

Lebanon Public Schools Annual Report 2015-2016



Robert J. Angeli
Superintendent of Schools

Board of Education Members: Albert Vertefeuille – Chairman, James Mello – Vice Chairman, Sandra Tremblay – Secretary, Berthier Bosse, Nicole McGillicuddy, Jason Nowosad, Stephen Nelson, Keith Wentworth, Mary Ellen Wieczorek, Andrew Zemantic – Student Representative

District Administration: Robert Angeli – Superintendent, James Apicelli – Principal, Lyman Memorial High School, Ann Birrell – Asst. Principal, Lyman Memorial High School, Robert Laskarzewski – Principal, Lebanon Middle School, Andrew Gonzalez – Principal, Lebanon Elementary School, Cheryl Biekert – Director of Pupil Services, Kathleen Mozak-Pezza – Director of Curriculum and Instruction, Scott Elliott – Athletic Director

Mission Statement: The Lebanon Public School District is a community of learners which values an active partnership with families, school and community. Our goal is to prepare students to succeed in a global world by providing a quality and challenging education in a safe environment.

The 2015-2016 school year has been an exciting year for me, both as a first-year superintendent and as my first year with the Lebanon Public Schools. I joined the district understanding that there were some key expectations for my work with the district:

1. Provide a rigorous and challenging instruction for all students
2. Develop short and long term goals and a plan for continuous improvement
3. Develop a fiscally responsible budget to support the education program
4. Involve stakeholders in decision making
5. Foster productive professional relationships with Lebanon town officials and staff
6. Maintain a comprehensive pre-K through 12 school system

To meet these expectations central office vacancies had to be filled. Positions filled this school year were Director of Curriculum and Instruction, Director of Information Technology, Business Manager and Bookkeeper. Two planning documents were created, a Theory of Action and a list of goals for me during the first year. These documents are appended. Meetings were held during the summer months with the leadership of each of the district bargaining units, as well as with unaffiliated staff, to gain understanding of various perspectives of district strengths and challenges. I also meet with several District Officials and staff members including the First Selectman, both before and after the November elections, chair of the Board of Finance, Resident Trooper, Fire Marshall, Public Works Director, Finance Director and Town Planner. I also meet individually with each Board member.

Weekly meetings were held throughout the school year with the Administration Team and monthly meetings were held with the Lebanon Education Association co-presidents. I visited the school as often as possible to talk with students and staff and observe the teaching and learning dynamic. The schools have a welcoming climate and provide a safe and encouraging environment for students learn. The administration and staff are actively engaged in enhancing their professional practice and in leading improvement initiatives.

In conjunction with the Board's Strategic Planning Subcommittee, Advisory Committees were formed to provide stakeholder groups' voice in the development of the Lebanon Public Schools Strategic Plan. The committees met once a month to review the plan as it developed and make suggestions on content, plan organization and formatting. The student advisory group included students in grades 8-12. The parent group included parents of students from each of our schools. The town leader group was

comprised of elected officials, town staff and other community leaders. The staff group included teachers, custodians, IAs, and other staff drawn from all 3 schools. Members of the administrative team functioned as an Advisory and Writing Committee.

The Lebanon Public Schools Strategic Plan is written to encompass the 16-17 through 18-19 school years. The main focus areas are Academics, Climate and Culture, Talent, Operations, Enrollment, Finances and Student Activities and Athletics. The plan awaits final approval by the Board.

The close out of the 2015-16 budget is still underway. A surplus was created when the district experiences less than anticipated spending in key areas, particularly in health benefits and special education tuition and transportation costs. The Board has been working with the Board of Finance to establish a nonlapsing account that can be used to address capital projects.

The 2016-17 budget was approved with a 2.12% increase over the current year budget. The increase will allow for maintenance of current programming and the addition of a Reading Consultant at LES, a math teacher for LMHS, a district Social Worker and funding for the Lyman Girls Swim Team. Savings were realized through working with Town Officials to make a change in health care providers. This resulted in an approximately \$390,000 from the original draft budget to the final budget approved at the Lebanon Town Meeting.

We worked with 2 districts on partnerships to receive students at the secondary levels. The Sprague Board of Education voted to make Lyman Memorial High School a designated school. The Franklin Board of Education is very interested in sending all the Franklin students in grades 5-8 to Lebanon Middle School. We will continue the conversation with the Franklin Board and residents in the 2016-17 school year. Lastly, we have been monitoring the discussions regarding the dissolution of regional District 11, Parish Hill Regional Middle/High School. We have contacted the First Selectman of Scotland, Chaplin and Hampton to inform them of our interest in serving the educational needs of their students.

Below are some of the highlights of the work underway in the district during the 2015-16 school year:

Curriculum and Instruction

With the transition to the Connecticut Common Core having been the focus over the previous few years, this year attention was turned to supporting teachers in the delivery of the curriculum. There will be need to continue with curricular changes due to the adoption of the Social Studies Framework. The Connecticut State Department of Education (CSDE) adopted the Next generation Science Standards during the 2015-16 school year. Modules describing the standards and transition steps are being developed at the state level and are incrementally released as they are ready. Science curriculum revision will not begin in earnest until we receive notification from the CSDE.

