

Lebanon Public Schools
2016-2019 Strategic Plan
February 2017 Report

Academics

Goal: The Lebanon Public Schools will provide a challenging and robust academic program preparing students for college, career and life success.

Strategy: All students will read at or above grade level by the end of the 3rd grade.

October-January Actions:

- Implement common instructional model for K-3 ELA: Professional development in the Writing Workshop model continues with Jennifer Scoggin, Director of LitLife Connecticut, to facilitate the transition from the existing instructional model. The teachers, along with the principal and director of curriculum have selected a new phonics program. Planning is underway to implement the Reading Workshop for the 2017-18 school year.
- Use student achievement data to identify students for Tiers 2 and 3 interventions: Greta Skiles, reading specialist, has created a matrix with cutoff scores for the NWEA MAP assessments in ELA to facilitate the identification of students whose learning would be facilitated through additional supports. The matrix helps to isolate specific areas of ELA for which individual students need support.
- Develop or adopt research-based intervention and progress monitoring assessments: Teachers and administrators evaluated various early grade assessment tools and selected Fountas and Pinnell assessments.
- Use results from state reading survey for staff to inform PD for K-3 teachers: The PD started in November in phonics. Part of the PD was in reviewing several phonics programs and selecting one for implementation. The state reading survey will be administered to early grade elementary teachers in the spring of 2017.

Strategy: Increase the number of students enrolled in college equivalent courses (AP, UCONN ECE, CCP, etc.)

October-January Actions:

- Eliminate restrictive course prerequisites: The Lyman Memorial High School teachers and administration have reviewed the Program of Studies and made changes in prerequisites to facilitate increased access for all students to our more rigorous courses. This process will occur annually as the Program of Studies is developed prior to course selection.
- Articulate more Lyman courses with Three Rivers Community College (TRCC) and/or other community college Career and Technical Education (CTE)/College Career Pathway (CCP) program: Lyman will participate in a study being conducted by UConn on how high schools are participating in CTE.
- Showcase college equivalent courses at Lyman Open House, 8th Grade information session and ASTE Open House: As a part of informational presentations at these events, prospective students and parents are informed of college equivalent courses that students will have the ability to take as students at Lyman.

- Use PSAT data to actively recruit students for college equivalent courses: The College Board, which owns the PSAT, SAT and other assessments, generates the AP Potential report which identifies students based upon their PSAT scores and matches them to AP courses they are likely to be successful in. Lyman and CO administrators have had WebEx meetings with Alan Bernstein, our College Board representative, on how best to use this and other data generated by College Board testing.

Recently, the College Board named Lebanon to the 7th Annual AP Honor Roll for increasing student enrollment in AP courses while maintaining a high percentage of students scoring at 3 or higher on the AP exams.

- Use PSAT data to identify courses for potential inclusion in the Lyman Program of Studies: The AP Potential report identifies courses in which our students are likely to be successful. Some of these courses may be ones that we do not currently offer. This data, along with a survey recently given to students at Lyman regarding what courses they would like to see offered, is being used to identify courses for consideration in the Program of Studies or to be offered in alternative ways, such as VHS.
- Recruit staff to teach college equivalent courses: ASTE and UConn ECE teacher, Megan Grogan arranged for a staff member of the UCONN ECE program to present at a Lyman staff meeting. As a result of this meeting we anticipate bring additional ECE courses forward for Board adoption.

Strategy: Each Lebanon Public School will be classified in Category 2 or higher in the CSDE classification system

October-January Actions:

- Use NWEA interim assessments to identify students and track their progress in Tiers 2 and 3 interventions in ELA and math: LES computer teacher, Pia Perry, provided training to the LES staff on how to use the NWEA assessments. Additional training at all 3 schools is scheduled during the February PD offerings. Each school has an SRBI program through which the students are provided supports and assessed on their progress. Further study is needed to implement schedule changes that will support appropriate time for SRBI. Skills checklists are fully implemented for our students needing alternative assessments to assess their educational progress.
- Schedule Physical Education to coincide with mandated state assessments: 10th Grade students will be scheduled for PE in the 2017-18 school year.
- Review/Revise schedule of Fine Arts classes to increase offerings: While additional courses were added to the music curriculum at Lyman for the 2016-17 school year, the district music teachers continue to explore ways to enhance the music education for our students. The music teachers presented to building and CO administration, a reorganization of the district department staff to facilitate an early entry into instrumental music for our LES students. The reorganization would facilitate instrumental music for 4th Grade students and the addition of a general music class for 5th Grade students. The proposal will come before the Board for adoption in February.
- Ensure access to rigorous curriculum for high needs (special education, F/R lunch, EL) students: Traditionally, high needs students in systems that have multiple levels of

