

Lebanon Public Schools  
Annual Report  
2017-2018



Robert J. Angeli  
Superintendent of Schools

### **Board of Education Members**

Jason Nowosad – Chairman	Maureen McCall
Berthier Bosse – Vice Chairman	Albert Vertefeuille
William Meese – Secretary	Keith Wentworth
Sarah Haynes	Dawn Whitcher
Alexis Margerelli-Hussey	Silas Olsen – Student Representative

### **District Administration**

Robert Angeli – Superintendent  
Cheryl Biekert – Director of Pupil Services  
Kathleen Mozak-Pezza – Director of Curriculum and Instruction+++  
Robert Sirpenski – Business Manager  
Jacques Dulac – IT Director  
Kevin French – Facilities Director, EMCOR  
Jessie Foster – Chef Manager, Chartwells

### **School Administration**

#### **Lyman Memorial High school**

James Apicelli – Principal  
Ann Birrell – Assistant Principal

#### **Lebanon Middle School**

Robert Laskarzewski – Principal

#### **Lebanon Elementary School**

Rita Quiles-Glover – Principal

### **Athletics**

Scott Elliott – Athletic Director, Lyman Memorial High School  
Chris Fabry – Assistant Athletic Director, Lebanon Middle School

The 2017-2018 school year began with the anticipation of receiving a 0% percent budget increase from the 2016-17 school year. Spending was closely monitored, with some line items either wholly or partially frozen through December 2017. The Town of Lebanon passed a budget in November and the Board of Education gave final approval to its 2017-18 budget, at 0% increase, in December. Additionally, the teaching staff was decreased by 1.4 FTE in World Language and Computer Applications due to declining enrollment. Despite the financial uncertainty during the first half of the fiscal year, the district continued with the implementation of strategies in the Strategic Plan and to make progress towards goal attainment.

### **Strategic Plan Update**

**Lebanon Board of Education 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.

#### **FOCUS AREA**

##### **ACADEMICS**

###### **GOAL:**

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

###### **STRATEGIES:**

Increase the number of students enrolled in college equivalent courses (AP, UCONN ECE, CCP, etc.)  
Each Lebanon Public School will be classified in Category 2 or higher in the Connecticut State Department of Education accountability system  
Increase opportunities for career education  
Identify anywhere/anytime learning opportunities  
Increase ability to program appropriately for high needs students

##### **CLIMATE AND CULTURE**

###### **GOAL:**

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

###### **STRATEGIES:**

Reduce student isolation  
Increase access to wrap around services

##### **TALENT**

###### **GOAL:**

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

###### **STRATEGIES:**

Provide timely and relevant professional development.  
Use multiple online resources to advertise vacancies  
Create welcoming and professionally supportive work environment

**OPERATIONS****GOAL:**

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

**STRATEGIES:**

Implement 3-tiered data team/PLC structure to review relevant data to facilitate implementation of the Strategic Plan

Utilize time effectively to support academic and extracurricular programs

Improve in-district communications

**ENROLLMENT****GOAL:**

The Lebanon Public Schools will maintain a viable pre-K through 12 educational system

**STRATEGIES:**

Market the Lebanon Public Schools to increase enrollment

Establish enrollment relationships with local school districts

**FINANCES****GOAL:**

The Lebanon Public Schools will secure appropriate funding to support all curricular and extracurricular programs

**STRATEGIES:**

Secure public support for the education budget

Secure/maintain grant funding

**STUDENT ACTIVITIES  
AND ATHLETICS****GOAL:**

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

**STRATEGIES:**

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

Provide equity in fundraising for extracurricular activities

Celebrate team, club and student successes

This report will highlight the major efforts and accomplishments for the 2017-2018 school year.

**District Synopsis**

**Academics:** The Strategic Plan calls for each of our schools to be in score in Categories 1 or 2, based on their school Accountability Index scores. For the 2016-17 school year, Lebanon Elementary School achieved this goal by being a Category 2 school. Lebanon Middle School would have also been in Category 2 but was dropped to Category 3, because it did not meet the participation rate target set by the Connecticut State Department of Education. Lyman Memorial High School, which had the highest index score (75.1) of our three schools, landed in Category 3 because of the large achievement gap between high needs students and non-high needs students. High Needs students include disabled students, those receiving free/reduced lunch and English Learners. The Accountability Index school is calculated by from a number of factors. The full reports appear at towards the end of the Annual Report.

Our work implementing the workshop model in writing and reading continues at the elementary level. Interest remains at the middle school level but without implementation. NWEA MAP remains the primary assessment tool used to benchmark student progress and provide formative assessment to inform instruction. The data is also used to identify students for additional supports. EASTCONN has been hired to conduct an analysis of our Scientific Research-Based Intervention (SRBI) programs at Lebanon Middle School and Lyman Memorial High School. The analysis will be with the focus of providing a Multi-Tiered Support System (MTSS) for both academics and student behavior.

The Connecticut State Department of Education (CSDE), as a part of its State Systemic Improvement plan, had identified Lebanon Elementary School as having a large achievement gap in ELA between disabled and nondisabled students. An action plan was developed and approved by the CSDE. With approval of the plan and the 2016-17 Smarter Balanced Assessment (SBA) scores showing a closing of the achievement gap between disabled and nondisabled students, the CSDE has released LES from direct intervention.

The district implemented one to one computing program was expanded this year with increased assignment of Chromebooks to 3<sup>rd</sup> Grade students. There was also an increase use of iPad distribution for student use in the earlier grades. With funds coming from the Title IV Grant, the district purchased programmable robots for both Lebanon Elementary and Middle Schools. The grant also funded programmable drones for LMS student use. These purchases have increased our ability to teach coding to our elementary and middle school students.

Teachers at Lyman Memorial High School continue to offer students the ability to take more college courses through courses approved by as Advanced Placement by the College Board or through the UConn Early College Experience program. Nine college level courses have been approved as result of the Strategic Plan with 6 implemented and 2 planned for implementation in the 2018-19 school year. The district teachers and administration continue to utilize Instructional Rounds as a means of monitoring instructional rigor. This has lead to an increased collaboration among staff members and the formation of Professional Learning Communities (PLC) at LMHS. The PLCs have started scheduling additional instructional rounds as part of their work assisting teachers with increasing rigor to match high expectations for student learning and achievement.

Curriculum writing continues in ELA, math, social studies, science, music and ASTE. These are the curriculum areas that have seen the most growth in terms of implementing changes in instructional strategies, new courses and alignment to curriculum standards. Science teachers continue developing instructional units aligned to the Next generation Science Standards. The music staff implemented a 5<sup>th</sup> Grade music class that is technology-based and started a 4<sup>th</sup> Grade band program. The math teachers have proposed a reordering of the high school class offerings to Algebra I, Algebra II and then Geometry to better prepare students for success on the SAT. The Lyman math department continues to increase its computer programming course offerings. The ASTE department continues to lead in offering courses approved by the UConn ECE program.

The Lyman PE Department was to schedule all 10<sup>th</sup> Grade students to take the PE to facilitate their participation in the CSDE Physical Fitness tests. This did not happen, but efforts were made to test students not scheduled for PE. Lyman did not receive any points for the Physical Fitness tests as a part of its school Accountability Index score in 2016-17. Unless a substantial number of students not scheduled for PE were tested this year, Lyman will likely not do well in this category again this year.

LMHS 10<sup>th</sup> grade students will take PE in the 2018-19 year to align with the state physical fitness testing program.

The Strategic Plan calls for the development of a K-12 curriculum incorporating natural, environmental and agricultural science. The superintendent continues to participate on the Connecticut State Consulting Committee for Agricultural Science and Technology Education. The school district and the Town of Lebanon have partnered on a successful Farm Viability Grant. The grant will provide funds to add a greenhouse at Lebanon Middle School. The greenhouse will facilitate curriculum that supports this initiative. Additionally, the greenhouse will allow our students to grow food that will be served to the students through our school lunch program. Volunteers for a build have been offered by Eversource and by student Jeffry Stober as a part of his Eagle Scout project. A build date has been set for July 20, 2018.

