

Lebanon Public Schools
2016-2019 Strategic Plan
October 2016 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.

July-September Actions:

- Implement common instructional model for K-3 ELA: The teachers, principal and curriculum director, after initial exploration last spring, are implementing the workshop model for ELA instruction in grades K-4. Implementation will begin with writing and expand to reading later this year or with the 2017-2018. School year. Professional development is being provided by Jennifer Scoggin, Director of LitLife Connecticut, to facilitate the transition from the existing instructional model.
- Hire a reading teacher/consultant: A reading teacher/consultant was hired during the summer. She works closely with the elementary reading support teachers, classroom teachers, principal and curriculum director. She is working on implementing the Workshop model and using data to identify students for tiered interventions.

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

July-September Actions:

- Grant high school credit for middle school courses equivalent to high school courses: The high school counselors reviewed transcripts of 9th grade students coming from Lebanon Middle School. High school credit was awarded to students who took high school equivalent Algebra 1 and a high school equivalent world language.
- 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: Currently the following courses are articulated with TRCC: Accounting II, Personal Finance, Algebra II and Honors Algebra II. Up to five students in their junior or senior year can take up to two courses at Eastern Connecticut State University, free of charge, through the WHIP program. There are 32 students dual enrolled in TRCC aligned courses. We offer 1 UCONN ECE course in Floral Design as part of the ASTE course offerings.
- Recruit staff to teach college equivalent courses: Gathering information on how many teachers are currently approved to teach college equivalent courses.

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

July-September Actions:

- Hire a math teacher: An additional math teacher was hired during the summer break. This teacher will facilitate the increased graduation requirement of 4 credits in math as well as the addition of computer programming courses.
- Increase opportunities for career exploration: 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.

Strategy: Identify anywhere/anytime learning opportunities

July-September Actions:

- 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: Chromebooks were purchased for students in grades 4-12. The devices in the 4th grade are for use in school; however the students in grades 5-12 are able to take their Chromebooks home with them. Classroom teachers and administrators were also given a choice of receiving a Chromebook. Along with the Chromebooks, Google Classroom accounts were also purchased. This gives students and teachers access to Google's education software, Gmail and other Google apps. The purchase of the Chromebooks has freed up other devices such as laptops and iPads for use by students in grades K-3.

Strategy: Increase ability to program appropriately for high needs students

July-September 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 and services are provided to meet individual student needs.
- Provide supports in district to meet the needs of students receiving Special Education services: The team teaching model has been implemented in several classes across the district. This model has a regular educator paired special educator to share delivery of the curriculum, meeting the needs of all students in the classroom.
- Use intervention strategies in classroom instruction (Tier 1): All teachers, including special educators, are receiving professional development in differentiated instruction. This will facilitate the delivery of instruction in different ways to meet the learning modalities of individual students. The introduction of more computer devices in the classroom will allow teachers to access digital resources to facilitate learning for students.

Climate and Culture

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

Strategy: Reduce student isolation

July-September Actions:

- Implement a peer mentoring program: The pupil services director meet with her colleagues in North Stonington to learn about its peer mentoring program. The pupil

services director, along with the LMS and LMHS school psychologists and the social worker, is establishing a mentoring program where Lyman students will be paired with middle school students in a mentoring relationship.

Strategy: Increase access to wrap around services

July-September Actions:

- Hire a school social worker: A school social worker has been hired. She is based at LMHS, but has space at all three schools to meet with students, parents and staff. Her current schedule 3 days at LMHS 1 day at LMS and 1 day at LRES. The schedule is flexible and fluid so that it can be adjusted to meet the changing needs at each school. The social worker has met with internal support teachers and staff and has met with the town employed social worker to begin to build a collaborative relationship.

Talent

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

Strategy: Provide timely and relevant professional development

July-September 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. These teachers then provided a series of PD offerings during the summer. They also provided this PD on the first PD day in August for the LMS and LMHS staff. The LES staff received PD in the Writers Workshop on the first PD day.
- 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 are 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: A two-day administrative team retreat was held in June. The focus of the two days was leadership for change. The Connecticut Center for School Change was hired to facilitate the work. Three more days are planned throughout the school year.

Strategy: Create a welcoming and professionally supportive work environment

July-September Actions:

- Enhance New Teacher Orientation Program: The orientation program was expanded for half day to a full day. Activities included: welcome and overview from the superintendent, pupil services director and LEA presidents, sessions on email, voicemail, badges, PowerSchool and PowerTeacher. Orientation to the Lebanon teacher evaluation process and My Learning Plan was also conducted, as well as, building level orientation.
- Provide peer mentor for all new certified and noncertified employees: Mentoring is required for all certified staff and all of our new certified staff have been assigned a mentor. Non-certified staff mentoring is not yet established. Where possible, new staff have been allowed to start with overlap time with the outgoing staff member. This has

allowed for on-the-job training and seamless transitions. In the case of a new custodial hire, he worked a week in a couple of different locations to acclimate him to the district prior to taking on his new duty assignments.