classes end up in the lowest rigor classes. This data is true for the LMS and LMHS students, so much so, that the CSDE cited Lebanon for not meeting Time with Non-Disabled Peers expectations in previous school years. This year, fewer students were scheduled into low level courses at LMS and several S level classes were discontinued at LMHS. This trend is expected to continue for the 2017-18 school year.

Based upon the LES student scores on the Smarter Balanced Assessments in 2015-16, the CSDE identified Lebanon as having a large gap in achievement scores between disabled and nondisabled students. As a result, Lebanon is one of several districts who may receive supports from the CSDE as part of the State Systemic Improvement Plan, http://www.sde.ct.gov/sde/lib/sde/pdf/deps/special/ct_partb_ssip_phase2_report.pdf. Andy Gonzalez, LES principal, is chairing a committee that includes LES teachers and CO administration. The committee members participated in a CSDE survey and will meet with CSDE staff in February. After the meeting, we will be notified if Lebanon staff will receive supports from the CSDE and what that will entail.

Strategy: Increase opportunities for career exploration

October-January Actions:

- Implement a districtwide developmental school guidance program: This is currently being researched. Curriculum from other districts is being collected for our review.
- Use Student Success Plans (SSP) to link secondary experiences to post-secondary planning: Information about student career goals is used to identify educational experiences both in the classroom and outside the classroom, such as job shadow and field trips. In addition to the SSP, students are surveyed about their post-secondary education and career goals.

LMS school counselor, Virginia DeLong, organized a college/university awareness program that had two components. First, she asked LMS and CO staff to donate banners from the schools they and/or family members attended. These banners can be seen hung in the school halls. Second, each homeroom adopted a school and the students researched the school. They then decorated the classroom door with the school mascot, seal, entrance requirements, majors offered and other information that they learned about the school. CO administrators were asked to judge the doors and a winning homeroom was selected.

- Implement internship/externship program for credit bearing career experiences: The Lyman ASTE Department staff attended an information session co-sponsored by the CSDE and CSDL on an educational initiative that would allow high school students to have unpaid internships as part of their high school education. Lebanon registered to participate in the program and the ASTE Department is using it as a way to augment the SAE requirement for students who are unable to find a paying SAE opportunity.

Information is being gathered from other school districts on programs they have been able to provide to their students.

- Implement a career mentoring program: A career mentoring program has not yet been implemented. This will require study as to how a program can be developed and implemented to enhance our current job shadow, SAE and Career Fair experiences.
- Expand career oriented education opportunities, K-12: A survey was given to Lyman students to identify intended career fields they intend to pursue. The information will be used to inform decisions for career education. More study is required for K-12 initiatives.
- Develop and implement a K-12 curriculum which incorporates natural, environmental and agricultural sciences: During the 2015-16 school year, the Next Generation Science Standards (NGSS) were adopted by the State Board of Education. Curriculum revision and alignment to the NGSS is beginning with the curriculum director and the high school science department head reviewing the curriculum modules that were developed by the CSDE. The incorporation of natural, environmental and agricultural sciences across all grade levels will be assessed to see where this work fits with other curriculum work in the district.
- Facilitate student enterprise opportunities: The Lyman staff and administration are reviewing the Senior Project. While our Senior Project requirement is one of the oldest in CT, we have come to realize that the experience for students and the staff advisors and graders could be improved with appropriate changes in supports and expectations. Information is being gathered from other districts on how senior or capstone projects are organized and conducted as educational experiences.

Strategy: Identify anywhere/anytime learning opportunities

October-January Actions:

- Use digital technology for 21st Century skills: Students now have increased access to the Internet through our 1 to 1 computing initiative in grades 4-12. This is facilitating student access to resources and tools that enhance problem solving, collaboration, communication, critical thinking and other executive functioning skills.

The addition of a computer programming course at Lyman has opened the door for students to one of the fastest growing 21st Century skill. Two AP computer courses are scheduled to be implemented in the 2017-18 school year.