**Climate and Culture:** The district will conduct School Climate surveys with students, parents and staff this spring. At the time of this writing, the surveys are being finalized. This school year has seen an increase in student suspensions, in particular at Lyman where the suspension totals at the half year point exceeded those for the entire previous school year. A general increase in rude and disrespectful behavior in Lebanon mirrors what is being reported in the local, state and national media as an overall trend. This school year also bore witness to tragic acts of violence in various societal venues, including a school shooting in Parkland, FL with 17 students and educators killed. Additionally, the continued crisis with opioid addiction and overdose deaths in Connecticut and across the nation has created increased need for action.

Lyman students participated in the national student led walkout day with a program held in the Lyman gymnasium. Our students focused on offering support to the families of the victims and the survivors of the Parkland, FL school shooting. They also focused on antibullying, reducing student isolation, and changing their own behaviors for the betterment of others.

School social worker, Sabena Escott arranged for programs for Lyman students, staff and district parents and community members. One program consisted of a professional acting troupe performing a series of sketches around teen social emotional issues. Another program, held during the day for Lyman students and staff and in the evening for parents and community members focused on the opioid crisis awareness. It included the sharing of personal experiences from a series of speakers and a sharing of resources for support.

The school psychologists, school counselors and school social worker have been reviewing district policies and handbooks for their alignment with state laws pertaining to focus on student social-emotional wellbeing. One outcome anticipated from their efforts will be revisions to the district suicide prevention programs and documents.

School safety is a high priority for the Board of Education. The Board is reviewing policies pertaining to school safety to ensure they are current and promote best practices in school safety. Resident Trooper, Colin Konow conducted training with the district staff on Run/Hide/Fight response protocol to an armed intruder. School nurse, Sandra Belisle, arranged for volunteers for the staff to research training on bleeding control. Participants learned to use tourniquets and how to use specially treated bandages to pack wounds. A team from the Department of Emergency Management and Homeland Security, Region 3, along with the local Resident Trooper, Fire Marshal and Fire Chief are conducting School Safety and

Vulnerability Assessments of the schools. Once these are completed, actions can be taken to enhance the security of the schools and the school safety plans will be revised.

**Talent:** Jennifer Scoggin, Director of LitLife Connecticut continued her work with the LES on Writers Workshop. They met several times during the course of the year. District teachers once again provided PD workshops on Google apps, Chromebook basics, and various instructional software and applications. Consultants from EASTCONN worked with members of the Lyman staff on strategies to engage all students in learning, increasing rigor of instruction and classroom management strategies. A team from Lyman visited Windsor Locks High School to explore Mastery-Based Learning (MBL) at a school that has been implementing MBL for several years. MBL has an increased presence in the standards used by the New England Association of Schools and Colleges to accredit high schools. Lyman will be visited for accreditation under the new standards in 2021.

This year, the Admin Team continued working with the Connecticut Center for School Change (CCSC) on leading for change. The approach this year shifted away from the entire team attending PD as a group to individual members having several half-day one-on-one sessions of PD. This provided opportunity for them to personalize their PD experience and to enhance specific areas of their leadership. Kathleen Mozak-Pezza, Curriculum Director, along with the building principals and Lyman assistant principal attended a workshop series by Great School Partnerships and supported by the Connecticut Association of Public School Superintendents and Connecticut Association of Schools. The focus of the workshops was the exploration and sharing of experiences of implementing Mastery-Based Learning.

Frontline's Applitrack online recruitment system was implemented this year. The district will continue to advertise vacancies CTREAP but Applitrack should lead to an increase and strengthening in the applicant pool for our vacancies. Applitrack facilitates the application process for applicants by quickly permitting them to share documents they have uploaded into the database. Applitrack will also assist district administrators in viewing and sharing application documents as well as scheduling interviews and enabling quick communications with the applicants. New teacher orientation was expanded from one day to two days. The additional allowed for increased time with new hires and provided time for more detailed orientation with district and school processes.

**Operations:** The eight-period bell schedule was implemented with the start of the school year. While the change was not without some controversy, such as members of the senior class voicing their concerns about the loss of a study hall, overall the change was well received. Silas Olsen, student representative to the Board of Education, reported that both students and staff had come to prefer the schedule to the seven-period schedule. The students liked that only 6 periods met most days of the week easing the pressure they felt to complete homework in each class every night.

Solar energy projects were completed on the roofs of Lebanon Elementary and Middle School. The systems came on line in December. We are exploring other energy savings projects with the ECG Group.

The Board of Education, Board of Selectman and Board of Finance are working together, with the Resident State Trooper to develop and fund a School Resource Officer position for the 2018-19 school year.

**Enrollment:** Declining enrollment remains a concern, despite a small increase to district enrollment over the course of the year. EASTCONN continues to host areawide discussions of ways school districts can

collaborate. We were successful of having the Bozrah Board of Education in designating Lyman as a high school for its students. We anticipate up to four students attend from Bozrah based on this designation.

Making the Environmental, natural and Agricultural Science curriculum project into an interdistrict magnet program was explored with the CSDE and local legislators. The answer came back that the moratorium on new magnet programs outside the Sheff lawsuit area is still in effect.

**Finances:** A needs-based budget for 2017-2018 was developed in support of the Strategic Plan. The Board of Education adopted budget with a 2.19% increase over the previous year's budget. Ultimately, the Town approved a budget with a 0% increase in November. The Board adopted its final budget in December. Despite the budget difficulties, we increased the technology teacher position at LES from 0.6FTE to fulltime. We also added a girls' volleyball team for LMS.

The district continues to utilize grants to improve programming for students. This year we participated with Project O on an interdistrict grant with Manchester. This provided an opportunity to study river science with students from Illing Middle School. The interdistrict work with Illing Middle School has provided great learning experiences for our and their middle school students. Our Title I funding was increased this year. We used the additional funds to hire a math tutors for the second half of the school year for LMS and LES. We received a Title IV grant this year. We used the funds to purchase programable robots and drones for use student use at LEAS and LMS. We also used Title IV grant funds to offset the costs of sending staff to the International Society for Technology in Education conference.

The 2018-19 budget was originally approved by the Board of Education with a 1.29% increase. As it stands now, it is at 0.66% increase with a looming increase in health insurance costs.

**Student Activities and Athletics:** The eSports Club was added at Lyman. eSports is one of the fastest growing sports areas and has recently been recognized by the CIAC. The students competed against teams from other schools in three online and school appropriate games. Girls volleyball was added at LMS. The team played its inaugural season between the winter and spring sports seasons. Co-op football with Coventry, Bolton and Windham Tech was added in the fall for Lyman. After widespread student interest 5 Lyman students played. The team won the league championship and qualified for the State tournament.

## **School and Program Updates**

### **Curriculum, Instruction, Assessment and Professional Development**

**Kathleen Mozak-Pezza, Director of Curriculum and Instruction**

Goal: Reading at or above grade level by grade 3

Provided 8 days of training/support through a consultant for Writers Workshop and scheduled 10 days of training on Readers Workshop for 2018-2019

Provided training to pre-K staff on early literacy strategies

Completed an implementation review of the Writers Workshop initiative and found 82% implementation thus far



Revised the elementary school's assessment protocols to better align with the SRBI process and reduce redundant testing.

Revised the Tier 2 protocols for addressing students who struggle in reading

Planned professional development on the foundations of reading and miscue analysis for the 2018-2019 school year.

Goal: Increase access to college level courses

Approved two new AP courses (Biology and Art History) and two new ECE courses (Intro to Human Rights and Problems of Philosophy) for inclusion in the Lyman Program of Studies

Trained/Retrained three AP teachers

Provided four teachers with an opportunity to learn more about the revised SAT and how to use Khan Academy to help students access higher level work/courses.