The focus this year has been ensuring high rigor and expectations for all students. Each of the schools has been active in this work. The elementary staff has been exploring instructional models and has begun professional development in the workshop model. The fifth grade teachers have also expressed an interest in the workshop model and in getting professional development. The middle school math department has reviewed its course leveling and will schedule fewer low level math classes. The high school staff has also reviewed course leveling and fewer scholastic classes will be offered. Teachers and administrators from all 3 schools, along with central office administration participated in the implementation of Instructional Rounds with the focus on rigor of instruction based upon the revised Blooms Taxonomy.

Our pre-K program received accreditation from the National Association for the Education of Young Children. The accreditation attests to the high standards we maintain for our youngest learners. Having the accreditation allows the pre-K program to be eligible for School Readiness grant funding. Lyman Memorial High School continued with the required reporting with the New England Association of Schools and Colleges to maintain accreditation.

We restructured the English Learner (EL) program in the district to provide better support for English learners and to increase communication and collaboration across the District in regards to ELs. We now have a designated person in each building who works with ELs on language acquisition skills and we have a native language support IA who splits his time between the elementary school and the high school.

We worked in all three buildings this year to fully implement NWEA in grades K-10. There is still some work to be done at the high school, but the process has produced good data in grades K-8. Teachers in the elementary school and middle school have used the NWEA data to help plan lessons and determine the need for intervention.

This is the first year we've received scores for the Smarter Balanced Assessments. Over the course of this year, we have been disaggregating those results and comparing them to NWEA to get a better sense of the alignment between the two tests. We've used the results to start a program evaluation of the math program to determine areas for growth.

Professional Development

We reconstituted the Professional Learning and Evaluation Committee (PLEC) and the Team Coordinating Committee (TCC) with wider participation from the school community to promote greater transparency and participation. The PLEC has ten members and the TCC has eleven.

The TCC has discussed what supports need to be in place for new teachers to be more successful at the beginning of the year and we are working to revise New Teacher Orientation as a result of their input.

The PLEC has discussed what professional development is needed through-out the district to improve the faculty's ability to meet the expectations we've set. At the beginning of the year they developed a list of what they felt were high priority areas and we've been arranging PD around those topics for both this year and next year. We also developed a more comprehensive feedback form for professional development so that we can collect data on the effectiveness of the PD.

A focus within professional development has been on developing leadership capacity. To do this we implemented an Instructional Rounds/Learning Walk protocol for the District. A group of fifteen teachers and administrators from each building, as well as Central Office, participated in two days of training during late February and early March and then completed one facilitated Rounds visit to each school during late March and early April. Through this process, participants learned how to look objectively at teaching and learning and dialog about organizational change.

Additionally, three administrators from the district attended the "From Compliance to Coherence" conference organized by the State Department of Education. They had an opportunity to learn about model programs around the State and bring back some useful ideas that can be implemented in district.

Teachers in the district had a variety of opportunities to participate as leaders. This year, we have members of the Art, Music, Technology, Social Studies, Science, English and Math departments participate in out-of-district professional development and then return a share their learning with their peers.

Also this year, we have offered professional development workshops on:

- Differentiated Instruction

- Writers Workshop

- Technology – Smartboards, Google apps/classroom, Turnitin, Brainpop, Raz-Kids, Prezi, Using Website Resources, PowerSchool, Tinker and Scratch

- Co-teaching

- Connecticut Core Standards – ELA and Math

- NGSS

- The Social Studies Framework Inquiry Arc

- Assessment in Art and Music

- Literacy in the Content Area

- Presidential Youth Fitness Program

- Special Education Topics – Assessment, Autism Spectrum Disorders, PPTs and IEP Development, Transition Planning, Peer Mediation and School Refusal

- Pre-kindergarten – ELDS

Some of this PD has been whole faculty, but many of these were done in small grade level, or department based, groups.

In addition to the workshops, the district has also started creating a PD library to support the new teachers in the TEAM program through the module process.

Pupil Services

The Department of Pupil Services is always a busy in researching, planning, training and implementing initiatives and supports for both the regular education student population and for those students who receive special education services.

The staff has had several PD experiences including, training in Autism Diagnostic Observation Schedule, Restraint/Seclusion Training, BASC-3 assessment, and Physical Management Training. She also facilitated training for staff in Emergency Mobil Psychiatric Services, scripting for students with social skill needs, in the use of iPads to create video scripting and in SBAC administration. PD was also provided in Susan Barton systems for dyslexia, uses of instructional technology, Woodcock Johnson IV assessment and Orton-Gillingham reading programs.

iPads and Chromebooks have been implemented with both students and staff to access online learning, computer program facilitated learning, students assessments and student management systems. Writers Workshop components were implemented with grade 3 students.

This year we added a special education teacher to the staff at Lyman Memorial High School. This was needed due to the shifting of our special education student populating into the high school as well as increased enrollment of special needs student in the Regional Agriculture, Science and Technology program. This hire also provided an opportunity to dedicate a teacher to the Life Skills program. We also implemented a Community Work Experience for students as part of their transition and vocational education program.

