Use the same process to revise the Social and Civic Expectations and their corresponding rubrics. There is currently an established implementation date of May 2007 during an in-service, which will serve as a Beta test.

3. Report on any changes undertaken as a result of data gathered by the learning expectations survey.

Classification: Completed

Response: Upon receiving the results of the learning expectations survey, the faculty reviewed the academic expectations as well as the rubrics associated with these expectations to ensure that they would be applicable to curricula, classroom instruction, and assessment in the classroom. A system has been established to review and revise learning expectations on a 3-year cycle.

Since three survey groups (students, parents, and faculty) rated achievement of the academic expectations the highest and civic expectations the lowest, the majority of changes undertaken are designed to improve achievement of the civic expectations. In order to address the opportunities for students to achieve civic expectations, we have implemented Graduation with Recognition and worked in conjunction with the Denan Project. Through this program, students fund-raise and put on a concert in order to provide funds and resources to the African village of Denan. This program has significantly boosted student citizenship and awareness of global communities. Through National Honor Society, National Art Honor Society, Music (Tri-M) National Honor Society, FFA, FBLA and Teens Engaged in Acts of Merit (Team), students have the opportunity to gain civic involvement.

In the 2006-2007 school year a Latin American Culture Club was formed which initiated a community service component to teach Spanish to elementary students in grades K-2. Over 40 elementary students in Woodbury's Mitchell School are enrolled in the program which takes place on a weekly basis with high school students as teachers, creating and implementing differentiated lessons.

PEP and extracurricular opportunities in such activities as Diversity Club, Peer Connection and an expanded Art Club have helped students achieve social expectations. We have also re-opened and staffed the Career Resource Center. This room in the school allows students to plan for the future by providing students with college information, employment opportunities, and career awareness. In addition, the special education department has developed a school transition program for students with Individualized Education Plans. This program involves work-study and post-secondary exploration. The program encourages students to explore career opportunities and take part in field trips to higher education facilities. Students are employed, receive job-coaching, and have their interests assessed through interest inventories. Career assistance is also available to all students school-wide. In order to improve the achievement of academic expectations, the entire faculty has begun implementing individual plans to boost student opportunities to learn. All teachers in the school are aware of the fact that we can do more to provide students with opportunities to achieve all of the learning expectations.

4. Report the results of the plan developed by the guidance department to improve personalization as an addition to the school's various advisory program.

Classification: Completed

Response: The Nonnewaug High School guidance department developed a plan (similar to an IEP) that would provide every student with a personalized, four-year education plan. This Personalized Education Plan (PEP) was implemented with the Class of 2009. Each student, early in freshman year, met in small groups to begin the process. For the 2006-2007 school year, the guidance counselors will change from a paper-based PEP to a technology-based PEP, using their new web-based college/career program, *Naviance*.

A listing of the process of the PEP (Personalized Education Plan) is as follows:

- Guidance counselors meet with each eighth grader individually to begin the process. At the time of registration, we talk about developing a 4 year plan and begin to identify areas of strength and weakness, future plans and courses that fit the plan.
- In ninth grade, we focus on credits. Students list the courses they are taking and how many credits they will earn. During course registration, the students consult their plan and make any corrections.
- In tenth grade, the students review their plans and begin to address College Board testing, extracurricular activities and graduation with recognition.
- In eleventh grade, students review their plans, add test data and develop a timeline for post-secondary planning.
- In twelfth grade, students make final plans for post-secondary education/training/employment.

5. Report on changes in teaching and learning resulting from the "Graduation with Recognition Program."

Classification: Completed

Response: The "Graduation with Recognition Program" has been in place at Nonnewaug High School since the 2004-2005 school year. In 2006, NHS graduated 22 students with recognition. Current participation in the program across disciplines stands at more than 100 students. The highest participation has been in the fields of Video Production and Technology Education (40) and Art (32). Currently there are several students involved in every department (History – 4, English -- 4, Math – 5, Physical Education – 8, Science – 3, Agricultural Science –5, Music – 10, World Languages – 4, and Business – 6.) Participation has increased over the three years of implementation. Annually the program grows.