Goal: Achieve/Maintain a classification of 2 or higher in the CT accountability system for each school

Trained elementary and middle school staff in the use of the Smarter Balanced Interim Assessment system and assisted in the initial piloting of the assessments

Provided NWEA data to various stakeholders as needed and ensured the NWEA system was running smoothly throughout the year.

Worked with teachers in the Fine Arts to draft new course offerings and got two new course (AP Art History and Music Technology) approved for inclusion in the Lyman Program of Studies

Used Title I funds to hire two math tutors to support students at LES and LMS who struggle in math

Provided training on strategies to support ELs at LES and LMS.

Goal: Increase opportunities for career education

Convened the Natural, Environmental and Agricultural Sciences Ad Hoc Committee and started a review of the current science and ASTE curriculum in preparation for doing a crosswalk.

Provided an opportunity for teachers to receive training on creating unpaid internships for students, food science, composting operations, and expanding the culinary arts program

Implemented a K-8 coding curriculum through the purchase of robots for LES and LMS.

Goal: Increase anywhere/anytime learning opportunities

Worked with staff at LES to plan and implement a day of technology professional development focused on small group, teacher led workshops with opportunities for on-going support. Topics included Google Classroom, Google Apps, and See-saw.

Purchased an on-line textbook for Grade 6 Social Studies

Goal: Increase ability to appropriately program for high needs students

Trained three teachers at the elementary school on strategies to support ELs, who then provided a half day of training to the entire LES staff

Provided two days of professional development to the early childhood staff on working with students who struggle to meet behavioral expectations in the classroom.

Goal: Reduce student disciplinary referrals

Provided ten days of coaching to teachers at the high school to help them work with students who have difficulty staying motivated and engaged in class.

Goal: Provide timely and relevant professional development

Provided PD in Interpreting NWEA results, Designing Rigorous Classroom Tasks, SRBI, Developmental Guidance, Strategies to Support ELs, Google Classroom/G-Suite, Assessment Strategies, Bleeding Control, Classroom Practices aligned to the CCS in Math and in ELA, and Writing Units aligned to the NGSS.

Surveyed staff after all professional development days to collect feedback and suggestions for the future.

Provided the building level administrators with five days of training on Mastery Based Learning.

Goal: Create welcoming and professionally supportive working environment

Met with teachers on the TCC periodically throughout the year to assess the progress of new teachers and provide support.

Met with the PLEC once a month to revise the Educator Evaluation Plan, making it easier to understand and less cumbersome to implement.

Goal: Implement 3-tiered data team structure

Provided support to building level data teams in the form of professional development on specific topics and data from various state and district sources.

Supported the scheduling of nine Instructional Rounds visits and assisted in training new team members at LES and Lyman

### Smarter Balanced Assessment Results

ELA

Grade	Percent Levels 3 and 4		
	2015	2016	2017
3	51	64	69
4	69	72	59
5	84	78	85
6	62	70	63
7	65	60	57
8	52	58	53

Cohort  
Comparison

ELA

YOG		Level 1	Level 2	Level 3	Level 4		Percent Levels 3 and 4
2025	2016	16	20	25	39		64
	2017	19	23	25	34		59
2024	2015	27	22	24	27		51
	2016	10	18	32	40		72
	2017	9	5	41	45		85
2023	2015	11	19	39	31		69
	2016	5	17	24	54		78
	2017	9	28	41	22		63
2022	2015	4	12	41	44		84
	2016	10	21	42	27		70
	2017	31	12	40	18		57
2021	2015	7	31	45	18		62
	2016	15	25	40	21		60
	2017	15	32	38	15		53

Math

Grade	Percent Levels 3 and 4		
	2015	2016	2017
3	54	58	73
4	58	69	46
5	54	63	61
6	53	66	52
7	43	41	53
8	32	49	39

Math

YOG		Level 1	Level 2	Level 3	Level 4		Percent Levels 3 and 4
2025	2016	24	19	44	14		58
	2017	15	40	28	17		46
2024	2015	25	21	34	19		54
	2016	10	21	39	31		69
	2017	16	23	24	36		61
2023	2015	3	38	43	15		58
	2016	10	27	35	29		63
	2017	13	36	36	16		52
2022	2015	8	37	31	24		54
	2016	7	27	41	25		66
	2017	19	28	21	32		53
2021	2015	8	38	34	19		53
	2016	21	38	26	15		41
	2017	25	36	17	22		39

## NWEA Scores – Math LES

### Grade K

Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile			
	Fall	Winter	Spring
2015-2016		57.8	67.2
2016-2017	70.4	53.6	62.5
2017-2018	66.7	48.1	

### Grade 1

Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile			
	Fall	Winter	Spring
2014-2015			65.6
2015-2016	71.2	57.6	67.3
2016-2017	58.1	49.2	53.1
2017-2018	61.4	51.7	

### Grade 2

Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile			
	Fall	Winter	Spring
2014-2015		79.6	83.4
2015-2016	84	76.4	84.3
2016-2017	76.4	61.4	74.1
2017-2018	65.1	63.1	

### Grade 3

Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile			
	Fall	Winter	Spring
2014-2015		58.7	60.5
2015-2016	53.2	52.6	57.2
2016-2017	62.7	59.2	83.7
2017-2018	52.5	39.3	

### Grade 4

Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile			
	Fall	Winter	Spring
2014-2015		44.9	41.8
2015-2016	63.2	61.4	80.5
2016-2017	53.7	46.3	44.9
2017-2018	75.0	61.8	

## NWEA Scores – Math LMS

### Grade 5

	Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile		
	Fall	Winter	Spring
2014-2015		66.1	66.7
2015-2016	73.9	71.0	73.0
2016-2017	55.6	69.9	76.0
2017-2018	57.3	43.2	

### Grade 6

	Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile		
	Fall	Winter	Spring
2014-2015		81.3	82.3
2015-2016	72.8	70.4	70.8
2016-2017	60.9	51.6	53.1
2017-2018	58.2	53.8	

### Grade 7

	Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile		
	Fall	Winter	Spring
2014-2015		58.5	62.8
2015-2016	58.5	59.2	63.8
2016-2017	76.5	65.9	70.4
2017-2018	52.2	72.2	

### Grade 8

	Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile		
	Fall	Winter	Spring
2014-2015		61.5	50
2015-2016	66.3	69.2	71.6
2016-2017	56.6	61.3	67.5
2017-2018	70.0	80.7	

## NWEA Scores – Math LMHS

### Grade 9

	Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile		
	Fall	Winter	Spring
2014-2015		57.6	63.8
2015-2016	59.6	62.9	64.0
2016-2017	64.7	61.6	66.7
2017-2018	55.4	55.7	

### Grade 10

	Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile		
	Fall	Winter	Spring
2014-2015		62.9	56.2
2015-2016	67.9	70.9	66.6
2016-2017	70.1	70.0	60.9
2017-2018	70.3	59.0	

## NWEA Scores – Reading LES

### Grade K

Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile			
	Fall	Winter	Spring
2015-2016		57.1	62.5
2016-2017	76.4	58.9	56.4
2017-2018	73.5	40.4	

### Grade 1

Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile			
	Fall	Winter	Spring
2014-2015			59
2015-2016	76.3	62.6	63.2
2016-2017	50.8	48.4	53.1
2017-2018	59.6	46.6	

### Grade 2

Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile			
	Fall	Winter	Spring
2014-2015		86	81.3
2015-2016	80.4	80.4	84
2016-2017	70.9	77.2	77.6
2017-2018	62.5	60.9	

### Grade 3

Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile			
	Fall	Winter	Spring
2014-2015		65.8	68.9
2015-2016	73.1	67.6	68.9
2016-2017	78.0	79.6	79.6
2017-2018	57.3	62.3	

### Grade 4

Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile			
	Fall	Winter	Spring
2014-2015		47.1	50.7
2015-2016	66.1	67.6	72.3
2016-2017	63.4	68.8	68.4
2017-2018	76.9	76.4	