Lyman expanded VHS learning opportunities for students this year from 10 seats to 25 seats. In the past, we would have a waiting list of students to take a class via VHS. This year science teacher, Kyo Narita, was trained to teach a class on VHS, which he is doing. This opened up the additional seats for our students. While not all 25 seats have been used this year, in each semester there were over 20 students enrolled in a VHS class. As a result of this success, Lyman principal, Jay Apicelli, has been asked to put a team together to make a presentation at a school guidance conference in March.

- Implement Bring Your Own Device Program: While no formal program was actually implemented, students have had the ability to use their own computer devices in school under the direction of their classroom teacher. Now that we have implemented a 1 to 1 computer program with the purchase of Chromebooks for students in grades 4-12, more teachers are allowing students greater access to their own devices while in class.

- Provide students with access to district owned devices: CAPSS recently published a report on technology trends in education. This report was shared with the Administrative Team to inform our planning in use of technology as an educational tool.
- Use digital resources to supplement or replace traditional textbooks: Teachers and administrators are selecting textbooks that come with digital resources. Additionally, teachers are becoming adept at finding digital resources that support student learning. They are quick to share these resources with their colleagues.
- Offer high school credit for successful participation in rigorous academic or career oriented student activities: Information is being gathered from other districts on how this may be accomplished for Lebanon students.

Strategy: Increase ability to program appropriately for high needs students

October-January Actions:

- Enhance transition services: Transition services are being reviewed to see if there are areas needing improvement. We currently do not have a formal transition program. Services are provided to meet individual student needs.
- Provide supports in district to meet the needs of students receiving Special Education services: A meeting was held in January with the teachers participating in the co-teaching model. Successes were discussed as well as clarifying the roles of the special and regular educators working as a team to deliver instruction. The teachers provided insight regarding how to make changes to foster more success. We have begun consultation with a Board Certified Behavior Analyst.
- Use intervention strategies in classroom instruction (Tier 1): PD in differentiated instruction has been continued during the year.
- Enhance supports for English Learners (EL): An IA has been assigned to provide supports for our EL students. Currently there are 8 EL students, 6 of which are at LES, 1 at LMS and 1 at Lyman. Most speak Spanish, but 2 of the LES students speak Chinese. A reading teacher at LES provides the LES EL students with additional ELA supports. The district uses the LAS Links test to assess student progress in English Language proficiency.

Climate and Culture

Goal: The Lebanon Public schools will provide a supportive, engaging and caring educational environment for all students

Strategy: Reduce student isolation

October-January Actions:

- Implement a Positive Behavior Support and Intervention (PBIS) program in all schools: LES is using Second Step curriculum to help teach students social skills and how to manage their own emotions and feelings.

LES and LMS continue to offer reward programs for students in recognition of their appropriate behavior.

Lyman has implemented “Bark Cards” which are used to send positive messages to students.

- Implement a peer mentoring program: The Ment for Success mentoring program has been implemented. In the program, supervised by LMS school psychologist, Dawn Pagliarini and LMHS school psychologist, Tonya LaPlante, LMS students are mentored by LMHS students. The students have regularly scheduled meetings where they either work through a preplanned activity together or they have time to address individual student concerns.
- Increase opportunities for appropriate student social interactions: LES has implemented a series of Breakfast related social events for students and their families. Donuts with Dads and Books with Breakfast have already been held a 2 addition programs are scheduled.

Lyman ran Fan Buses to fall sporting tournaments giving students an opportunity to support the Bulldog teams and have fun on the bus and at the games. Game and location officials are always complementary of our students’ enthusiasm and good sportsmanship.

Strategy: Increase access to wrap around services

October-January Actions:

- Provide access to school-based health care: The district partnered with the Lions Club to provide the Lions Kidsight eye screening program for students in Pre-K to 1st Grade.

Talent

Goal: The Lebanon Public Schools will recruit, support, evaluate and retain the best educators

Strategy: Provide timely and relevant professional development

October-January Actions:

- Provide PD in rigorous research-based content area instructional strategies: A core group of teachers from each school were provided with advanced training on how to use Chromebooks and Google education software and apps. This team of teachers has provided technology workshops during the October and November PD days. Additional technology workshops have been offered after school hours.

PD in differentiated instruction, planning for rigorous instruction, Instructional Rounds, Socratic Method, and Writers Workshop has also been provided.