Departments were surveyed regarding the impact of the "Graduation with Recognition Program" on teaching and learning.

Teachers across the disciplines are seeing increased interest in coursework sparked by the "Graduation with Recognition" opportunity. In addition, teachers in some disciplines have found that the "Graduation with Recognition Program" has made it

possible to offer enriched instructional opportunities. For example, in Physical Education, teachers are beginning to utilize participants in some assistant teaching roles to increase activities which can be offered to all students. In World Languages, the program has led to an increase in the number of students who are taking two languages. In Video Production, student involvement has increased in all after school activities, including taping Board of Education meetings.

6. Report on changes in teachers' practices and in student learning that have occurred as a result of the training in differentiated instruction.

Classification: Completed

Response: Nonnewaug High School has made a significant commitment to differentiated instruction. In addition to training in differentiation, we have participated in professional development to help us integrate differentiated instruction strategies into the Understanding by Design framework (Professional Development -- November 22, 2006). Individuals and entire departments have begun to include strategies for differentiation in the development of individual lessons, entire units, and department curriculum documents.

At our October 3, 2006 staff meeting, a teacher with extensive experience in differentiated instruction reviewed the central issue: "What is Differentiation?" Sample lessons were presented and discussed. Following these sessions, we created an electronic file and requested sample differentiated lessons from each department. Numerous lessons have been submitted. All staff will have access to this growing file of differentiated units and lessons and will be encouraged to review and to utilize ideas. Samples from lessons submitted to the file on Differentiated Instruction:

- In World Languages, a lesson using news clips, first without and then with sound, gives students multiple opportunities to acquire new vocabulary. The news content also provides opportunity for advanced students to develop higher level thinking skills.
- In U.S. History, a Civil War lesson invites students to demonstrate their understanding of the impact of the war on individual people by capturing a "moment in time." A wide variety of product options are possible as students are invited to create diary entries, letters, journals, posters, "photographs," and more. Students are able to gather information from a variety of sources as well (video clips, overheads of photographs and art of the period, poems, stories, and Internet and text sources).
- A math lesson on finding the midpoint of a line includes content presented visually, orally, and kinesthetically. Students work individually and then with partners.
- In a science lesson on evolution, students choose an organism, explain how it has changed over time, and predict how it will change in the future. In the performance based assessment at the end of the unit, students are encouraged to develop creative reporting methods which allow them to capitalize on their individual strengths.
- In the English Department, differentiated learning is the focus.

Finally, evidence of differentiation has become part of the Nonnewaug High School teacher evaluation process. During formal classroom observations, strategies which provide for differentiation are noted. Discussion of what is and is not working with differentiation has become an important part of post-observation sessions.

II. Responses to Evaluation Report Recommendations

STANDARD FOR ACCREDITATION: Mission and Expectations for Student Learning

6. Develop an assessment process to monitor student progress on the academic, social, and civic expectations for learning.

Classification: Completed

Response: Starting in 2005-2006 Guidance has begun ongoing monitoring of students through Personalized Education Plans (PEPs) that annually identify and record student progress academically, socially and civically. The process began with the class of 2009 and annually will move upwards through the grades.

(See also Highlighted Response #2)

Update of 2-year report: Civics instruction is now incorporated in a two-year course in the Constitutional History of the United States which is required of all students.

STANDARD FOR ACCREDITATION: Curriculum

14. Provide opportunities in the professional development program for teachers to engage in curriculum improvement activities.

Classification: Completed

Response: Professional development continues to be devoted to the incorporation of the Understanding by Design lesson and curriculum templates into everyday use by teachers.

- Professional Development days have been reserved for departments to collaborate and write units using Understanding by Design.
- The district website provides information on professional development and materials from development experiences.
- Teachers have been involved in writing new lessons, units, and curricula using Understanding by Design.
- Teachers report that requests for professional development out of district have been supported by the administration.