The Special Education Parents Group met 3 times during 2015-16 with speakers on the following topics:
The Doctor Is In – Dr. Mark Greenstein, Autism Spectrum Disorder
Jean Sawicki, Dyslexia
Transition Night with representations from Bureau of Rehabilitation Services and Department of Developmental Services

School Reports

Lebanon Elementary School- by Andy Gonzalez

- On September 30th an assessor from the National Association for the Education of Young Children (NAEYC) academy visited LES. We had worked hard to prepare for this visit and were excited to showcase our outstanding program. The visit involved several meetings, two classroom observations and a review of our classroom and program portfolios. We met all the required criteria and had no reportable situations. After a careful review by the NAEYC assessor our preschool program maintained accreditation and will be accredited until the year 2021. I was confident that this would be the outcome and am very proud of our staff for achieving this status. We have a caring and talented group of teachers and paraprofessionals who work very hard each day to provide a high quality program for our students and families.
- Smarter Balanced Assessments results for 2014-2015- English Language Arts 51% of our grade 3 students and 69% of our grade 4 students met or exceeded the achievement level benchmark and in math 54% and 58% of our grade 3 and 4 students respectively, met this target. These scores place us at or above state averages in ELA and far outperform the state averages in Mathematics.
- NWEA results- This year 59% of our students met or exceeded their RIT projection in Math while 46 % of students met or exceeded their RIT projection in reading. Our NWEA presenters had suggested using the 50% benchmark for goal setting using these criteria. I set our building goal for 60% in each area. Although we fell short of our goal I am proud of our efforts. Students worked hard to do their best on these adaptive assessments. Because of the design of the tests our students are challenged to answer questions at their just right level. There has been a focus on using the growth mindset approach with students while taking these tests. Because they are adaptive assessments, and the difficulty level will change depending on student performance so that a student is getting half the questions correct and half incorrect, teachers have spent time talking with students about how to respond to challenging problems and how to persevere. They have talked about the importance of remaining positive and believing in themselves. Another strategy we have used is having goal setting and progress monitoring meetings with students around their results from these tests. This helps make students aware of their own growth and helps them also identify areas that they can continue to improve. These meetings have proved to be powerful! The tests give teachers valuable data to inform their instruction and thus we are able to provide students with rigorous individualized instruction
- 2015 Summer Reading Challenge- The theme this year was “Reading is My Superpower!” 208 LES students participated in this challenge which is 81% of our student population. They read a combined 8,052 books which equates to an average of 39 books per participating student!
- PTA and Arts for Learning Sponsored Assemblies-The Tanglewood Marionettes performed a play called the Dragon King, Ginga Brasileira- Brazilian culture and dance assembly, Cello Bop, Jabali Afrika- African Drummers from Kenya, Bubblemania

- The “Buddy Bench” (a senior project done by Monique Dudar a student at LMHS) - The buddy bench is a simple idea to eliminate loneliness and foster friendship on the playground. Monique came to a Positive Behavior Assembly and shared this idea with our students and presented our building with a Buddy Bench which now sits on our playground.
- We also had Randi Behan another LMHS student present “Kindness Trees” to LES. These trees are displayed in our hallways and student write pledges of kindness to post as leaves on the tree.
- Parent teacher conferences were held on October 22nd and 23rd. This year 94% of our families attended the given conference times and 100% were contacted in some manner to discuss student performance. I am so pleased with the partnerships that have been developed between LES teachers and families. It is through these open lines of communication and cooperation that we are able to provide the best possible education for our students.
- On our November 3rd professional development day teachers at the elementary school will be engaged in webinars on instructional practices that are in line with the Common Core curriculum or focused on close reading. They will have time following these instructional videos to put their newly acquired knowledge to use by creating lesson plans to implement in the classroom. The afternoon had our staff participating in a workshop on differentiated instruction which will be led by Kathleen Mozak-Pezza. LES staff also participated in PD provided by EASTCONN with Stacy Watson with a focus on the Next Generation Science Standards. As a follow up to this training Ms. Watson conducted experiments with our grade 2 and 4 classrooms in a Mobile STEM lab. Jen Scoggins from LitLife worked with our staff on March 24th and engaged them in new learning around the workshop approach to instruction. She spent the day working with our teachers in whole group and small group settings helping us gain more background information on this best practice and brainstorm ways in which we can use this approach to enhance our instruction and student learning. LES staff also visited Goodwin Elementary in Mansfield to observe Writer’s Workshop and have conversations with teachers about writing instruction. This was an excellent opportunity to collaborate with another district to share ideas on how to best teach our students to compose writing pieces. Another ongoing learning opportunity was our participation in Learning Walks. Select members of the LES staff were part of a district team that conducted walks collecting data on our area of focus. My teaching team is looking forward to using this process to find out where we are and where we go next.
- I am happy to report that the LES community once again supported Neighbors Helping Neighbors by collecting items for donation. We had an overwhelming outpouring of donations and I was proud of our efforts for this worthy cause.
- Invention Convention- This year’s local Invention Convention at LES was held on March 8th. As usual, it was a huge success! The inventors were all so proud, and did a fantastic job of displaying and describing their inventions both to the panel of judges in the morning, and to all the friends, families, and classmates who attended the open-house in the afternoon. Thirty-two of our first through fourth graders participated in this exciting event. Ten percent of the participants each year are chosen by the judges to participate in the state Connecticut Invention Convention held at Gampel Pavilion at UConn. The judges had a really tough time this year narrowing their picks down to only four of the thirty-two participants, since all the inventions were so creative and well-prepared. But they finally settled on four inventors that went to UConn on April 30th: Sarah Gonzalez with “Cozies”, Raven Benigno with “My Little Pour Spout”, James Hiltz with “Safer Dog Bowl” and Laura Purvins with “Clip Write”. Congratulations to the finalists and to all our great inventors!! Great job, everyone!!

