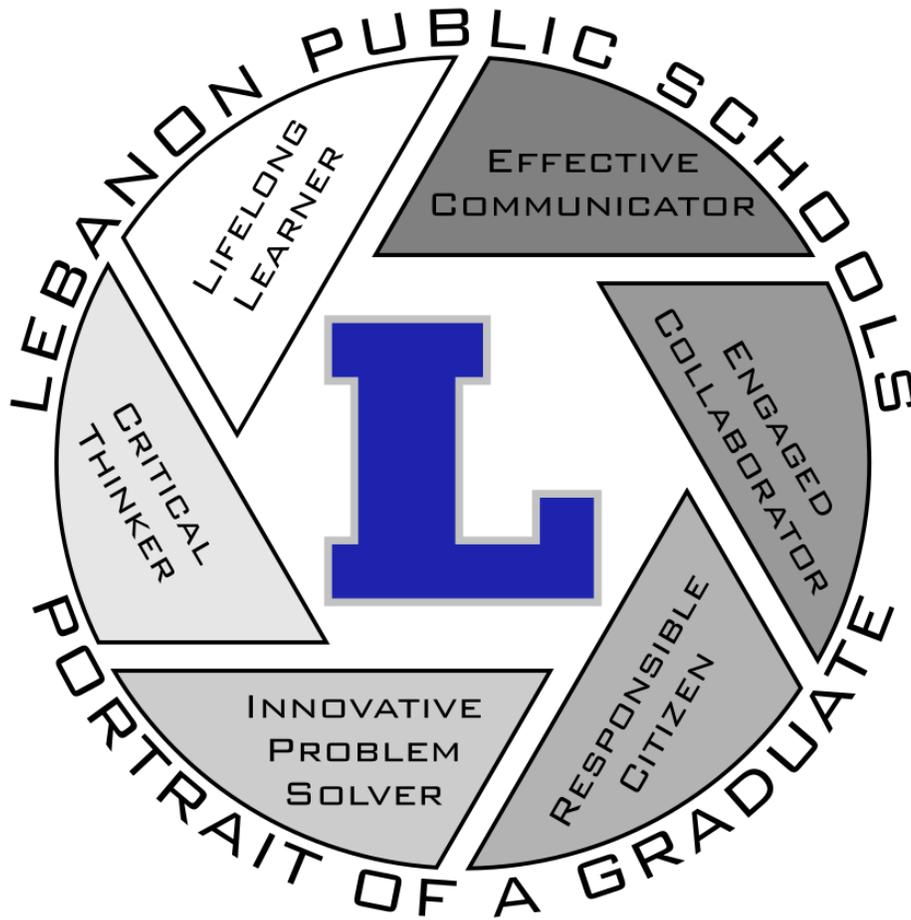


Lebanon Public Schools

Annual Report

2021-2022



Superintendent of Schools

Andrew Gonzalez

Board of Education Members

Sarah Haynes – Chairman	John Konow
Alexis Margerelli-Hussey– Vice Chairman	Nicole McGillicuddy
Maureen McCall– Secretary	Brian Green
Bruce Calef	Dawn Whitcher
Danelle Person	Rachael Springer–Student Representative

District Administration

Andrew Gonzalez – Superintendent

Dawn DeLia – Director of Pupil Services

Rita Quiles-Glover – Director of Curriculum, Instruction, and Assessment

Val Belles – Business Manager

Jacques Dulac – IT Director

Kevin French – Facilities Director, EMCOR

Carlos Veracruz – Chef Manager, Chartwells

School Administration

Lyman Memorial High school

James Apicelli – Principal

Samantha McCarthy – Assistant Principal

Lebanon Middle School

Robert Laskarzewski – Principal

Lebanon Elementary School

Jessica Scorso – Principal

Athletics

Scott Elliott – Athletic Director, Lyman Memorial High School

Roger Moyer – Assistant Athletic Director, Lebanon Middle School

Introduction

It was an absolutely great year for Lebanon Public Schools. Our learners demonstrated perseverance and pride while pursuing excellence daily in all settings. Our teaching team worked alongside families to grow learners, cultivate leaders and create legacies. As a district we set goals that contained limited priorities which allowed us to have a laser-focus in our approach to realizing these impactful goals. We were mindful to make a connection to and have a direct through-line from the Lebanon Board of Education goals, the district Strategic Plan, the allocation and use of American Rescue Plan Elementary and Secondary Schools Emergency Relief funds and ultimately to goals in each of our school buildings.