STANDARD FOR ACCREDITATION: Instruction

1. Align instructional practices to the Expectations for Student Learning and the new Mission Statement.

Classification: Completed

Response: Our Nonnewaug Mission Statement, Expectations for Student Learning, and our District Mission Statement continue to drive instructional practices. Previously reported initiatives continue with new initiatives implemented.

- Professional Development in Understanding by Design has lead to a variety of methods to assess student learning. Curriculum is being written in the UbD model.
- Yearly school-wide goals are based on Expectations for Student Learning. Our goal for the 2006-2007 school year is to promote student responsibility. One result of this initiative is increased self and peer assessments.
- A representative from each discipline is participating in the National Governor's Association Educational Leadership Council promoting student motivation and teacher leadership.
- A guest speaker program was initiated that will expose students to career options they might otherwise not have known existed. One career fair was carried out successfully in 2007, with additional career fairs planned for 2007-08.
- The Connecticut Standards drive all instruction.
- Graduation with Recognition acknowledges students who exhibit a special talent in a specific area. The participation continues to grow.
- Nonnewaug High School has developed a partnership with Woodbury residents in assisting the non-profit Denan Project which has aided the African village in securing numerous resources including a hospital and a water pipeline.
- New initiatives include: PEP, Advisory Program, Student Council Legacy Events, Leadership Academy, CAS Sister School Program with the Shandong Province in China.

3. Enhance instructional practice to ensure that students make connections in concepts and knowledge across disciplines.

Classification: Completed

Response: As of the fall of 2006, departments have continued to take responsibility for collaborating so that students are able to make connections in concepts and knowledge across the curriculum. In addition to examples reported in 2004, specific examples of how this is achieved are as follows:

- Interdepartmental meetings, first scheduled for the 2004-2005 school year, have continued and three have taken place in 2006-07 school year.
- Performance based tasks across disciplines are utilized for authentic assessment. Business/English/History departments format all formal writing assignments using MLA standards. Math/Science, English/Social Studies have cross discipline assured experiences in the 9th grade Honors classes. Journalism/Digital Design/Art/English

collaborate on the school newspaper. All of the above allow for more differentiated learning for our students.

- English/History departments have identified common goals for research and writing and have proposed future development of a core vocabulary and the alignment of literature with the study of particular historical periods.
- CAPT focus and training has led to more writing across the disciplines.
- Units and lessons developed by the English Department which have interdisciplinary connections are being successfully implemented:
 - Art (English 11 & 12)
 - Music (English 11 & 12)
 - History (English 9, 10, 11).
- A Humanities course, offered to seniors, emphasizes connections among literature, art, music and architecture.
- Under the new full inclusion model for Special Education, all level three classes are co-taught allowing for students to make connections across disciplines.
- The Journalism class is working with both Art and Digital Design to enhance the quality and quantity of graphics for the school's award-winning newspaper, *The Chief Advocate*.
- Various Spanish classes have incorporated the use of context clues to aid students in vocabulary development.

4. *Provide opportunities for teachers to regularly and effectively collaborate both within and across disciplines.*

Classification: Completed

Response: One venue for this type of collaboration is departmental meetings and interdepartmental meetings (held at least three times a year, replacing department meetings for those months).

- At several faculty meetings, members of the English department presented CAPT strategies which can apply to all disciplines.
- Within the History department, teachers have voluntarily observed each other's classes in order to expose themselves to various teaching strategies and content.
- Time is set aside at faculty meetings for teachers to share student work across disciplines.
- Time is set aside at faculty meeting for teachers to share successful motivational, instructional, and technology-inclusion strategies.
- A common period has been provided for case management for all Special Education teachers.

STANDARD FOR ACCREDITATION: Assessment of Student Learning

3. *Provide professional development for teachers for training related to assessment techniques.*

Classification: Completed

Response: Various faculty meetings have focused on assessment techniques and the importance of both formative and summative assessment. Teachers have been able to review exams of colleagues outside of their departments to assess the use of higher-cognitive thinking skills. Nonnewaug faculty and staff will continue to discuss assessment both in faculty meetings and department meetings; assessment will also be an ongoing part of professional development activities.