- Institute post PD reflections by staff regarding what learning took place, how the new learning will influence instructional practice, and indicate areas where additional related training is needed: We actually got a head start on this action step last year. The director of curriculum used sample feedback forms to develop a form for use in Lebanon. Input was solicited from the administrative team as well as the Professional Learning and Evaluation Committee.
- Provide PD for school administrators in leadership strategies: We are having a series of Admin Team leadership workshops during the year. These workshops are facilitated by

Jerry Belair from the Connecticut center for School Change. The focus this year is leadership for positive instructional change.

Strategy: Use multiple online resources to advertise vacancies:

October-January Actions

- Advertise vacancies through social media: We have had relatively few vacancies during the course of the year. For custodial and substitute teacher vacancies, we have begun to use Craigslist and have seen success. For all district vacancies, we have explored the use of Applitrack. This is online HR software that incorporates an online recruitment and application process. Applitrack recruitment includes access to several professional and social media sites.

Strategy: Create a welcoming and professionally supportive work environment

October-January Actions:

- Enhance New Teacher Orientation Program: The New Teacher Orientation Program can be expanded to up to 3 days as negotiated in the new contract with the LEA. Plans will be underway later this year for the 2017-18 school year orientation.
- Provide peer mentor for all new certified and noncertified employees: Mentoring continues to be provided for new staff as they join the staff of the Lebanon Public Schools.

Operations

Goal: The Lebanon Public Schools will utilize efficient systems for maintaining a highly effective educational system

Strategy: Enhance school facilities and grounds

October-January Actions:

- Plan Capital Improvement projects to meet strategic goals and support district initiatives: While the district staff continue to address the list of projects that was developed for the 2016-17 school year, the Capital budgets for the 2017-18 school year have been developed. They will be presented to the Board for adoption at the February Board meeting.
- Develop District Technology Plan: Jacques Dulac, IT director, has been moving to meet the technology needs of the district. To this end, the third part-time IT technician position has been filled. Work on the District Technology Plan will start in the spring.
- Modernize voice and video communication system: An analysis of the phone system software and hardware was conducted. The phones were deemed to be sufficient, but as phones stop working, they will be upgraded. The software was found to be several versions old and the servers were found to be inadequate. The software and servers will be upgraded to provide conference calling, voicemail alerts sent via email, and greater access to long-distance calling.
- Improve video surveillance system: Nothing new to report.

Strategy: Implement 3-Tier Data Team/PLC structure to review relevant data to facilitate implementation of the Strategic Plan

October-January Actions:

- Implement Learning Walk/Instructional Rounds to actively engage professional staff in improving instruction: More of the district teachers have had the opportunity to be visited by an Instructional Rounds team and to be trained and participate as an Instructional Rounds team member. The focus of the Instructional rounds remains rigor of instruction as defined by the Revised Bloom's Taxonomy. The district, facilitated by LMS principal Rob Laskarzewski, has developed a protocol that teachers are now using (and fine tuning) to review lesson elements using the Revised Bloom's Taxonomy as a lens. Initial implementation of the protocol at all three schools has resulted in positive feedback from the teachers.

Examining Rigor – Lesson/Task Tuning Protocol

Step – 1 Analyze the Curriculum Expectations (15 min)



	Provide information about the students and the class
	Pass out copies of the lesson plan and task(s)
	On chart paper, post and review expectations from the curriculum that are being targeted throughout the instruction/lesson.

Step 2 Analyze the Task (15 Min)



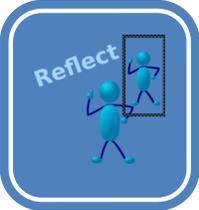
	Take a few minutes to read and reflect on task that is being analyzed
	Break down the task. List what students have to know to and be able to do to complete the task. Be as specific as possible.
	Create a chart that links the success criteria to the evidence that will be used to see if expectations are met.
	Determine the level of thinking required. What are the levels of Blooms Taxonomy that apply to this assignment? Justify your selections.
	Assess for desired level of rigor. Determine if the task is appropriately rigorous.