- Children's book week- LES joined schools across the country to celebrate children's book week. Events included Drop Everything and Read time, Buddy reading, wearing something that could be read, guest readers visiting our classrooms, daily poems read over the announcements, and mystery book readings which students made guesses on.
- Bingo for Books- this new event was organized by staff as another way to bring families back into our building for a night of learning fun. Families worked with their students to listen for sight words that were called in hopes of getting Bingo.
- LES Family Reading Night-This year's theme was Go Bananas for Books! Students and their guests traveled through the classrooms, which were decorated to give a feel of being in the rain forest, to enjoy reading fiction and non-fiction selections. Those who attended also got a chance to work together to complete learning activities associated with the books they read. They also got a chance to enter our raffle to win a reading tote bag filled with Dr. Seuss favorites! Over 75 families came back to school to enjoy this night.
- The first annual Someone Special Dance sponsored by the LES PTA was a huge hit. We ended up having over 200 people in attendance. It was an exciting event which provided the opportunity for our students to enjoy some good music, and time to dance, while having fun with a special person in their life. The walls of our building were adorned with writing samples that were put together by our students to try to express to their guest why they hold a special place in the kid's heart.
- Movie Night and Basket Raffle. Thanks in large part to the contributions of our families we were able to create some pretty elaborate baskets to be raffled off that evening.
- During the month of April, the 66 wing was repainted and is once again looking sharp. Additionally, the railings on the ramp leading to the cafeteria were turned into the wall to comply with safety codes. A fresh coat of paint was applied making these railings look brand new. The office and front entry doors had new camera monitors installed. This new system provides a much clearer picture of our visitors as they buzz in to the office and also improved the audio component so we may communicate with visitors before allowing them into our school. A new slab of concrete was placed at the exit of our 66 wing to allow for safer entry and exit of the building.
- Talent Show- 2016 LES Talent Show will be held June 3rd. We will have singing (some acapella!), dancing, acrobatics, and skits.
- VIP Day- For this annual event each student from every grade level will be allowed to invite one person to spend a portion of their school day with them. Each grade level will be doing a special activity with the VIP.
- Coins for Cancer Challenge- the Coins for Cancer Challenge was held from May 9th and ran through the 13th. All change collected was donated to the American Cancer Society's Relay for Life. Change was collected and recorded daily by Mrs. Ladegard's 4th grade class. This challenge was for students in grades PreK-4. The class with the most change (weight wise) at the end of the week won an ice cream party. Over \$2,000 was raised!
- On April 28th the Kindergarten team and I met with 24 newly registered kindergarten students and their families during our orientation evening. We were able to share information about our outstanding kindergarten program with those in attendance, answer any questions they may have had and give them an opportunity to tour the classrooms. These students and families are invited to return to LES for another transition activity, Popsicle with the Principal which will take place on June 15th at 12:00. On this day students can enjoy time on our playground, visit classrooms again and take a bus ride around the Lebanon Green.

- LES Field Day- Was a bid success with students and staff enjoying fun activities and competition.
- Our Moving Up Ceremony was held June 8th at 6:30.

Lebanon Middle School by Rob Laskarzewski

The Lebanon Middle School has had a great year. We are very excited about the prospect of receiving students from Franklin Elementary school. Below are some of the academic and PD activities held this school year:

- Continued implementation and refinement of Common Core curriculum
- New World Language classes for 7th graders
- New Library Exploratory for 7th grade
- New World Language Exploratory for 6th grade
- Transition to Google School started with PD on Google documents and presentations
- Started Instructional Rounds and identified areas of practice to focus on to increase rigor of student assignments
- School Wide 504 & IDEA workshop completed for all teachers
- Continued with PBIS program that also included School Climate and Connections activities
- New morning activity & yoga initiated
- Successful career exploration and goal work with Student Success plans and Job Shadow Exposition
- Arts exposure provided by - Arts for Learning – with an Assembly – Hip Hop Dimensions
- Created and promoted a middle school “brand” to market to other towns, i.e. Franklin
- LMS School wide NWEA Scores – (exceeded goal of 60%)
 - Math – 72% Met or exceeded RIT Score
 - LA - 76% Met or exceeded RIT Score

The 8th Grade Promotion Ceremony was held Thursday, June 9th at 6:00. We ended the year with an Awards assembly held Friday June 10th. As is tradition, school and central office staff lined the sidewalks to wave to the students as they departed for the summer on June 10th.

Lyman Memorial High School by Jay Apicelli

Academic, PD, accomplishments and events for the 2015-16 school year are presented by department.

Art:

Art Council @ EASTCONN:

October 21st – Topics included visibility and communication in promoting yourself as a teacher both inside and outside of the school. Learned about several exciting resources in the area including Hartford Performs and the Performing Arts Academy of CT. Reviewed the adoptive initiative of the CT Art Standards and their goals and timeline. Was introduced to the HESS Cognitive Rigor Matrix and made connections to strategic thinking and abstract reasoning that is currently present in my classroom. The resource helped to show a clear route of how to further develop artistic practices into extended thinking through drawing from multiple source materials for analyses and applying multiple sets of criteria to develop and present a product.

January 13th – Presentation on the CT Arts Standards Adoptive Initiative, CTSDE with Jacqueline Coleman and Denise Abercrombie. Included the merging of the 1998 framework with the National Core Art Standards, comparing and overlapping elements, collecting state holder feedback, areas of concern, and considerations needed for Connecticut. 1998 framework was defined as skilled driven while the

NCAS were defined as concept driven. Timeline was discussed for the next several months including putting out the executive summary and a PDF that will be available in March. How to further promote yourself and gain good contacts was also discussed.