- Two staff-development meetings on differentiated instruction have included differentiated assessment opportunities using UbD and materials from Carol Ann Tomlinson.
- During November 2006 professional development, teachers were trained in differentiated assessments as they relate to Understanding by Design. During the same professional development week, the World Languages department received training in ACTFL's Integrated Performance Assessment and was given time to create their own units which incorporate the performance assessment module.
- In January 2007, the CT Department of Education provided a training on the changes made to the 3rd Generation CAPT and formative assessment strategies.

6. *Develop reporting systems to communicate within the school and to the community at large student achievement of the school's Learning Expectations.*

Classification: Completed

Response: The superintendent has arranged with the local newspaper, *Voices*, to include a monthly spotlight on education in Region #14 which will include information regarding Nonnewaug High School's achievement of the civic, social, and academic expectations. Last year Nonnewaug High School had over 200 articles in local newspapers. We also anticipate reporting student progress to the public through postings on the school website, articles in the school newspaper, and updates in the Principal's Newsletter. We also plan to hang posters listing the Expectations in classrooms and at other strategic locations around the school. They are currently posted in the Main Office, Board of Education Conference Room, on the Website and in Student Handbooks.

8. *Use student academic, civic, and social performance data to direct modifications in the school's programs.*

Classification: Completed

Response: Careful review of student academic, civic, and social performance data has been systematically utilized to direct modifications in the school's program. Performance data from a wide range of sources has been considered including CAPT scores, student grades, feedback from graduates about success in college programs, and performance in various local and state competitions. Following are examples of modifications:

- In Art, performance data from AP Art portfolios has led to modifications in the program to include a digital design component.
- As a direct result of Math CAPT data, the sophomore Geometry college preparatory and general level programs have been revamped to better prepare students for CAPT.
- Data on student performance in Algebra II, Level 3 has led to consideration of additional math courses to better serve the diverse needs of students.
- CAPT data on writing has led to an increased focus on writing across all disciplines, including within the Unified Arts programs.
- The English department is using practice CAPT data as a baseline to determine student instructional needs.
- SAT data led directly to the addition of an SAT Math Prep course.
- Student performance data from Level I Physics led to introduction of an AP Physics program.
- In World Languages, data from student pre-tests and feedback from NHS graduates have indicated a lack of facility with the spoken language. As a result, the program has been modified to allow for more time with verbal conversation and complete immersion in some Spanish classes.
- START Team and Departmental review.

SUPPORT STRAND: Leadership and Organization

4. *Reduce the barriers to collaboration that currently exist between teacher leaders and members of central administration.*

Classification: Completed

Response: There have been several changes in central administration since the two-year progress report. These changes have begun to create an improved culture of communication:

- As of July 2006, the district hired a new Superintendent of Schools for Region 14.
- The superintendent has, in a relatively short amount of time, created a climate of communication with teacher leaders and himself.
- The superintendent e-mails frequent updates to all teachers in the district, invites personal feedback, and responds in a timely manner.

- Teacher requests for professional development are met. For instance, Special Education is implementing a new system for developing IEP's. Previously, IEP's were handwritten, but the district adopted an on-line program called IEP Direct. The Special Education Chair asked if part of November's professional development could include an additional hands-on workshop in IEP Direct. The request was promptly accepted.

SUPPORT STRAND: School Resources for Learning

4. Develop and implement a formal advisory program.

Classification: Completed

Response: Beginning with the second semester of the 2006-2007 school year, an organized advisory program will be implemented using the 24 minute study halls that are part of the lunch block. Freshman and sophomore study halls will be broken into groups (approximately 15-18) and assigned to a teacher who will be both study hall teacher and mentor. Every Monday, all freshman and sophomore study halls will be devoted to activities to bolster the mentoring relationship. The guidance counselors are in the process of writing curriculum that addresses the three areas of student learning expectations: academic, personal/social, and civic. During 2007-08, the program will include grades 9-11; and in 2008-09 all students in grades 9-12 will participate in the Advisory Program. Curriculum and lessons are in place to support the ninth and tenth grade advisory groups.