We balanced the health, safety and well-being of our students and staff with setting and reaching for attainment of lofty educational goals. We carefully managed the impact of COVID-19 in our schools by diligently following recommended mitigation measures from the Center for Disease Control, the Connecticut Department of Health and the Connecticut State Department of Education. We were agile as these recommendations changed throughout the year making sure that our staff and families were aware of these shifts by providing comprehensive communication. Our Safe Return to In-Person Instruction and Continuity of Services Plan served as a road map to guide our decisions and practices. This detailed document was created by a committee of hard working and dedicated staff members.

As a district, we implemented practices to provide for continuous monitoring and celebration of our progress. Informal and formal data was reviewed by teams across the district regularly. Benchmark data was analyzed and shared at Board of Education meetings in the Fall, Winter and Spring. We utilized digital platforms to provide us with real-time access to student performance data that drove our decision making for instructional and assessment practices.

Our Board of Education worked to responsibly manage the 2021-2022 budget while developing a robust budget for the 2022-2023 school year. To create the safest and most attractive schools possible efforts were made to make upgrades and enhance our facilities. Many developments took place in the area of curriculum and instruction. Units were refined, new textbooks were adopted, new courses that create pathways to academic and career success were proposed and digital teaching/assessment tools and platforms were acquired.

Thank you to our students, staff and families for making this year such a success. In this report you will find the evidence of success in each of our strategic plan focus areas as well as our district student performance goals.

Lebanon Public Schools
“By the Numbers”

Data Snapshot Highlighting the 2021-2022 School Year

966 Students Enrolled in the District PK-12

81 Graduating Seniors

72 students attending Lyman Memorial High School from sending districts

26 Students in National Honors Society (*inducted 9 new members*)

17 Spanish Honors Society Members (*7 new members inducted*)

9 French Honors Society Members (*4 new members inducted*)

14 Tri-M Members (*9 new members*)

3 additional pathways for completion of the Senior Project (Academic Research, Community Engagement, Performance or Product and Internship)

71 Senior Projects presented

54 Eastern Connecticut Conference- First Team All-Star Performers

13 Eastern Connecticut Conference- Honorable Mention All-Star Performers

16 Eastern Connecticut Conference- Sportsmanship Award recipients

16 Eastern Connecticut Conference- Scholar Athletes

4 All New London Day Performers

1 New London Day Athlete of the Year

5 Willimantic Chronicle Athletes of the Week

2 Willimantic Chronicle Athletes of the Year

6 Eastern Connecticut Conference Division Championships

1 Class S State Championship

180 Days of In-Person Instruction

370 COVID-19- Cases in District

3 Vaccination Clinics held in District

56 Students took **122** Advanced Placement courses

38 students engaged in Early College Experiences, **29** through our ASTE program and College & Career Pathway

240% Enrollment Increase- UCONN ECE Courses

41 Total number of participants- Invention Convention
6 State-level selections- Invention Convention 1 National-level selection- Invention Convention
100% Participation on SAT
100% Participation on CTAA at LES
75% at or above proficiency in Math Grade 5 is the highest number since the inception of this national test.
57% at or above proficiency Grade 8 Math is the highest since 2017.
LMS growth-went from 44% of students on grade-level in reading to 61% . In math, went from 35% of students on grade-level, to 62% .
100% of grade levels at LMS improved from last year's scores on English Language Arts portion of Smarter Balanced Assessment
LMHS SAT Day average increase 18 points from Fall to Spring in English Reading & Writing LMHS SAT Day average increase 20 points from Fall to Spring in Math
4 students attended FFA Nationals for Milk Quality Career Development Experience
10 In-Person Events held by LES PTA
12 Superintendent Monthly Updates with 713 average views 4,469 Facebook Reach on Superintendent Page
4,105 Facebook Reach for Lyman Memorial Page 372 average views for Lyman Smore monthly newsletter 786 accounts reached on Lyman Instagram
300 Chromebooks acquired by securing Emergency Connectivity Funds
1 to 1 Computing for our learners in district
30 students in band and 27 in chorus at LES
3 school of choice tours to Lyman in the Fall- Bozrah, Franklin, Sprague (first tour ever)

Lebanon Public Schools

Strategic Plan

2019-2024

Mission Statement: The Lebanon Public Schools, in partnership with families and the community, will prepare students to be contributing members of a diverse global society. We will provide a safe, nurturing, rigorous, and student-centered learning environment.