NWEA Scores – Reading LMS

Grade 5

	Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile		
	Fall	Winter	Spring
2014-2015		65.6	69.9
2015-2016	67.6	77.4	77.8
2016-2017	62.5	80.8	76.0
2017-2018	61.0	64.2	

Grade 6

	Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile		
	Fall	Winter	Spring
2014-2015		78.5	88.9
2015-2016	82.9	76.9	89.8
2016-2017	62.5	68.8	78.1
2017-2018	65.8	72.5	

Grade 7

	Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile		
	Fall	Winter	Spring
2014-2015		78.9	78.9
2015-2016	65.4	76.3	75.1
2016-2017	71.6	73.2	81.5
2017-2018	61.8	73.6	

Grade 8

	Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile		
	Fall	Winter	Spring
2014-2015		69.2	71.2
2015-2016	67.6	67.1	67.8
2016-2017	65.8	82.5	75.9
2017-2018	60.0	67.9	

## NWEA Scores – Reading LMHS

### Grade 9

	Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile		
	Fall	Winter	Spring
2014-2015		78.3	75.3
2015-2016	68.6	69.9	71
2016-2017	64.4	58.6	70.0
2017-2018	60.3	60.8	

### Grade 10

	Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile		
	Fall	Winter	Spring
2015-2016	66.3	68.5	74.4
2016-2017	75.6	73.2	78.8
2017-2018	74.4	64.9	

## NWEA Scores – Language LES

### Grade 3

	Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile		
	Fall	Winter	Spring
2015-2016	72.6	72.6	70.2
2016-2017	68.0	77.6	81.6
2017-2018			

### Grade 4

	Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile		
	Fall	Winter	Spring
2014-2015		64.2	54.4
2015-2016	73.6	72.9	74.6
2016-2017	70.0	64.1	69.2
2017-2018	75.0	69.8	

## NWEA Scores – Language LMS

### Grade 5

	Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile		
	Fall	Winter	Spring
2014-2015		70.9	65.1
2015-2016	80.1	73.8	88.9
2016-2017	66.7	80.8	86.7
2017-2018	65.9	68.3	

### Grade 6

	Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile		
	Fall	Winter	Spring
2014-2015		86.3	
2015-2016	86.8	81.1	84.8
2016-2017	76.6	65.6	75.4
2017-2018	68.4	66.3	

### Grade 7

	Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile		
	Fall	Winter	Spring
2014-2015		82.9	
2015-2016	74.6	76.3	80.7
2016-2017	74.7	77.5	76.3
2017-2018	73.9	80.6	

### Grade 8

	Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile		
	Fall	Winter	Spring
2014-2015		80.1	68.6
2015-2016	72.6	72.8	70.4
2016-2017	80.0	76.9	68.4
2017-2018	85.0	87.8	

## NWEA Scores – Language LMHS

### Grade 9

	Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile		
	Fall	Winter	Spring
2014-2015		76.1	
2015-2016			
2016-2017	87.2	75.8	
2017-2018	71.4	59.6	

### Grade 10

	Percentage of Student Meeting or Exceeding the 50 <sup>th</sup> Percentile		
	Fall	Winter	Spring
2014-2015		76.4	72.1
2015-2016			
2016-2017			
2017-2018	77.9	63.8	

**NWEA Sub Test Scores  
2016-2018 Cohort  
Percentage of Students at “Average” and Above**

**Kindergarten Math**

	Operations and Algebraic Thinking	Numbers and Operations	Measurement and Data	Geometry
Fall 2017	59	63	90	77
Winter 2018	48	59	63	65

**Kindergarten Reading**

	Literary and Informational Text	Vocabulary Use and Functions	Language and Writing	Foundational Skills
Fall 2017	82	77	69	69
Winter 2018	65	57	44	57

**Grade 1 Math**

	Operations and Algebraic Thinking	Numbers and Operations	Measurement and Data	Geometry
Fall 2016	71	78	82	83
Winter 2017	61	75	70	73
Spring 2017	73	68	70	58
Fall 2017	73	64	60	63
Winter 2018	74	51	61	51

**Grade 1 Reading**

	Literary and Informational Text	Vocabulary Use and Functions	Language and Writing	Foundational Skills
Fall 2016	83	82	74	81
Winter 2017	66	77	61	63
Spring 2017	62	64	64	64
Fall 2017	67	67	67	72
Winter 2018	54	62	61	54

### Grade 2 Math

	Operations and Algebraic Thinking	Numbers and Operations	Measurement and Data	Geometry
Spring 2016	77	70	67	67
Fall 2016	64	68	71	65
Winter 2017	71	43	52	61
Spring 2017	57	61	63	62
Fall 2017	70	72	73	72
Winter 2018	66	74	58	69

### Grade 2 Reading

	Literary and Informational Text	Vocabulary Use and Functions	Language and Writing	Foundational Skills
Spring 2016	65	74	62	73
Fall 2016	55	57	62	57
Winter 2017	47	48	57	60
Spring 2017	63	61	59	64
Fall 2017	66	78	69	71
Winter 2018	70	70	64	68

### Grade 3 Math

	Operations and Algebraic Thinking	Numbers and Operations	Measurement and Data	Geometry
Spring 2016	75	77	86	71
Fall 2016	86	68	78	75
Winter 2017	74	83	65	70
Spring 2017	72	86	85	73
Fall 2017	57	65	59	64
Winter 2018	60	69	60	57

### Grade 3 Reading

	Literary Texts		Informational Texts		Vocabulary Acquisition and Use
	Key Ideas & Details	Lang. Craft & Structure	Lang. Craft & Structure	Key Ideas & Details	Vocabulary Acquisition and Use
Fall 2017	67	61	64	65	68
Winter 2018	69	62	69	74	72

## Grade 4 Math

	Operations and Algebraic Thinking	Numbers and Operations	Measurement and Data	Geometry
Spring 2016	83	90	81	85
Fall 2016	68	75	65	70
Winter 2017	76	69	78	66
Spring 2017	79	84	85	86
Fall 2017	75	74	74	80
Winter 2018	66	61	69	64

## Grade 4 Reading

	Literary Texts		Informational Texts		Vocabulary Acquisition and Use
Fall 2016	84		82		84
Winter 2017	84		86		84
Spring 2017	88		81		68
	Key Ideas & Details	Lang. Craft & Structure	Lang. Craft & Structure	Key Ideas & Details	Vocabulary Acquisition and Use
Fall 2017	73	75	71	75	83
Winter 2018	76	86	76	76	83

## Grade 4 Writing

	Language: Understand, Edit for Grammar, Usage	Writing: Plan, Organize, Develop, Revise, Research	Language: Understand, Edit Mechanics
Fall 2016	78	74	76
Winter 2017	83	83	81
Spring 2017	82	80	76
Fall 2017	77	72	77
Winter 2018	79	83	78

## Grade 5 Math

	Operations and Algebraic Thinking	Numbers and Operations	Measurement and Data	Geometry
Spring 2016	67	61	65	76
Fall 2016	61	56	54	68
Winter 2017	69	50	55	56
Spring 2017	63	49	51	61
Fall 2017	65	65	60	65
Winter 2018	57	68	55	52



### Grade 5 Reading

	Literary Texts		Informational Texts		Vocabulary Acquisition and Use
Spring 2016	74		72		70
Fall 2016	70		70		68
Winter 2017	73		72		68
Spring 2017	81		75		65
	Key Ideas & Details	Lang. Craft & Structure	Lang. Craft & Structure	Key Ideas & Details	Vocabulary Acquisition and Use
Fall 2017	66	64	71	66	75
Winter 2018	68	69	76	72	72

### Grade 5 Writing

	Language: Understand, Edit for Grammar, Usage	Writing: Plan, Organize, Develop, Revise, Research	Language: Understand, Edit Mechanics
Spring 2016	77	69	73
Fall 2016	77	73	77
Winter 2017	77	69	73
Spring 2017	73	73	77
Fall 2017	72	76	74
Winter 2018	66	71	75