12. Ensure that all student support personnel are informed about the school's curricula and have access to these documents.

Classification: Completed

Response: All written curriculum documents continue to be readily available in department offices as well as the Principal's and Curriculum Coordinator's offices. All Level 3 classes currently follow a full-inclusion, co-teacher model. All Nonnewaug teachers have copies of the standards for their discipline. Additionally, non-certified support personnel are provided with curricula materials.

13. Develop a systematic, comprehensive, and on-going plan for the evaluation of student support services.

Classification: Completed

Response: The Director of Special Services is developing an evaluation plan for student support services personnel that takes into account the unique role these individuals play within the school. This plan will be reviewed with the Nonnewaug High School

Principal and, once approved, used as the guideline for annual goal setting and performance evaluation. Please also see Highlighted Recommendation # 14.

SUPPORT STANDARD: Community Resources for Learning

12. Provide additional custodial service for Nonnewaug High School to assist in the care and management of the expanded facility.

Classification: Completed

Response: A 0.5 custodial position was added to the 2003-2004 custodial staff for Nonnewaug High School and the adjacent Central Offices. An additional 0.5 position was introduced for the 2004-2005, 2005-2006, and 2006-2007 budgets, but was cut during the first rounds of budget trimming. The additional 0.5 position is in the preliminary budget for the 2007-2008 school year.

13. Revise and update a strategic plan to address future program, staffing, facility needs, and capital improvements.

Classification: Completed

Response: The district Mission Statement has been completed and is in place. Beginning in 2003, the Strategic Planning Committee, through the Board of Education and the administration, compiled data benchmarking for program, staff, facility needs, and capital improvements. The Regional District 14 Strategic Analysis Report was released on January 20, 2005, addressing perceptions of the district, demographics, performance, as well as services and operations. Recommendations with follow up initiatives included: curriculum methodology, reading, curriculum improvement, Advanced Placement, communications to home, infrastructure, post-graduate student tracking, district organization structure for curriculum activities, continuous improvement process and structure, and strategic plan. It should be noted that in the continuous improvement cycle, the district is currently beginning to renew the strategic analysis process again for improvement review and updating.

III. Briefly describe any substantive change with a negative impact which has not been reported previously to the Commission. A copy of the Commission's Substantive Change Policy is enclosed for your reference. If there have been no substantive changes, please write a statement to that effect.

No substantive changes to report.

IV. Submit a copy of the school's current statement of mission and expectations for student learning, describe the process used to keep the mission and expectations current, and articulate any changes/revisions made since the on-site decennial visit.

Copies of the school's current statement of mission and expectations for student learning are attached. The academic expectations were revised in November of 2006. All members of the Nonnewaug High School teaching staff were involved in the revision process, and the staff is committed to using the expectations and rubrics within individual classrooms. Three years ago, Nonnewaug High School established a three-year cycle for revisiting the statement of mission and expectations for student learning to make sure that they continue to reflect current conditions and practices.

V. Cite specific examples of how the mission and expectations have been used to guide decision-making, particularly as it relates to curricular processes, instructional strategies, and the assessment of student learning.

These specific examples fall into three different categories:

- 1) Curriculum writing includes expectations to show consistency.
 - All new curricula is created in UbD format with a required section labeled "NEASC standards" which encourages teachers to focus on how the standards are guiding their curriculum.
- 2) We have used results from student, parent, and teacher expectation surveys to guide instructional strategies. Development of learning expectations assessment is in progress.
- 3) Expectations are still in the process of being included into the assessment of student learning.

VI. Briefly describe any achievements or strengths in the school's program or services which have not been previously reported and which have significance for the school.