ACADEMICS

The Lebanon Public Schools are committed to offering college and career oriented courses and programs to ensure students develop life skills and explore their interests, while employing the latest technology and encouraging students to become lifelong learners.

Strategic Priorities	High Leverage Activities
Provide an academic program designed around student interests, which engages learners in rigorous activities leading to self-discovery, knowledge attainment, and skill development in an information and technology rich environment, to increase career awareness, leadership ability and life success.	<ol style="list-style-type: none">1. Career Interest Exploration2. Effective Intervention Strategies<ol style="list-style-type: none">a. Scientific Research-Based Interventions3. Personalized Learning4. Student Choice5. Project-Based Learning6. Educational Technology
<p style="text-align: center;">2021-2022 Focus Areas <i>Effective Intervention Strategies- scientific research-based interventions</i></p> <ul style="list-style-type: none">● Develop a new Multi-Tiered System of Supports (MTSS) model at LMS● Based on our math performance data a decision was made to add math support across all 3 schools● EastConn consultation and coaching to support administrators, teachers, interventionists and instructional coaches● Piloting I-Ready (scientific research-based interventions) in LA and Math for the middle school; I-Ready for math intervention at the elementary school● Reviewing a district wide data platform to provide teachers with vertical understanding of students across all 3 schools	

- After school study group at the middle school
- Prek DOTs implemented

Evidence of Success

This year we were able to grow our practices in identifying students for support then providing targeted interventions to accelerate growth. iReady and NWEA assessments were administered to students and data from these diagnostic tools were used to create intervention groups and inform classroom instruction. Tier 3 interventions, which are the most intense and carried out in a small group setting, were provided to students across grade levels directly by trained interventionists. Furthermore, we broadened our school support teams to increase the network of support for referred students.

Our whole group instruction was enhanced through the observation, feedback and coaching of consultants from EastConn. We continue to review and analyze the instructional resources we are using to teach our learners. This year we piloted math programs in effort to find a scientifically researched-based math program that will span grades K-8 thus providing continuity in instructional approaches and student expectations. In preschool we implemented the Pre-K DOTs which are a framework to guide early care and education providers in a process of monitoring children's progress on the skills, abilities, and behaviors in the Connecticut Early Learning and Development Standards. We also revised the Readiness Council to include leadership from EastConn who provided a liaison to increase family partnerships to support preschool. The district collaborated with EastConn to develop common units and assessments in the area of Mathematics. There was also a systematic pathway created to bridge the gap from grade 8 to 9 thus supporting a smoother transition to high school for our learners.

Student support teams met regularly in each school to review student performance data and the impact of interventions. Our analysis of data will be streamlined next year through the use of a district data dashboard through the iON platform. This will provide us with instant access to a comprehensive view of individual student academic and social/emotional performance and growth over time for every learner in Lebanon Public Schools.

Our support teams also worked to create cut points to differentiate between Tier 2 and Tier 3 interventions. Many times through the process of analyzing this data our staff makes a recommendation for the highest level of individualized support to Special Education. This year we had 30 new referrals to special education 18 at LES, 9 at LMS and 3 at LMHS. We also support 22 students from 9 districts within special education.

We have much to celebrate based on the growth information derived from our multiple data points:

iReady-

- LES-Math- of 51 students assessed we went from 45% ***on grade level*** to 87%
- 77% of Kindergarten students ***at or above grade level*** in math.
- 80% & 81% of students in grade 3 and 4 respectively ***are at or above grade level*** in reading
- LMS Math- 62% ***on or above grade level*** up from 35% in the fall
- LMS Reading- Of 267 students assessed- 42% ***above grade level*** in reading which is up from the initial diagnostic results of 24% in the fall.
- LMS- Reading- Fall 44% on grade-level to Spring- 61%. Math, Fall 35% on grade-level to 62%.