### Grade 6 Math

	Operations and Algebraic Thinking	The Real and Complex Number Systems	Geometry	Statistics and Probability
Fall 2017	66	71	73	55
Winter 2018	69	66	65	57

### Grade 6 Reading

	Literary Texts		Informational Texts		Vocabulary Acquisition and Use
Spring 2016	72		68		75
Fall 2016	67		72		65
Winter 2017	86		87		82
Spring 2017	84		77		81
	Key Ideas & Details	Lang. Craft & Structure	Lang. Craft & Structure	Key Ideas & Details	Vocabulary Acquisition and Use
Fall 2017	68	71	71	68	74
Winter 2018	78	83	77	77	75

### Grade 6 Writing

	Language: Understand, Edit for Grammar, Usage	Writing: Plan, Organize, Develop, Revise, Research	Language: Understand, Edit Mechanics
Spring 2016	79	76	81
Fall 2016	73	79	75
Winter 2017	86	90	84
Spring 2017	89	87	89
Fall 2017	77	71	76
Winter 2018	73	73	72

### Grade 7 Math

	Operations and Algebraic Thinking	The Real and Complex Number Systems	Geometry	Statistics and Probability
Fall 2016	52	76	64	52
Winter 2017	76	75	60	55
Spring 2017	71	65	76	52
Fall 2017	62	67	74	61
Winter 2018	78	82	78	78

### Grade 7 Reading

	Literary Texts		Informational Texts		Vocabulary Acquisition and Use
Spring 2016	81		79		92
Fall 2016	69		76		75
Winter 2017	75		75		75
Spring 2017	86		86		88
	Key Ideas & Details	Lang. Craft & Structure	Lang. Craft & Structure	Key Ideas & Details	Vocabulary Acquisition and Use
Fall 2017	68	68	70	74	73
Winter 2018	84	76	77	75	76

### Grade 7 Writing

	Language: Understand, Edit for Grammar, Usage	Writing: Plan, Organize, Develop, Revise, Research	Language: Understand, Edit Mechanics
Spring 2016	91	87	94
Fall 2016	81	72	80
Winter 2017	70	74	76
Spring 2017	80	85	87
Fall 2017	78	77	85
Winter 2018	82	85	86

### Grade 8 Math

	Operations and Algebraic Thinking	The Real and Complex Number Systems	Geometry	Statistics and Probability
Spring 2016	88	79	81	71
Fall 2016	84	88	84	78
Winter 2017	77	78	71	72
Spring 2017	84	84	82	79
Fall 2017	77	84	78	74
Winter 2018	89	89	87	83

### Grade 8 Reading

	Literary Texts		Informational Texts		Vocabulary Acquisition and Use
Spring 2016	90		86		91
Fall 2016	76		70		81
Winter 2017	76		78		84
Spring 2017	86		83		89
	Key Ideas & Details	Lang. Craft & Structure	Lang. Craft & Structure	Key Ideas & Details	Vocabulary Acquisition and Use
Fall 2017	60	72	63	75	74
Winter 2018	68	73	72	76	83

### Grade 8 Writing

	Language: Understand, Edit for Grammar, Usage	Writing: Plan, Organize, Develop, Revise, Research	Language: Understand, Edit Mechanics
Spring 2016	81	85	86
Fall 2016	84	82	91
Winter 2017	82	89	85
Spring 2017	78	78	83
Fall 2017	83	88	90
Winter 2018	88	90	93

### Grade 9 Math

	Operations and Algebraic Thinking	The Real and Complex Number Systems	Geometry	Statistics and Probability
Spring 2016	73	73	63	64
Fall 2016	73	72	65	67
Winter 2017	80	77	65	65
Spring 2017	82	77	71	74
Fall 2017	79	68	64	66
Winter 2018	80	61	66	66

### Grade 9 Reading

	Literary Texts		Informational Texts		Vocabulary Acquisition and Use
Spring 2016	69		67		76
Fall 2016	72		70		79
Winter 2017	83		92		86
Spring 2017	84		82		88
	Key Ideas & Details	Lang. Craft & Structure	Lang. Craft & Structure	Key Ideas & Details	Vocabulary Acquisition and Use
Fall 2017	68	79	65	64	74
Winter 2018	64	64	67	61	70

### Grade 10 Math

	Operations and Algebraic Thinking	The Real and Complex Number Systems	Geometry	Statistics and Probability
Spring 2016	75	67	77	63
Fall 2016	80	76	76	73
Winter 2017	79	69	71	65
Spring 2017	75	73	72	79
Fall 2017	77	76	69	76
Winter 2018	77	72	74	73

### Grade 10 Reading

	Literary Texts		Informational Texts		Vocabulary Acquisition and Use
Spring 2016	66		67		68
Fall 2016	70		70		74
Winter 2017	68		62		73
Spring 2017	74		72		78
	Key Ideas & Details	Lang. Craft & Structure	Lang. Craft & Structure	Key Ideas & Details	Vocabulary Acquisition and Use
Fall 2017	73	79	79	76	79
Winter 2018	72	73	80	74	88

## Professional Development Workshop Ratings

Date	School	Topic	Rating
<b>February 12, 2016</b>	LES	The Next Generation Science Standards	4
	LMS	Googledocs	4
		Coding, Websites and Mobile Devices	4
		Smarter Balanced Interim Assessments	3
		Smartboards	4
	Lyman	Co-Teaching	3
		PSAT/SAT Update for English and Math	4
		The Next Generation Science Standards	2
		The Social Studies Inquiry Arc	1
		CTE/ASTE Performance Standards	2
		ACTFL Webinar	1
		PE Curriculum Writing	3
		Art and Music Common Assessments	3
	Pupil Ser.	Testing for OHI/ADHD	4
		ASHA CEUs	4
	Using the W-J to Diagnose Dyslexia	3	
<b>March 24, 2016</b>	LES	Writers Workshop	4
	LMS	Differentiated Instruction	3
	Lyman	Differentiated Instruction	3
	Pupil Ser.	ASHA CEUs	4
		Data Specialist Training - American School Counseling Association	3
		Peer Mentoring	4
		GPA and Powerschool	4

Date	School	Topic	Rating
<b>August 30, 2016</b>	LES	Writers Workshop	4
	LMS/Lyman	Introduction to Chromebooks	4
		YouTube, Google Apps and Add-ons	4
		Google Docs, Sheets, Slides and Forms	4
		Google+, Groups and Hangouts	4
		Google Drive and Classroom	4
<b>October 11, 2016</b>	LES	YouTube, Google +, Classroom and Drive	4
		Google Docs, Sheets, Slides and Forms	4
	LMS	Tiered Lessons and UDL	3
	Lyman	Tiered Lessons and UDL	3
<b>November 8, 2016</b>	LES	Instructional Rounds and Rigor	4
	LMS	Instructional Rounds and Rigor	4
	Lyman	Instructional Rounds and Rigor	3
<b>February 16, 2017</b>	LES	Analyzing Reading Data: DRA	3
		Analyzing Reading Data: NWEA	3
	LMS	NWEA and Smarter Balanced Assessments and Reports	3
	Lyman	Data Analysis	3
<b>February 17, 2017</b>	District	Research and Peer Editing Tools	4
		Using Classroom and Drive	4
		Using Powerpoint to Create Printables and Slideshows	4
		Edpuzzle	4
		Apps, Extension and Add-ons	4
		Smartboards	4
		Google Sheets and Forms	4
		Chromebook Basics	4
		iPad Apps for the Primary Grades	4
		IXL Basics	4
		Google Drawing	4
		Google Docs and Slides	3
		Using Google Forms to Assess	4
		Technology Curriculum Writing	4