Step 3 – analyze the Lesson (15 Min)



<input type="checkbox"/>	How did your teaching prepare students for this task?
<input type="checkbox"/>	What scaffolds were taught, outlined or suggested?
<input type="checkbox"/>	Look at evaluation format – rubric or assessment etc.
<input type="checkbox"/>	What could be added to the instruction to better prepare students to demonstrate their knowledge/skills/abilities?
<input type="checkbox"/>	Identify what role the student has in this lesson. (see role chart and discuss)
<input type="checkbox"/>	Does the instruction provide the students the opportunity to demonstrate what they know and can do based on the curriculum expectations? Explain your answer.

Step 4 – Reflect and Revise (15 Min)

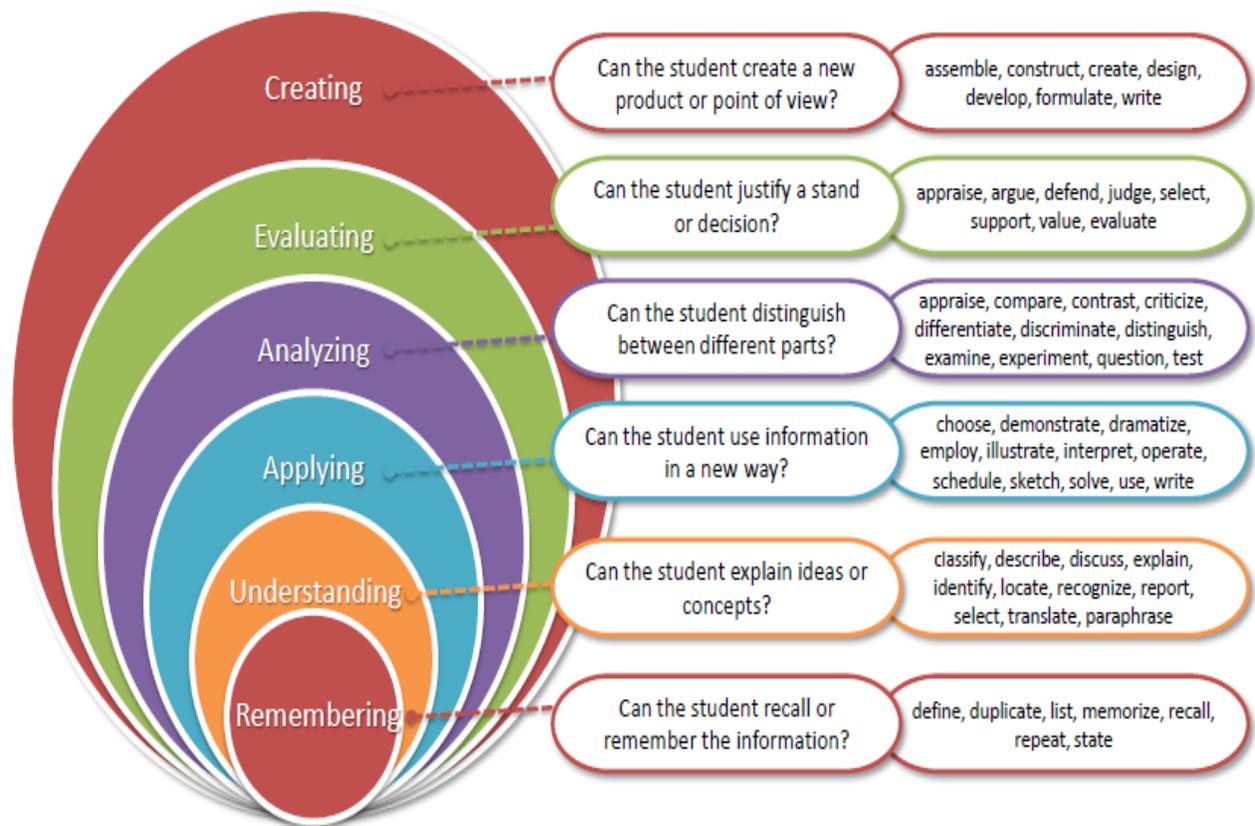


<input type="checkbox"/>	Reflect on and discuss the analysis and group member comments
<input type="checkbox"/>	Revise Task to increase level of rigor – if needed.

What is the role of the student? Consider:

Student as task completer	Student as questioner
Student as collaborator	Student as investigator
Student as time manager	Student as coordinator
Student as listener	Student as evaluator
Student as critic	Student as decision maker
Student as producer	Student as deliverer
Student as observer	Student as facilitator
Student as risk taker	Student as judge
Student as researcher	Student as coach

Bloom's Taxonomy (Revised)



Strategy: Improve in-district communications

October-January Actions:

- Establish communication structure to enhance communications between and within district agencies and departments: Nothing new to report.