NWEA-
Grade 9

	Fall Mean	Winter Mean	Spring Mean
Math	232 (226 Gr Level)	234 (229 Gr Level)	235 (230 Gr Level)
Reading	220 (219 Gr Level)	222 (221 Gr Level)	221 (221 Gr Level)
Lang Usage	225 (217 Gr Level)	223 (218 Gr Level)	223 (219 Gr Level)
Science	217 (211 Gr Level)	218 (213 Gr Level)	219 (214 Gr Level)

Grade 10

	Fall Mean	Winter Mean	Spring Mean
Math	234 (229 Gr Level)	235 (231 Gr Level)	232 (232 Gr Level)
Reading	216 (222 Gr Level)	225 (223 Gr Level)	213 (223 Gr Level)
Lang Usage	211 (219 Gr Level)	210 (220 Gr Level)	215 (221 Gr Level)
Science	214 (213 Gr Level)	218 (215 Gr Level)	211 (215 Gr Level)

Smarter Balanced Assessment-

- LES Math-
 - Grade 3- 58% at or above proficiency
 - Grade 4, 62% at or above proficiency
- LES ELA-
 - Grade 3- 72% at or above proficiency
 - Grade 4, 70% at or above proficiency
- LMS Math-
 - Grade 5- 75% at or above proficiency (is the highest number for LMS since the inception of this national test).
 - Grade 8- results of 57% at or above proficiency (is the highest since 2017).
- LMS ELA- every grade level at LMS improved from last year's scores

NGSS-

- Gr 11- 39% Proficient-Lyman students were at/near in every category and no identified areas of weakness

PSAT/SAT-

PSAT Gr 10 ERW 455 Math 445 Total 900

PSAT Gr 11 ERW 492 Math 461 Total 953

SAT Gr 11 ERW 509 Math 479 Total 988

ASTE- A recent five-year graduate follow-up summary was provided to the state for our Agricultural Science and Technology Education program that highlights our graduates from the Class of 2016. Eight students attended college, majored in and completed an agriculture program that leads to a Baccalaureate or higher degree. Two more are considered full-time in an agricultural related field.

This year we dedicated efforts to involving our elementary and middle school students in vocational agriculture experiences. Our staff and students from the high school visited LES and LMS to teach them about plants, animals and farm tools. They specifically involved them in experiences with beekeeping, sunflower planting and egg dyeing.

Lyman ASTE department in collaboration with the art department joined together for a combined Mayfest art show and ASTE Expo showcasing the Supervised Agricultural Experience projects the students work on over the course of their year. The students visiting from LES got to see things like students' animals, tractors and many other projects that our ASTE students spend hours working on.

The Lyman ASTE Banquet was held in the back of our school like last year due to the feedback from participants. Students from all grades were recognized for their achievements throughout the year.

The Lyman ASTE program has expanded their offerings and put forward a new course for the upcoming 2022-2023 school based on student interest and career opportunities. The new course is entitled Landscape Design and Turf Management. Students in this class will learn about how to take care of grounds and learn to operate and maintain the equipment necessary for this field. The program equipment and teacher are going to be funded out of the ASTE Grant costing the district no additional money for the upcoming year.

As part of the 2021-2022 ASTE Compliance Review recommendations the ASTE department applied for a Perkins Supplemental Grant for a second barn to help diversify our animal science program. The new barn will hold different types of animals for the students to familiarize themselves with and help to raise. The department has already purchased a beef cow and are looking at other farm animals as well.

CLIMATE AND CULTURE

The Lebanon Public Schools will ensure a culture that supports emotional, intellectual, and physical well-being, in order to create engaged and resilient learners.

Strategic Priorities	High-Leverage Activities
Foster an educational climate and culture that honors and respects student individuality, and promotes positive interpersonal interactions, safe and healthy conflict resolution, and discipline strategies that support constructive behavioral change and emotional growth.	<ol style="list-style-type: none">1. Mentoring Programs2. Restorative Practices<ol style="list-style-type: none">a. Peer Mediationb. Juvenile Review Board3. Developmental School Counseling4. Wraparound Services5. PBIS6. Bully Awareness Programs7. Parent Programs8. Student Social Activities9. Suicide Prevention and Awareness10. Social-Emotional Learning
<p style="text-align: center;"><i>2021-2022 Focus Areas</i> <i>Climate & Culture- Social-Emotional Learning</i></p> <ul style="list-style-type: none">● Behavioral and Emotional Screening System (BESS) administered and data analyzed at all 3 schools● Social & Emotional Learning Professional Development provided for all educators● Scientific-research based curriculum used in each school- LES (Second Step), LMS (CASEL based units); LMHS (ONEder)● MTSS model to incorporate social emotional behavioral interventions● Positive Behavioral Interventions and Supports/SEL committees in all 3 buildings	

Evidence of Success

Returning to school amidst the pandemic and after what had been two interrupted and challenging years made it imperative to focus on maintaining a safe and positive school climate. Essential to doing this is having information on our learners that allow us to provide social and emotional support. The Behavioral and Emotional Screening System was administered and analyzed at all 3 schools. Through our multi-tiered system of support we were able to provide regularly scheduled and targeted interventions for learners in areas of identified need. 70 students received such interventions at LES, and 38 students benefited from these interventions at LMS, while Lyman had 75 students given these supports. These interventions included, but were not limited to, Check In/Check Out, counseling, and social worker family consultation.