March 30th – Continued discussion of how best to promote yourself in your school and school community. Advocacy in the arts, why it is more important now than it ever has been, received a very beneficial list of websites including Americans for the Arts, Arts Education Partnership, and Kennedy Center for the Arts. Was able to share my growing school website and receive feedback and new ideas to continue to develop it. Discussion on integrating to express the value of what we have and can share from our own classrooms. Building artistic literacy as a standard to help department seem not as isolated and build future connections with other departments.

MAYFEST (May 16-20)

Mayfest, in which artwork was put up on May 16th and taken down on May 20th. Held an open Mayfest date on the evening of May 19th where I met with many parents and grandparents of students and had general discussion of projects, classes offered, and the talent in our school.

Other Arts Events:

September 25	Talent Show
October 16 & 17	Fall Drama: The Importance of Being Earnest
October 29	Fall Chorus Concert
November 2 & 5	Charter Oak Music Festival
November 9	Tri-M Music Honor Society Induction
November 11	Veteran's Day Luncheon at the American Legion
November 14	Eastern Region Festival Auditions
December 6	Mattress Fundraiser
December 6	Lebanon Town Tree Lighting
December 15	Jazz Band Senior Center
December 17	Cabaret
January 8 & 9	Eastern Region Music Festival
January 12	Band & Chorus Winter Concert
January 30	All State Auditions
March 18 & 19	Winter Musical: Guys and Dolls
April 5	Connecticut Association of Schools Banquet
April 14	Spring Chorus Concert
April 16 – 21	Chorus Trip to Walt Disney World
April 28	Music Department Trip to the Bushnell to see Matilda
April 28 – 30	CT Music Educators Association Conference, Hartford
May 3	Spring Band Concert
May 6	Lyman Music Festival (Student Sponsored)
May 28	Memorial Day Parade
June 2	Pops Concert
June 3	Music Department Banquet
June 3	Tri-M Music Honor Society Induction
June 10	Graduation (Performed Music Selections)

Business, Computer, Technology and Family Consumer Science:

- Established a New Business Course – Sports & Entertainment Management and Marketing for students to potentially enroll in in the future.
 - The initial enrollment of this class for the 2016-2017 school year has been very strong 50 plus students (**Business**).
- The high school teacher (Mr. Doyle) served as Three Rivers Community College Pathway Instructor (in Accounting II) during the 2015-2016 school year. Ultimately, 6 Accounting students will be obtained college credits for this course (**Business**).
- On March 11, 2016, the high school teacher (Mr. Doyle) met and discussed Accounting and Personal Finance course curriculum with Chairman of Business Teaching Department (Edwin R. Muenzner, CPA) at TRCC (**Business**).
- At least 9 senior students anticipate taking on Business related majors upon high school graduation (**Business**).
- 4 students competed in the Oratorical Public Speaking Contest. One of the students, Andrew Zematic, came in 1st place for the High School competition and went on to win 1st place at the District level. Andrew competed in the State level and came in 3rd place! He won \$950.00 for competing in all three levels!! This was quite an accomplishment for a student from Lyman Memorial High School (**Public Speaking**).
- The high school teacher (Ms. Ferri) met with other Family and Consumer Science teachers from around the state twice during this school year to discuss curriculum development/district differences in classes taught through the FCS Departments statewide (**Family & Consumer Science**).
- During the 8th grade open house, current students in Food and Nutrition classes made guacamole dip to serve to the upcoming students/parents attending (**Family & Consumer Science**).
- At least 2 senior students anticipate taking on Food/Nutrition related majors upon high school graduation (**Family & Consumer Science**).

English:

- Three students were recognized by the Connecticut Writing Project's annual contest.
- Diane Ayer attended full-day training for the new SAT by College Board.
- Steve Gervase won the second annual spelling bee.
- The literary magazine, INKED, will be distributed for free on June 1.
- The school's newspaper, The Bulldog, printed 11 editions and distributed them for free to the student body and community.
- The full-color yearbook and a spring supplement were distributed on May 26 to seniors and May 27 to those who purchased one.
- All members participated in a round-table discussion with Erin Powers-Bigler from EASTCONN prior to two full days of PD around creating text-sets to provide multiple access points for reluctant readers and other strategies to engage students with texts.

Math:

- Attended professional development on the Connecticut Core Curriculum in Algebra 2 and Geometry during the summer of 2015 to prepare for the 2015-2016 implementation of the model curricula. Some department members attended follow up meetings a Central Connecticut State University throughout the school year.

- John attended a workshop to learn more information about the New SAT, the online reporting portal, and online test prep resources, which he shared with department members during department meetings.
- John also attended a workshop relating to implementing the NCTM practice standards which are similar to the Common Core Standards for Mathematical Practice. Information gleaned from this workshop was also shared with department members.
- We met multiple times to review current course curriculum in order to identify which Common Core Math Standards are being taught in each subject and level. This information was then analyzed to determine new course offerings that will meet student needs in order to ensure that all students learn the common core math content standards. New course proposals were created and submitted to the BOE for approval (CP Precalculus, Statistics/Trigonometry, Intermediate Algebra)
- PreCalculus textbooks were reviewed and a new text was selected and submitted for BOE approval. The new texts are suitable for both CP and Honors Precalculus and contain many real world applications.
- We worked together to complete Pepper online professional development relating to Common Core Practice Standards.
- We analyzed PSAT, MAP, and course assessment data often in order to identify student strengths and weaknesses and then devised plans to improve student performance.
- Collaborated to determine what common tools each course level would be able to utilize on midterm and final exams.
- Collaborated in the planning and development of course material.
- We participated as a group at the Pencils for Promise Walk-a-thon
- Reviewed midterm exams in regard to questions analysis using Blooms revised taxonomy. This process indicated the need to develop more rigorous questions for future exams including the 3rd quarter benchmark assessments and final exams.
- Will be identifying a computer science curriculum and course to be implemented during the 2016-2017 school year.
- Excited about the newly expanded math department.