Enrollment

Goal: The Lebanon Public School will maintain a viable pre-K through 12 educational system

Strategy: Establish enrollment relationships with local school districts

October-January Actions:

- Engage area superintendents and Boards of Education in discussions of regionalism: BOE Chair, Al Vertefeuille and the superintendent, Bob Angeli, attended a meeting at EASTCONN as part of an initial planning committee for regional cooperation. The participants identified ways districts are currently cooperating, the potential pitfall to expanding cooperative efforts and ways in which future cooperation may occur. All EASTCONN area school districts will be invited to participate in the next meeting.

The Windham BOE, BOF and other Windham organizations have engaged CREC in a study regarding the continuation of Windham High School. We were contacted by John Townsley to gage our interest in providing a high school program for Windham students. The inquiry was purely for fact finding purposes and noncommittal. Mr. Townsley was told we would be interested in future discussions.

Finances

Goal: The Lebanon Public Schools will secure appropriate funding to support all curricular and extracurricular activities

Strategy: Secure public support for the education budget

October-January Actions:

- Needs-based budgeting to meet strategic goals and support district initiatives: The Admin Team was given the charge of developing the school and department budgets based upon what they need to support the achievement of the goals in the Strategic Plan and meet the educational needs of our students. Specific examples include additional AP Computer courses at Lyman, ELA resources and an increase in the technology teacher position at LES and a girls' volleyball team at LMS.
- Hold public and staff information and input sessions: A preliminary budget was presented, in separate meetings of the Board's subcommittee for budget and finance, to district staff and to the public on January 18, 2017.
- Maintain open communications with Lebanon elected officials and staff: Communications have been open and ongoing throughout the audit of the FY16 Budget. This has included frequent communication and cooperation between our business manager, Bob Sirpenski and the Town's finance director, Veronica Calvert. There has also been direct communication between the superintendent at the First Selectman, Betsy Petrie and BOF chair, Liz Charron. The superintendent attends BOF meetings when needed to provide information or clarification concerning school district finances.

The First Selectman and Town Planner, Phil Chester, attended a BOE meeting to present and seek approval of non-educational use of school property to install a cell tower in partnership with Verizon and to construct a new facility for the Lebanon DPW.

Strategy: Secure/maintain grant funding

- Seek grant funding for new initiatives: The district is reviewing all grant opportunities. The superintendent has participated in conversations with state lawmakers regarding education spending, unfunded mandates and grant supports needed for interdistrict cooperation. The superintendent shares information with members of the Board and the Admin Team. The superintendent is a member of the CAPSS Legislative Committee, Small District Committee and Education Transformation Project Advisory Committee. These committees frequently discuss education spending and advise the CAPSS BOD on position statements and the CAPSS legislative agenda.

Student Activities and Athletics

Goal: The Lebanon Public Schools will provide student activities and athletic opportunities reflective of student interests

Strategy: Incorporate student voice in the development of the athletic and extracurricular program development

- Develop and implement a plan to identify extracurricular clubs and activities in order to address student interests: A formal plan is not yet developed. Samples will be sought for other school districts for review. Student input is solicited via survey and inform channels. Three students clubs were added at Lyman this school year, Model Rocket Club, Leggo Club and Coloring Club.
- Develop and implement a plan to identify sports in order to address student interests: A formal plan is not yet established. Samples will be sought from other districts for review. Informal avenues are currently in place. There is a proposal included in the 2017-18 Budget to fund a girls' volleyball team at LMS. This is in alignment with student interest in volleyball.

Strategy: Provide equity in fundraising for extracurricular activities

- Coordinate fundraising to ensure opportunities for participation and fund sharing as appropriate: This was a perceived need from the students who participated on the Student Advisory Committee during the development of the Strategic Plan. At this time fundraisers are governed by BOE policy and approved at the building and by the superintendent. Staff advisors have not expressed any concerns regarding lack of access to fundraising opportunities.
- Hold Pep Rallies and other whole school recognition events: Pep rallies and whole school events are scheduled at each school to celebrate and engender school spirit, celebrate the holiday season, as PBIS reward programs and in recognition of champion sports teams. The schools will seek to identify other opportunities where whole school events would be appropriate.