We increased the amount of time dedicated to direct instruction around social/emotional topics in the classroom as well. The elementary school utilized the Second Step curriculum and taught lessons with fidelity. The middle school revised their connections lessons using the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework and updated their weekly themes to match our Lebanon Public Schools Portrait of the Graduate. Developmental guidance provided within classrooms with lessons taught by school counselors. Lessons included:

- 5th grade- middle school transition, mean spirited behavior/ bullying prevention
- 6th grade- mental health awareness, cyberbullying/ staying safe online, career introduction
- 7th grade- Signs of Suicide Prevention Program, career unit
- 8th grade- Signs of Suicide Prevention Program, job shadow project

The high school utilized the ONEder curriculum during their Positive Academic Work Support period. Our school counselors were actively involved in further development of supplemental lessons and in delivering instruction on these important topics and to help build the skills of our learners. Courses included Discovering Self-Awareness, Building Social Awareness, Developing Self Management, Responsible Decision Making and Growing Healthy Relationships. Understanding that our learners need support outside the walls of our classroom the district secured grant funding to provide an Internet Safety Concepts presentation.

Furthermore, Social Emotional Monthly lessons were developed on a Tier 1 level that teachers implemented. Topics covered included: World Kindness Day, Unity Day, Gratitude Day, Self-Care, Safer Internet Day, Laughter & Happiness, SEL Day and Mental Health Month: It's okay to not be okay. Our district was also excited to welcome Brody our Therapy Dog.

To do our best to protect and provide guidance to all our learners our district made great strides in developing a Suicide Prevention, Intervention and Postvention Protocol. To go along with this protocol the Signs of Suicide (SOS) a universal, school-based prevention program designed for middle school (ages 11-13) and high school (ages 13-17) students, was implemented at both Lebanon Middle School and Lyman Memorial High School. The goals of this program are to decrease suicide and suicide attempts by increasing student knowledge and adaptive attitudes about depression while also encouraging personal help-seeking and/or help-seeking on behalf of a friend. In doing so we hope to reduce the stigma of mental illness and acknowledge the importance of seeking help or treatment. Parents and school staff were engaged as partners in prevention through "gatekeeper" education and the district developed community-based partnerships to support student mental health. The curriculum raises awareness about behavioral health and

encourages students to ACT (Acknowledge, Care, Tell) when worried about themselves or their peers. Staff was also trained in the Question, Persuade, Refer certification process. The program teaches how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help.

Each school held assemblies and spirit celebrations to add to the positive school climate that permeates our district. At LES a Mindfulness, Mime and Stress Relief assembly was held where students learned the art of miming, humor, breathing and other mindfulness techniques. The students also enjoyed a demonstration by Mannie Nogueira's BMX Show that focused on goal setting. At the middle school and high school spirit weeks that tied into community service were held throughout the year. Lyman staff and students took their spirit into the hallways, literally decorating and designing the doors and walls to further drum up school spirit. Lyman had a Homecoming Dance in the Fall of 2021 that was very well attended and students were excited to get together again for this annual activity. The Junior/Senior Prom was held at St. Clements Castle in Portland in May 2022. This event resumed again after a brief hiatus the past two years. Lyman held an Internet Safety presentation in the gym for all students. The presentation was led by a leading Internet Safety expert and his presentation was very well received by both students and staff. The annual Mayfest celebration resumed with artwork collected over the course of the year with a special evening viewing presentation involving the Music department as well. One of the last events of the year was the Field Day put on by the Student Council with activities all around the Lyman campus. It was great to see students and staff alike come together in these fun and beneficial team building events.