Several new courses have been added to enhance the elective offerings available to students:

- Spinning the Web (new in 2003-2004)
- Digital Design (new in 2005-2006)
- Advanced Digital Design (proposed 2007)
- 3D Design III & IV (proposed 2007)
- AP Physics B (proposed 2007)
- Forensics (proposed 2007)
- AP Studio Art: 3D Portfolio (proposed 2007)
- Italian I (proposed reintroduction 2007)
- AP Spanish V (proposed 2007)

New programs to address student expectations have been started:

- Graduation with Recognition was initiated in 2004-2005. Students who show a talent or propensity in any one of eleven areas and who perform 100 hours of community service are recognized at graduation.
- Beginning with the Class of 2009, The Guidance Department initiated the Personalized Education Plan (PEP) which provides all students with a four year road map that addresses the academic, civic, and social expectations of this high school.
- Beginning in January 2007, all freshmen and sophomore students will be part of an advisory program that provides each student with a mentor teacher. Through planned activities and opportunities for discussion and interaction, students and teachers can connect on a level beyond the classroom.
- National Governor's Leadership Program began in 2006. Active research and strategy applications on student Advisory methods are used in grades 9-11.
- Summer Leadership Academy for Students began in 2006 for fostering intergrated Student Council.
- Nonnewaug has re-introduced the position of Career Resource Center coordinator, a valuable resource for students in college and career searches and during the college application process.
- The Denan Project (Denan is a village/region in Ethiopia) which was initiated by the Social Studies Department works with the 11th grade students and its curriculum to raise money and help the people of Denan.

VII. Describe any school restructuring or other reform initiatives or projects not previously reported and indicate planned or completed changes resulting from such initiatives or projects as they relate to the school's mission, the curriculum, instruction, assessment, services, personnel, facilities, finances, school climate, educational media technology, and/or community support and involvement. If there have been no new restructuring or reform efforts, please write a statement to that fact.

Personnel:

- UbD—Curriculum reform district-wide. Nonnewaug High School is at the forefront of the change and about one year ahead of the rest of the region.
- The district has hired a Regional Director of Technology who has been providing training for teachers in the use of Smart Board and Final Site technology. Several teachers are utilizing Smart Boards on a daily basis.
- The region has hired a Transition Coordinator for special Services at Nonnewaug High School who oversees transition services which include vocational testing, job coaching, and work-study placement.
- Nonnewaug has re-introduced the position of Career Resource Center coordinator who is a valuable resource for students in college and career searches and during the college application process.
- The Region has hired a new Music Director who works with all the schools to improve programs and raise community involvement in and appreciation of the various music programs.
- The Region has hired a new Finance Director and Director of Special Services.

Understanding By Design (UbD):

The staff has participated in multiple training sessions for UbD. These sessions included: “An Overview”, “Writing Essential Questions and Enduring Understandings”, “UbD Differentiated Learning”. A new UbD template has been created for Region 14 and all new and revised curricula are to be put into that format.

Community Involvement:

- The Journalism instructor has created a partnership with the local newspaper, *Voices*, which provides both a valuable resource and a reduction in production costs.
- Allied Health Career Fairs
- Classroom career guest speakers related to various disciplines.

VIII: Follow-Up since the Two-Year Progress Report

1. A NEASC Committee was formed with members that represent the full complement of the school:
 - Taryn Fernandez (Co-Chair) – World Language
 - Barbara Losee (Co-Chair) – Business/Unified Arts
 - Kevin Clemente – Math
 - Lisa Fishman – English
 - George Lyman – Agriscience
 - Pamela Pagano – Special Services
 - Karen Prince – Guidance
 - Susan Rainsley – Social Studies
 - Chris York – Science

2. A Learning Expectations Survey was given at Open House to Parents. Results from those who responded:
 - Adequately – 13%
 - Very Well – 69%
 - Comprehensively – 17%

3. A district-wide Strategic Profile Committee was created to examine all areas that impact student learning including environmental, curricular and instructional issues.