Date	School	Topic	Rating	
<b>August 29, 2017</b>	LES	Writers Workshop	4	
	LMS	Motivating Reluctant Learners	4	
	Lyman	Motivating the Unmotivated	3	
<b>October 10, 2017</b>	LES	Fountas and Pinnell BAS	3	
	LMS/Lyman	Google Classroom	4	
		Creating and Updating Webpages	4	
		Powerteacher Pro	4	
		Google Keep, Cardboard and Expeditions	4	
		Linking Library Resources to Google Classroom	4	
		Analyzing Student Data Using Google Sheets	4	
		EdPuzzle	4	
		Basic Smartboards	4	
		Google Apps, Extensions and Add-ons	4	
		Audio Technology	4	
		Tech Curriculum Writing	2	
		<b>November 7, 2017</b>	LES	NWEA Data Dive
Second Step	2			
LMS	Creating Rigorous Tasks		4	
Lyman	Tier 1 Interventions: Departments		3	
	Tier 1 Interventions: PLCs		3	
Pupil Ser.	IEP Direct Document Repository		3	
	Comprehensive School Counseling Curriculum Writing		3	
<b>February 15, 2018</b>	LES		Writers Workshop Curriculum Writing	3
	LMS	Curriculum Writing	4	
	Lyman	Curriculum Writing	3	
		Instructional Rounds	3	
<b>February 16, 2018</b>	LES	AP Scheduling and Pacing	3	
		Strategies for English Learners	4	
		Google Training (Basic)	4	
	Lyman	Google Training (Advanced)	3	
		SeeSaw/Google/Apple Classroom	4	
		Medical Response Training	4	
		Assessment	3	
		Pupil Ser.	Risk Assessment Protocols	4
			FERPA As It Relates to HIPAA	4

**Department of Pupil Services**  
**Cheryl Biekert, Director**

**Ensure access to rigorous curriculum for high needs (special education, F/R lunch, EL students)**

- Special education faculty members have continued to participate in instructional rounds throughout the district
- Co-taught classrooms are in all three schools and across content areas including math, writing, reading, science, and social studies/history
- Push in services have increased at LES, LMS, and Lyman via academic and behavior supports being provided by paraprofessionals, special education teachers, related services personnel, and Board Certified Behavior Analyst services

**Implement district wide developmental school guidance program**

- School counselors from LMS and Lyman continue to work on developing a revised curriculum document that aligns with national school counselor standards. School counselors worked on this document during professional development in February 2018. Work will continue on updating this document throughout the 2018-19 school year as the CT School Counselor Standards are currently being revised with the finalization of these revisions projected to be in December 2018.

**Enhance transition services**

- Transition Night was held on March 28, 2018 hosted by Department of Pupil Services included representatives from area transition agencies and the Bureau of Rehabilitative Services.
- School based community work experience class at Lyman continues to be developed offering students a variety of vocational experiences at Lyman. Students earn credit for this class.
- Special education teachers assess students' vocational education/transition skills and needs using a variety of assessments including the Transition Planning Inventory-2 (TPI-2), Transition Assessment and Goal Generator (TAGG) and O-NET. This work is done primarily during Academic Support classes with targeted instruction in post-secondary transition planning. Special education case managers work collaboratively with school counselors at Lyman regarding transition needs of special education students.
- Transition assessments completed by in district personnel and independent evaluators as recommended via PPT.
- The district continues to contract with outside transition/adult agencies (Horizons, Project Genesis, etc.) to provide services for students (18-21) with high needs in the area of transition who have completed credit requirements to earn a high school diploma or certification of completion from Lyman but meet criteria for transition services.



### **Utilize Restorative Justice or similar approach to student discipline**

- Second Step curriculum kits were purchased for grades 2-4. This curriculum is now being implemented in grades Pre-K through 4 at LES.
- School psychologist and special education teacher from Lyman have attended training in Restorative Practice/Justice and School climate throughout the duration of the 2017-18 school year.
- BCBA consultation services continue with students, faculty, and staff at LES, LMS, and Lyman. working with staffs at LES and LMS in regard to viewing the response to behavior and student re-entry to classrooms.
- EASTCONN has been contracted to work with personnel at LES, LMS, and Lyman in regard to tiered interventions for social, emotional, and behavioral needs and tiered interventions.
- Staff at LES and LMS are working with EASTCONN regarding the development of social emotional learning supports for special education students.

### **IT Department**

#### **Jacques Dulac, Director**

During the 2017-2018 fiscal year the IT department accomplished the following:

1. Supported a 1:1 computing environment for LMS and LHMS
2. Repaired roughly 150-200 Chromebooks
3. Coordinated with HP and Worth Ave for Chromebook repairs
4. Added 3<sup>rd</sup> grade to 1:1 computing. In process of adding 2<sup>nd</sup> grade
5. Designed new badges for second and third graders to log into their computers by holding up a QR code on the badge to the webcam
6. Designed/implemented a morning news program with equipment donated by the LES PTA, students use iPads, microphones, drones, VR goggles, a GoPro camera, and other technical equipment
7. IT took over the LES Facebook page. More consistent posts. Staff bios, classroom features, student features, etc.
8. Added more access point where WiFi coverage was spotty
9. Managed Google accounts for Students and Teachers
10. After email transition from Outlook to Gmail, helped staff migrate their old emails into Gmail
11. Reconfigured all copiers to work with Gmail
12. Supported new phone system
13. Installed more phones around the building for safety reasons
14. Replaced 30 teacher computers with underused laptops
15. Deploying open source classroom management software throughout LES
16. Deployed an open source (free) ad-blocking DNS server to block ads
17. Reconnected all district desktops after summer cleaning. All computers were ready for the start of school.

18. Setup Study Island with new students
19. Set up library computers with the necessary software for students taking Virtual High School classes
20. Installed necessary software for the high school's new eSports team
21. Performed all State Reporting to PSIS thru PowerSchool
22. Coordinated and supported all NWEA and SBAC software district-wide testing. Including uploads from Power School to NWEA
23. Reviewed and made changes to software subscriptions
24. Secured \$90,000 of grant funding for new laptops next school year.
25. Submitted the budget for the 2017-2018 school year.
26. June CT Reporting / ED166
27. Rolled over PowerSchool
28. Rolled over Horizon
29. Upgraded Horizon to newest version
30. Upgraded/Replaced 15 unrepairable new projectors
31. Continued desktop upgrades for teachers, as well as hardware repairs & upgrades on existing desktops (RAM upgrades, optical drive replacement, hard drive replacement)
32. CAPT testing on Chromebooks using AIRSecureTest kiosk app
33. NWEA testing on Chromebooks using NWEA kiosk app
34. Continued development of the Mac server that manages our iPads.
35. Attended all Board of Ed. Meetings including Board of Finance meetings in April
36. Attending LEARN technology Group meetings
37. Attending ISTE Conference
38. Installed Projector with 150" screen in LES Cafeteria
39. Worked on RFP and development plan for a new TV studio to replace LMS live, and to establish a TV studio at LMHS
40. Assist and coordinated with Aptegy on the creation of our new website
41. Went thru Laptop Carts and performed repairs as necessary
42. Hired new IT tech (Patrick) to replace IT technician at LMS
43. RFP for new copier lease. Met with six vendors and made recommendation after review all proposals.
44. Set up admin computers to monitor new Hikvision security cameras

### **Lebanon Elementary School**

**Rita Quiles-Glover, Principal**

#### **Academics:**

- New programs:
  - Trained all staff in BAS; ongoing training and support continues throughout the year
  - Reading Consultant met with K-3 faculty to review the Fountas and Pinnell Phonics and Word Study program and determine priority lessons
- Data and Assessment:

- Revised assessment calendar to reflect new program alignment
- Revised data cut points for Tiers 1-3
- Created Google Sheets for grade level data warehousing
- Introduced data team protocol; Third data cycle begins in START meetings
- Created intervention progress monitoring sheets/graphs online
- Data analysis/review for SSIP and SST schoolwide data
- SRBI:
  - Reading consultant, school principal and school psychologist revised SRBI process
  - Reading intervention groups created by Reading Consultant
  - On-going creation and revision of Tier 2 standard treatment protocol binder
- Tier 1:
  - On-going participation in Jen Scoggin Writers Workshop professional development
  - Coaching of teachers and interventionists by reading consultant
  - Coordination of EL instructional assistant schedule, LAS Links testing, and ESL services; additional training offered to teachers on best practices with ELL students
  - Co-presented professional development on strategies for English learners
  - Transition to the Reader's Workshop model - resources/inventory, PD for site visits
  - Upgrade in process to Version 2.0 of Envisions for mathematics
- Communication:
  - Biweekly grade-level START meetings
  - Weekly reading consultant/interventionist meetings
  - Bi-weekly administration/reading consultant meetings