Science:

- Field Trips: Oceanography students went to “Project O” and Bluff Point
- J. Motyka was named varsity head coach for the Red Hawks
- CAPT- Teachers collected Grade 9 practice exam and embedded lab data to inform instruction and revise curriculum
- Development and implementation of intra-departmental SRBI interventions
- Mayfest Participation: Life Science classes presented their research projects at Mayfest
- K. Collins mentored a student teacher and served as a TEAM mentor for a 3rd-year teacher
- K. Collins served as the district’s Chemical Hygiene Officer, served on the district’s Safety Commission, and served on the district TEAM Coordination Commission
- L. Strohm participated in the Instructional Rounds training and implementation and facilitated a presentation of the data to the faculty
- L. Strohm attended two EASTCONN workshops on NGSS
- V. Bagdasarian served on the district’s Professional Development Committee
- V. Bagdasarian attended the annual CT Science Teachers Association conference
- K. Narita attended a CAS workshop on the SAT exam
- K. Narita served on the school’s SRBI team and the School Improvement Team

- The department started the NGSS online training program; Collins and Narita continued
- The department started an NGSS resource library

Social Studies:

- Participated in PD workshop on creating websites
 - All department members are working on creating websites for their classes; this will enhance communication with students, parents, and support teachers
- Spent two PD days with Middle School Social Studies teachers working in part on strategies to implement the new Social Studies standards within the district
- Discussed alignment of curriculum (grades 7-11) and a specific plan for the teaching of US History
- Created strategies and discussed ideas for lessons that incorporate more primary sources into the curriculum
- A major theme for department meeting work was evaluation of exams to create common assessments and to examine commonalities of rigor in our tests and exams
- We once again chose three junior boys and three junior girls from our US History classes to attend Boys State and Girls State respectively
- These students will be participating in a week long state government simulation this summer with students from all over Connecticut; they will also have the opportunity to meet with various state government leaders
- We are all current members of the National Council for the Social Studies and the Connecticut Council for the Social Studies

The 2016 Commencement Ceremony was held Friday, June 10, 2016 at 6:00. Just over 100 seniors comprised the graduating class.

Athletics by Scott Elliott

Four-time Michael's Cup Award Winner

- The Michael's Cup recipients represent all high schools in the state of Connecticut and are selected based on achievement in seven distinct areas which are sportsmanship, participation, athletic scholarship, athletic personnel, equity, chemical free initiatives and athletic achievement.
 - 1992-1993
 - 2012-2013
 - 2013-2014
 - 2014-2015

2016-2015 ATHLETIC SEASON

Fall

Eastern Connecticut Conference – Small Division

- Boys Varsity Soccer
 - 11-5-3 overall record (9-0-1 ECC Small Division)
 - ECC Small Division Champions
- Girls Varsity Soccer
 - 6-9-3 overall record (5-3-2 ECC Small Division)
 - ECC Small Division: 3rd Place

- Boys Cross Country
 - 9-1 overall record
 - ECC Small Division Champions
 - Placed 3rd overall at the CIAC Class S State Championship meet
- Girls Cross Country
 - 10-0 overall record
 - ECC Small Division Champions
 - Placed 4th overall at the CIAC Class S State Championship meet
- Girls Swimming and Diving
 - 0-11 overall record (0-11 ECC)
 - Co-op program with Windham High School
- Girls Volleyball
 - 23-4 overall record (8-0 ECC Small Division)
 - ECC Small Division Champions
 - CIAC Class S State Champion Runner-up

WINTER

- Boys Varsity Basketball
 - 10-12 overall record (5-5 ECC Small Division)
 - ECC Small Division: Fourth Place
- Girls Varsity Basketball
 - 12-11 overall record (8-2 ECC Small Division)
 - ECC Small Division Champions
- Wrestling
 - 4-4 overall record (2-3 ECC Small Division)
 - ECC Small Division: Fourth Place
- Indoor Track
 - No overall record – all meets take place at invitationals
 - ECC Small Division: Girls – Fifth Place; Boys – Ninth Place

SPRING

- Baseball
 - 13-10 overall record (8-2 ECC Small Division)
 - ECC Small Division Champions
- Softball
 - 9-13 overall record (5-5 ECC Small Division)
 - ECC Small Division: Fourth Place
- Boys Tennis
 - 13-4 overall record (12-0 ECC Small Division)
 - ECC Small Division Champions

- Girls Tennis
 - 3-12 overall record (3-9 ECC Small Division)
 - ECC Small Division: Sixth Place

- Girls Track
 - ECC Small Division Record: 3-1

- Boys Track
 - ECC Small Division Record: 3-1

The athletic program also produced many individual student recognitions including State Champion and place finishers, ECC All-Star, CIAC All-State, Sportsmanship, and Norwich Bulletin All-Star awards. Volleyball Coach, Marty Gomez, was named Coach of the Year.