- Budget for IAs to attend Convocation: The current year budget has funds allocated to add a work day for the IAs so they could participate in the first day activities of Convocation, staff meetings, mandated trainings and meetings with special education teachers.

Operations

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

Strategy: Enhance school facilities and grounds

July-September Actions:

- Plan Capital Improvement projects to meet strategic goals and support district initiatives: A list of projects was developed for the 2016-17 school year during the budget development process. Many of the projects were acted upon during the summer months with several projects being completed. A list of this work was provided to the Board at its September meeting.
- Improve video surveillance system: Cameras were added at both LES and LMS to enhance identification of visitors to each building.

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

July-September Actions:

- Implement Learning Walk/Instructional Rounds to actively engage professional staff in improving instruction: The district has settled on the term Instructional Rounds for the work it is doing in visiting classrooms. The focus of the work is rigor of instruction as defined by the Revised Bloom's Taxonomy. A second framework for this initiative is Richard Elmore's Instructional Core. The Instructional Core describes the relationship between the teacher and student in the presence of content. It is often depicted as a triangle with the instructional task in the middle.

BLOOM'S REVISED TAXONOMY

Higher-order thinking

Creating

Generating new ideas, products, or ways of viewing things
Designing, constructing, planning, producing, inventing.

Evaluating

Justifying a decision or course of action
Checking, hypothesising, critiquing, experimenting, judging

Analysing

Breaking information into parts to explore understandings and relationships
Comparing, organising, deconstructing, interrogating, finding

Applying

Using information in another familiar situation
Implementing, carrying out, using, executing

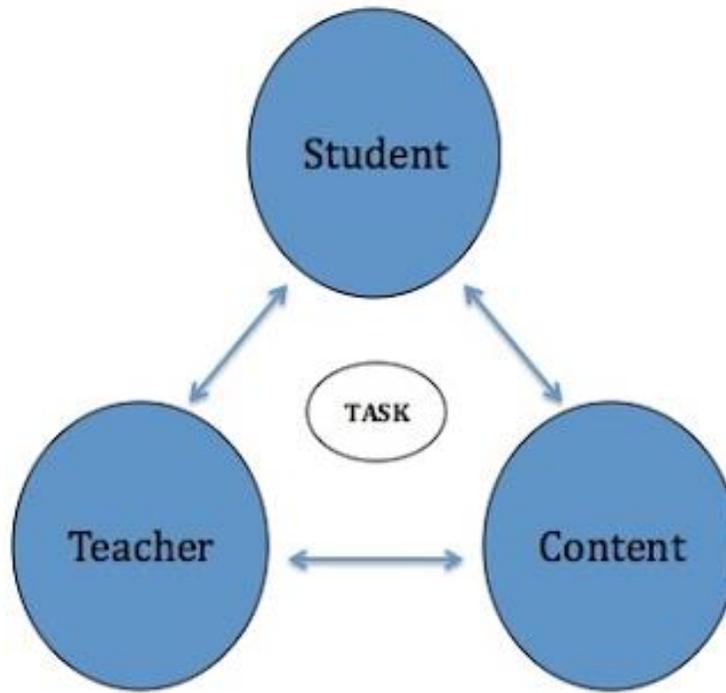
Understanding

Explaining ideas or concepts
Interpreting, summarising, paraphrasing, classifying, explaining

Remembering

Recalling information
Recognising, listing, describing, retrieving, naming, finding

INSTRUCTIONAL CORE



Strategy: Improve in-district communications

July-September Actions:

- Establish communication structure to enhance communications between and within district agencies and departments: Utilizing Google apps will facilitate communications within the district. Staff members have already taken to sharing documents, spreadsheets and presentations via the various Google apps.

Enrollment

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

Strategy: Establish enrollment relationships with local school districts

July-September Actions:

- Engage area superintendents and Boards of Education in discussions of regionalism: Talks continued with the superintendent of the Franklin Public Schools regarding our receiving the Franklin middle school students. It was reported that both the Franklin BOE and BOF remain interested in a partnership with Lebanon. A DRAFT tuition agreement is being developed by Shipman & Goodwin based upon the agreement we have with Franklin to receive high school students. Also, a tuition agreement with the Sprague BOE to receive high school students has been developed and shared with the

Sprague superintendent. It is expected to be acted upon at the Sprague BOE meeting in October.

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

July-September Actions:

- Maintain open communications with Lebanon elected officials and staff: The business manager has been in frequent communication with the Town finance director to synchronize account reconciliations and to cooperate during the audit. The facilities director arranged with the DPW foreman to have the catch basins cleaned and inspected and to get assistance in clearing overgrowth away from fence lines on school grounds and at school borders. The First Selectman has been in contact with the superintendent to discuss potential changes in snow and ice management for the 2017-18 school year. The school system offered the Town several items that it no longer used. The Town Recreation Department accepted 2 sheds and the DPW accepted 2 trailers.
- Seek grant funding for new initiatives: Grant opportunities were researched for regional cooperation. None were found that would facilitate the proposed collaboration between the Lebanon Public Schools and the Franklin Public Schools.