### **Instructional Rounds at LES**

The instructional rounds program continued with three schoolwide rounds focused on rigor. Additional teachers were trained to participate and understand the process. Training centered on the importance of rigor in the classroom and visiting classrooms to further improve instructional practices. Recent visits into classrooms resulted in the following patterns/trends and next steps:

#### **Instructional Rounds: February 28, 2018**

### **Winter Patterns and Trends**

- 4 out of 8 classes demonstrated beyond remembering and understanding
- All classes had opportunities to increase rigor
- 7 out of 8 classes included student to student interaction/discourse
- All classes had opportunities for students to discuss and collaborate given tasks

**If you were a student in this school and you did everything you were told to do, what would you know and be able to do?**

- Ask questions
- Apply reading strategies
- Work with one another collaboratively
- Understand the mechanics of writing

**Next Level of Work (2/28/18)**

- Plan lesson designs with higher level questions prior to remembering and understanding questions
- Support paraprofessionals task elevation and appropriate scaffolding
- Calibrate staff understanding of Bloom's Taxonomy
- Ask evaluative questions during Read Aloud
- Design tasks that include analyzing and application

**Integration of Technology**

- Developed a daily morning news program
- New technology in classrooms - 5 new iPads in Kindergarten classrooms for daily center work, Grade 1 went fully 1:1 with iPads. Grade 3 went fully 1:1 with Chromebooks.
- Grade 2 uses retired laptops previously used by third grade. Not enough functional laptops are available for 1:1 usage- predominantly used to augment center work.
- Grade 4 continues to use Google Classroom and other web based content to aid instruction such as: digitalreadworks.com, ixl.com, xtramath.org, Raz-Kids, spellingcity.com, brainpop.com, quizlet.com, Weebly interactive sites, Kahoot!, Khan Academy, and short YouTube videos, along with many other content related sites.
- Third and Fourth grade continues Google Classroom use to post, accept, and grade work.
- iPads for special education students aid in development of fine motor skills and for students with verbal exceptionalities
- The computer lab continues to support classroom teachers by training students to use current (and future) classroom technology
  - Basic, grade-appropriate keyboarding skills are taught in the computer lab with the expectation that they will have the opportunity for additional practice in their classrooms by completing assignments that require the use of QWERTY keyboards.
  - 2nd and 3rd grade students have been introduced to Google Drive and its organization
  - K-4 students to Google Sheets and Google Forms by creating developmentally appropriate pixel art and completing similarly appropriate exit tickets, respectively.
- Morning and afternoon PreK students receive 20 minutes of weekly technology instruction.
- Student instruction in and experimentation with coding during technology special has expanded across all grade levels K-4 this year.

- LES was very fortunate to have received twelve Dash and Dot programmable robots as a result of grant funding: Student expertise with coding on iPads or desktops prepared them for recent first forays into programming a three-dimensional, tangible robot, not just a two-dimensional sprite on a screen or monitor.
- Mrs. Perry, our technology teacher, also assisted fourth grade teachers with teaching science this academic year. In order to make the science lessons more aligned with NGSS and also make them more interactive, hands-on, and/or more project-based, she has integrated technology into lessons in the following ways:
  - She has made use of the PTA-provided drone by capturing aerial coverage of the LES property, including a vernal pool and two ponds which are on the property. The size of the bodies of water can be tracked by students over time. Water samples have been collected from the vernal pool and images/video observed and captured via a digital dissecting scope.
  - The students captured examples of erosion on school property using mini iPad cameras and also captured by photograph and video the changes that occurred when they simulated further erosion on the same sites using water from a hose.
  - Background knowledge was determined and a preassessment was gathered using a Google forms extended-response questionnaire containing images of erosion and erosion remediation and/or prevention measures taken on the LES campus.
  - A endoscopic camera has been installed in a sparrow nest on campus which provides a live stream video (and the capability to archive footage) of the activities in the nest.

### **Student Activities and Athletics:**

#### *Music Update:*

- Third graders will perform a musical/dramatic play on May 17, with each class focusing on African folktales. While rehearsing, students will work on collaboration and communication, both of which are considered 21st Century Skills. Students will cooperate with each other to transition from riser seats, to instruments, to places on stage and at the microphone. Since each student has a speaking part, which will promote the practice of public speaking, working on their volume, tone, inflection and connection with the story and the audience.
- Fourth grade students had the option to participate in two new music offerings this year. Currently, there are 25 students participating in chorus. The chorus meets once each week for 30 minutes. They performed *Do-Re-Mi* in the winter concert and will perform three selections, *The Moon, Green Eggs and Ham* and *All the Beautiful Colors* in the spring concert on May 30th. This has been a great opportunity to further expose the fourth graders to part singing. The LES band began in the fall of 2017. Interested fourth grade students are offered the choice of flute, clarinet, saxophone, trumpet, trombone and percussion. There was a parent information night, and the music rental company, Music & Arts, attended to allow for the renting of instruments. Students who are unable to rent are loaned instruments through the district. There are currently 37 students in the LES band program. The students started the year attending weekly

lessons in small like-instrument groups for 30 minutes. In mid-January, they began attending an additional rehearsal each week as a full band for 30 minutes. Instrumental performances consist of caroling around the school playing *Jingle Bells* in December and performing three pieces in the spring concert on May 30th. The band selections will be *Copycats*, *Baa, Baa Black Sheep* and *Bugler's Dream* (the fanfare from the Olympics)

#### *Extracurricular Activities:*

Currently, LES does not offer athletic or extracurricular clubs; we continue to offer extracurricular activities through the Parks and Recreation or colleges. This year we were able to offer our students Lego/Engineering Science Club, Art Club, basketball, and indoor soccer. Our fourth-grade boys basketball team won the division state championship. We also offered an additional art club experience through Eastern Connecticut State University.

#### **Climate and Culture:**

We continue to work closely with the PTA, offering our families various events to bridge the connection between school and home. In addition, to working with the PTA, we also offered our own school related events and/or special spirit days. The following experiences occurred this year:

- Goodies with Grandparents
- LES Family Dance
- Cafeteria Beach Day (collaborated with Chartwells)
- PJ day for Hartford Children's Hospital
- Coins for Cancer
- Wear Purple for Military Families
- Preschool Game Night
- 2 Preschool Family Events correlating with preschool standards
- LES Family Read In
- Family Bingo Night
- PTA Trunk or Treat
- PTA Family Holiday Event - Gingerbread Making
- LES Talent Show
- Mini Mudder
- PTA Free Babysitting during Parent Teacher Conferences
- Scholastic Book Fair Event
- Family Movie Night
- Invention Convention
- Cultural Assemblies: Science, Storytelling, and Music
- National Read Across America Day/Literacy Day
- Governor's Reading Challenge/Read Aloud Celebration
- Fire Safety Day
- Field Day
- Art Show
- UCONN STEM days

- Family Literacy Night
- High School visits to LES - egg coloring, school garden, senior projects
- Kindergarten Science and Sound presentation from Connecticut Association of Arts
- Various field trip activities: Science Center, Children’s Museum, Bushnell, Garde, and Lincoln Theatre, Sturbridge Village, town green

Lebanon Elementary School also joined the Connecticut Association of Schools (CAS) this year, which allowed us to recognize students in the area of arts and music and provide leadership opportunities at the state level.