Technology

During the 2015-2016 school year the IT department accomplished the following:

1. Supported phone system and took care of issues with call handlers, also corrected all the names in the directory
2. Reconnected all district desktops after summer cleaning. All computers were ready for the start of school.
3. Moved main IT office to Middle School to be more available to staff
4. Resolved a group policy error at the beginning of the school year
5. Finished PowerSchool summer roll over
6. Performed an inventory of all district devices
7. Administered new Parent Portal setup
8. Setup Verizon Phone contract to include all administrators and reviewed bills and made changes when necessary
9. Setup Study Island with all students
10. Implemented IXL for Elementary School Students
11. Implemented Brain Pop Jr. and Brain Pop for Elementary students
12. Performed all State Reporting to PSIS thru PowerSchool
13. Setup better tracking of absences at Lyman Memorial High School
14. Implemented MyPaymentPlus by Horizon for food service program
15. Implemented a Mobile Device Manager for managing iPads and Chromebooks
16. Setup Volume Purchasing Program with Apple
17. Hired new IT technician (Catherine) for High School
18. Deployed 15 Chromebooks to Special Ed teachers
19. Deployed 10 Chromebooks and Cart for Consumer Science
20. Cleaned out Library storage Room in High School of all equipment
21. Deployed 60 computers, 15 laptops and 30 monitors to staff
22. Added two laptop carts (30 laptops per cart) to the district.
23. Updated all district images to include new software packages and all security and program updates released since last year
24. Implemented Cloud based backup system
25. Replaced Firewall Hardware with newer version when old box failed
26. Coordinated and supported all NWEA and SBAC software district-wide testing
27. Resolved an issue with our Fiber Connection to the Elementary School

- a. placed a Wi-Fi Café with a Tech while we had the interruption
- 28. Purchased 90 Chromebooks and 3 Chromebook Carts for Technology Grant
- 29. Setup Google Classroom for use by students and staff
- 30. Participating in LEARN technology Group
- 31. Attended Power School User Group in Springfield
- 32. Prepared bid specs and quotes for 1-1 computing initiative using Chromebooks for LMS and LMHS
- 33. Completed SMART board project for entire district (this included repairs, new installs, and Safety concerns)
- 34. Successfully resolved 1,026 IT work orders since July 1 2015.

Facilities

Below is a list of facilities projects that were completed during the year.

Lebanon Elementary School

- Painting of upper and lower 66 wing hallways, stairwells and railings
- Welding of returns on railings each side of café staircases
- Separate booster pump installed on domestic water system
- Replacement frequency drives for heating system
- Replacement Arsenic filter media, lasted an additional year
- Addition of security camera main entrance and new desk monitors
- Substantial roof repairs to gym and library not warranted
- Preliminary engineering study for window replacement and asbestos abatement upper and lower 66 wing, first grade area

Lebanon Middle School

- Painting of gymnasium, café and kitchen
- Addition of security camera main entrance admin. assistant monitor
- Addition of electric strike for café, controlled from main office
- Basketball hoops reset/repair. Bleacher repairs
- Replacement of boys lockers phase 2
- Installation of sanitary waste cleanout for A.D.L. bathroom
- Frequency drive replacement for heating
- UConn/Cornell University Rain wise weather station installed
- Preliminary engineering study for makeup air units gymnasium

Lyman Memorial High School

- Domestic water well pump and storage tank control panel and sensor replacement
- Fire alarm control panel, remote annunciator and all devices replaced
- Stairs from Vo-Ag garages to field replaced
- Vo-Ag stairs leading to small animal barn new railings installed
- A.H.U. # 6 rebuilt serving auditorium heating and cooling
- North wall insulated
- Heating system hot water primary and secondary hot water pumps and motors replaced
- Handicap walkway installed from main drive circle to practice field
- Vo-Ag shop welding exhaust upgrade, new ductwork and fan

**Lebanon Public Schools
Leadership Theory of Action
Robert J. Angeli, Superintendent
2015-2016**

Core Beliefs: Students will obtain the skills necessary for successful and meaningful employment in the Twenty-first Century. Lessons stress creativity, innovation, problem-solving, and the ability to think critically and creatively. Students learn to be competent in communicating, evaluating, and analyzing information from a global, economic, civic, health, and ethical perspective. Our goal is to promote the highest quality instruction with continuous improvement of student learning and provide comprehensive learning opportunities for children. We expect that our graduates are prepared to excel in the challenges of higher education.

District/Superintendent Leadership Theory of Action: The theory of action statements that follow are developed and organized intentionally and are in alignment with the core beliefs statement above. They identify areas of work, action steps, and results indicators.

Collaboration and Expectations

- If we engage the greater Lebanon Public Schools community in developing a common vision of excellence for all, then we will create a shared focus for our work and engage all stakeholders in meaningful practices aimed at high levels of achievement for all students
 - I will establish a culture of collaboration and high expectations for student achievement
 - Meetings with advisory groups, e.g. community leaders/elected officials, parents, students, and staff, to determine core values and beliefs of community
 - Strategic Planning meetings held with BOE Strategic Planning Committee
 - Development of a 3 to 5-year Strategic Plan to support an educational program with high expectations for student achievement
 - I will establish working relationships between all stakeholders (community members, B.O.E., union leaders, administrators, teachers, parents and students) that support our vision and goals
 - Meet with union leaders from the various Lebanon Public Schools unions
 - Meet monthly with LEA union leadership
 - Educate and inform all stakeholders through B.O.E. presentations, school activities and programs, community outreach
 - Facilitate staff committees to align curriculum and practice to common vision and district priorities
 - I will promote a culture of trust and transparency
 - Develop systems of communication to increase information sharing internally and externally
 - Promote transparency by sharing district data with B.O.E. and community
 - Establish inclusive budget meetings among administrators
 - Share financial details at open budget meetings

Evidence Indicators: 1. Completion of Strategic Plan
 2. Meeting agendas/minutes
 3. Curriculum documents

Developing Leadership Capacity

- If we develop individual and collective leadership knowledge and skills to improve instruction, then we will develop district coherence in curriculum, standards, instruction, and resources.
 - I will establish mandatory regular Administrative Team meetings that focus on the important work of leading teaching and learning
 - Establish agendas with recurrent agenda items that promote coherence and facilitate planning for instructional enhancement
 - I will share educational and business literature that informs our work and will encourage others to do the same
 - Promote professional discourse via email, meeting agendas, and other communications
 - Determine specific areas of group study/professional development to deepen our understanding of teaching and learning
 - Seek input on Board Policy from the administrative team and district staff and make recommendations to the Board for policy changes.
 - I will establish learning walks to align our thinking and practice as an administrative team and to foster and guide teacher leadership
 - Work with administrative team to identify appropriate learning walk protocol.
 - Administrators to work with district staff
 - Identify internal or external trainers to begin training and rollout of learning walk protocol.
 - Establish a calendar of school visits
 - Discuss with principals, individually and collectively, problems of practice to target during learning walks
- Evidence Indicators:
1. Samples of professional literature
 2. Revision of BOE Policies
 3. Implementation of learning walks in all schools

Use of Data to Inform Instruction

- If we develop a districtwide system to share, analyze and evaluate state and local student assessment data for the purpose of improving instruction to increase student achievement, then we will identify pedagogical areas of focus and common appreciation and understanding of the need for change.
 - I will engage administrators individually and collectively in evaluating state and local assessment data
 - I will work with the Director of Curriculum and Instruction to disaggregate student achievement data to identify achievement gaps
 - I will meet with the Administrative Team to discuss state and local assessment data at the time data is released
 - I will collaborate with administrators to identify the areas of greatest need for elementary, middle, high school and sub-groups
 - School administrators will share data with staff
 - School-based teams will examine data of students and teachers
 - Student achievement data will be used to provide Scientific Research-Based Interventions (SRBI)
 - Student achievement data will be used to identify students who are in need of Tier 2 and Tier 3 interventions

- I will support dialogue to determine next steps in our process to strengthen the instructional core through data driven decision making at the school level and district level
 - Student achievement data will be used to identify a focus for professional development for district staff
 - District resources will be aligned to meet professional development needs
- Explore and evaluate the need of data management system

Evidence Indicators:

 1. Collection, analysis and reporting of student achievement results
 2. SRBI system to meet the instructional needs of individual students
 3. Use of district resources to support professional development

Professional Development

- If we improve the capacity of teachers through professional development and team dialogue, then we will promote excellence in practice, internal accountability and shared monitoring of improvement
 - I will work with the Administrative Team to promote collective learning and efficacy
 - School administrators will meet with staff to determine areas of pedagogy, content, and instructional practice that are areas of concern
 - Director of Curriculum and Instruction will work with the Professional Learning and Evaluation Committee (PLEC) to develop agendas for each scheduled professional development day
 - I will support administrators in developing long-term professional development goals aligned with district priorities
 - Together with the Director of Curriculum and Instruction, principals will implement professional development per the guidance of the PLEC and as articulated in the Lebanon Teacher and Administrator Professional Learning Program, that focuses on improving the skills and knowledge of teachers based on areas of concern and district priorities
 - At school level, grade level and subject area meetings, with administrator participation and facilitation, principals will support building the capacity of teachers by working collectively on problems of practice informed by professional development, learning walks, student achievement data and classroom observations.
 - I will support providing financial resources towards professional development aligned with our goals
 - Budget adjustments to the 2015-16 budget to support professional development
 - 2016-17 budget development process will identify professional development resource needs based on clear understanding of priorities

Evidence Indicators:

 1. Professional Development Day agendas
 2. Budget documents
 3. School-based team meeting documents

Resource: Neag School of Education, Executive Leadership Program

Lebanon Public Schools
Robert J. Angeli, Superintendent
2015-16 Goals

Transition

1. Meet with the union leadership of each LPS bargaining unit
2. Fill vacancies
3. Meet with Town of Lebanon leaders
4. Establish regular meeting schedule with Admin Team
5. Establish Regular Meeting schedule with LEA leadership
6. Visit Schools/classrooms weekly to talk with staff and students

Planning

1. Review district data to identify strengths and areas for growth
2. Review district curriculum to determine progress in transition to CT Core Standards, CT NGSS and Social Studies Framework
3. Review BOE policies for alignment with state statutes
4. Review 2015-16 budget for alignment with district needs
5. Evaluate ways to increase student enrollment in the LPS

Moving Forward

1. Develop multiyear Strategic Plan to be implemented beginning with the 2016-17 school year
 - a. BOE adoption in May 2016
2. Develop 2016-17 Budget to support district needs
 - a. BOE adoption in January 2016
3. Implement Learning Walk protocol in Spring 2016
 - a. Update to BOE in May 2016
4. Provide professional development in instructional strategies to implement revised curriculum
 - a. Update to BOE in April 2016