Schoolwide, we focused on improving our Positive Behavioral Supports program and our supports for students with varied emotional and social needs:

- Universal screening using Drummond scale (SISS, SRSS) administered in October, January, and May of this school year
- Screening data reviewed by teachers, principal, school psychologist, and school social worker, strategies and interventions implemented based on the data
- Counseling (individual and group) and counseling needs based on this data and teacher, parent, or administrative referral
- Group needs based on data: executive functioning, social skill, impulse control
- Second Step was purchased and lessons done weekly in classroom Prek-4th grade; PD was provided to staff
- PBIS monthly meetings and schoolwide assemblies to celebrate students and promote grade level presentations related to our traits
- Service projects initiated this school year: Collecting for toiletries for Neighbors Helping Neighbors, Connecticut Children’s Hospital PJ Day, Red Nose Day, Coins for Cancer
- Monthly and weekly recognition - Husky of the Month; weekly raffle prizes for those demonstrating character traits in the week
- Support and provide resources to military families
- Check In/Out began to support Tier 2 students; data reviewed weekly
- Sent a team to the PBIS conference in May; School PD in June to review expectations, plan for next year

In addition, the school psychologist and the social worker worked on the following to further support our students, families, and school climate:

- Training on risk assessments and threat assessments
- Review of Talented and Gifted identification practices, to be shared with staff
- Parent consults, school team meetings, phone calls and referrals; as needed
- Monthly peer supervision with LES, LMS and Lyman School Psychologists
- Eastern Regional Counselor Meetings and collaboration with DCF, Careline, Secondary Trauma
- Utilizing the Emergency Mobile Psychiatric Services
- Support with overdrawn lunch accounts

- Social Worker - Member of the Lebanon Social Services Community Provider Team to provide comprehensive community supports for families
- Therapeutic in-home support for students and families, through UCFS Community Network Program (CNP)
- Meetings with outside BCBA's to support student
- Supports for families via outside agencies: treatment agencies, state and town agencies, community mental health providers, social service agencies, law enforcement
- *Unique to the social worker* - Community Speaks Out parent and community panel presentation on Opioid addiction and recovery, and community agency treatment resource tables, to support recovery; Administrative meeting presentation by UCFS Emergency Mobile Psychiatric Service: Suicide; Lebanon Clothing and Children's Wardrobe holiday donation support with Lebanon school system; LSS Backpacks for students support

#### **Operations:**

- Conducted 4 Tools for Schools Walkthrough to address indoor air quality and facilities concerns ((Director of Facilities, administration, teacher, school psychologist, related staff, nurse and social worker)
- Conducted health and safety committee meetings, each trimester, to address any safety concerns (Director of Facilities, administration, teacher, school psychologist, related staff, nurse and social worker)
- Met monthly as an attendance committee to address any concerns with student attendance or offer supports to families; sent monthly information flyers to families regarding the importance of attending school (administration, school psychologist, social worker, nurse, administrative assistant)
- Monthly PLC meetings structured around the instructional learning from Professional Development days - writer's workshop, understanding of standards, ELL, rigor
- Administration met with various community members to support students and town programs - Boy Scouts of America, Lebanon Children's Clothing Wardrobe, Fire Marshall, Resident State Trooper

#### **Lebanon Middle School Robert Laskarzewski, Principal**

\* Conducted Instructional Rounds and identified areas of practice to focus on to increase rigor of student assignments

\* Continued with PBIS program that also included School Climate and Connections activities

\* Physical Education activities and preparation aligned and scheduled to coincide with mandated state assessments.



- \* Developmental guidance was provided in all grades with relevant topics along with state mandated initiatives.
- \* Successful career exploration and goal work with Student Success plans and Job Shadow Exposition
- \* Social Media presence with an LMS Facebook page
- \* NWEA assessments were utilized to identify student tier 2 and 3 interventions
- \* Natural, Environmental, Agricultural Science program investigated and committee established to incorporate a greenhouse and curriculum into current content areas.
- \* Digital technology continues to be a focus with the majority of assignments and tasks utilizing Chromebooks and Google classroom
- \* Planning to support special education students in District with the creation of a new program and new staffing organization for the 18/19 school year
- \* Restructure 5<sup>th</sup> grade to accommodate declining enrollment and optimize class schedules for 18/19 school year
- \* Created a needs-based budget for LMS
- \* Obtained NECASA grant to run Homework club
- \* Participated in Project Oceanology grant with several trips and opportunities for students related to aquatic experiments and research
- \* Started new Volleyball program
- \* LMS School wide NWEA Scores – (exceeded goal of 65%)
  - Math – 81% Met or exceeded their projected growth score
  - Reading - 85% Met or exceeded their projected growth score

**Lyman Memorial High School**  
**Jay Apicelli, Principal**  
**Ann Birrell, Assistant Principal**

#### **Academics**

- Continue to administer NWEA to all 9th and 10th graders
- Utilize NWEA data along with course grades to assign students to SRBI
- Meeting with EASTCONN on April 30th for additional SRBI consultation
- We have 2 ECE new courses (4 total now)
- Running 4 ECE courses and 15 AP courses (potentially more with VHS options)
- AP training for at least 2 teachers over summer 2018 (trained 3 last summer)
- Added 2 new AP courses (Biology and Art History)
- Total AP offerings 14 including VHS 2017 - 2018 school year

- AP tests given
- 2015 133 exams, 58 test takers, 84.5% w a 3 or higher
- 2016 129 exams, 68 test takers, 76.5% w a 3 or higher
- 2017 120 exams, 64 test takers, 78.1% w a 3 or higher
- 2018 126 exams,
- Added additional VHS seats due to increased student interest in January 2018 bringing us to 53 for the year (from 50)
- Administration met with a Collegeboard representative to discuss our analysis of AP/SAT/PSAT data
- All 10th graders taking PE to increase both participation and success criteria for state measurement purposes
- Adding new Music Technology course
- Added new Social Studies classes (ECE Philosophy, ECE Human Rights, Foreign Policy, Russian History)
- Ensembles will be utilizing CORE time for full rehearsals
- NGSS pilot testing
- SAT school day testing
- PSAT given for free to all 11th graders
- Proposed October 2018 PSAT to all 10th and 11th graders for free
- PD time in 2017-2018 school year for beginning developmental guidance curriculum work
- EASTCONN consultation work on working with unmotivated students
- Lyman participating in the N.E.A.T. planning within the district
- Trooper Konow presentation to faculty and staff on lockdown procedures
- Safety Assessment conducted in May
- Bleeding Control training for Lyman staff
- Completed 3 Instructional Rounds sessions during the 2017-2018 school year
- Completed year 1 of PLC meetings at Lyman

### **Professional Development**

- Administration met with Collegeboard representative to discuss our analysis of AP/SAT/PSAT data
- Trooper Konow presentation to faculty and staff on lockdown procedures
- Safety Assessment conducted in May
- Bleeding Control training for Lyman staff
- PD time in 2017-2018 school year for beginning developmental guidance curriculum work
- EASTCONN consultation work on working with unmotivated students
- AP training for at least 2 teachers over summer 2018 (trained 3 last summer)
- Completed 3 Instructional Rounds sessions during the 2017-2018 school year
- Completed year 1 of PLC meetings at Lyman
- Began work with EASTCONN on refining SRBI intervention practices to continue into 2018 - 2019 school year

## **Climate and Culture**

- Girls Social Group added by Lyman School Psychologist
- Executive Functioning Skills Group added by Lyman School Psychologist
- Mayfest will include Art, Music, FCS and ASTE departments
- Added new eSports team and had first competition
- School Climate Committee made Valentine hearts for everyone in the school
- Completed year 1 of PLC meetings at Lyman
- Completed 3 Instructional Rounds sessions during the 2017-2018 school year
- Completed the implementation of the 8 period bell schedule
- Changed format of the 8th grade Open House to attract more students
- Breakfast with Trooper
- Opioid Presentation to students and parents
- MSD assembly on March 14, 2018 recognizing the lives lost in Florida (student run)
- Completed year 1 of PLC meetings at Lyman
- AP training for at least 2 teachers over summer 2018 (trained 3 last summer)