Our Pupil Services department was integral in coordinating and providing services and resources to our staff, students and families alike. To that end Special Education Parent Group Education Sessions were held and covered topics such as; Zones of Regulation and Social-Emotional Learning, QPR (Question, Persuade, and Refer) Training for Parents - trained individuals on the warning signs of suicide crisis and How to Support Reading at Home. The department also worked hard to revamp this section of our district webpage to have it be a hub of information in an easy to navigate site. To best carry out the services needed for our learners we addressed staffing within the district. An additional social worker hired to service LES and LMS through the use of ARP-ESSER funding. We also moved the social worker at LMHS to full time. Our district contracted with EastConn to provide weekly consultation from Board Certified Behavior Analysts to LES to support the ABA and SCALES classrooms. A transition from PMT training to Safety Care began. Two staff members attended classes to become trainers. Training for most special education staff and administrators to occur over the summer.

COMMUNICATION AND COMMUNITY ENGAGEMENT

The Lebanon Public Schools values communication between students, teachers, home and community. We will collaborate with educational stakeholders throughout the local and regional communities to ensure opportunities to participate in school and district initiatives.

<p style="text-align: center;">Strategic Priorities</p> <p>Promote clear and informative communication between the district, schools and all stakeholders to create engagement and opportunities for participation in district planning and initiatives.</p>	<p style="text-align: center;">High-Leverage Activities</p> <ol style="list-style-type: none">1. Partnerships<ol style="list-style-type: none">a. Home<ol style="list-style-type: none">i. Family engagementb. Schoolsc. Higher Educationd. Businesse. Career Preparation Programsf. Community<ol style="list-style-type: none">i. Service Learning2. Communication Plan
<p style="text-align: center;"><i>2021-2022 Focus Areas</i> <i>Communication & Community Engagement</i> <i>Partnerships- Home- Family Engagement</i></p> <ul style="list-style-type: none">● Monthly Superintendent and Principal Updates● Lebanon Public Schools- Superintendent Gonzalez Facebook Page● Revamped Orientation and Open House events● Planned school and community events- Coffee and Chat with Superintendent, Walktober, PTA/PTO sponsored events i.e.-Movie Nights, Mini Mudder, Panther Den● Safe Return to In-Person Instruction & Continuity of Services Plan● ARP-ESSER Feedback Sessions	

Evidence of Success

We are all in this together! To that end we worked hard this year to reintroduce families to our schools through constant communication and engagement in activities. Our district School Reopening Committee thoughtfully planned and shared the Safe Return to In-Person Instruction and Continuity of Services Plan which included a section specifically on mitigation measures that would be implemented during events/activities that parents and the community were invited to throughout the year. Thankfully we were able to adjust this plan and lift several mitigation measures making attendance at these events more enticing.

The Superintendent and each building Principal sent monthly newsletters to all stakeholders. In the 12 monthly updates sent by the Superintendent they yielded an average of 713 views. We also increased our presence on social media with the Superintendent and each school having an active Facebook page. The Superintendent page has reached 4,469 visitors. The LES Facebook page has 554 followers. The high school also developed an Instagram page and the athletic director utilized Twitter to promote our highly successful sports teams. The Facebook Reach for Lyman Memorial Page was 4,105. Their newsletters had 372 average views and there are 786 accounts connected to Lyman on Instagram.

The Thrillshare platform continues to be another vehicle to communicate important information on a daily basis to all our families and does so through the use of instant messages in text, email or voicemail. Communication from school to home was an indicator of success within this year's stakeholder feedback goal for our district.

We were excited to welcome families and community members back into our schools to enjoy events and activities involving our students. We reimagined our Open House events making them a more flexible and celebratory event to drum up excitement about being back to school. 113 families attended the high school Open House celebration. Parent-teacher conferences continued to be an important method of sharing information on student progress and working alongside parents to help promote continuous improvement for our learners. At LES we had a 74% participation rate at parent teacher conferences. Lyman also welcomed families back for sporting events culminating with no restrictions in the winter for basketball and we held our Casey Yates wrestling tournament which included 10 other area teams.

Our Music department further opened the doors to our families and community to attend events by displaying our students' talent during concerts and band performances. LES held 4 band concerts. The high school performed creative ensembles during the Pops concert and other band/chorus shows. The Lyman drama production of *Two from Poe* was a big hit and people are still singing the songs from the Spring musical, *High School Musical*. Additionally, the Art department displayed student work and portfolios from across the year during the LES Art Show. An Evening with the Arts brought our town together to enjoy student work and performances by students across the district. Families and community members were also invited to tour our Invention Convention and volunteer at our Field Days at each school. Mayfest brought in students from LES to visit Lyman led on tours by Lyman art students. Students from LES drew their favorite or most meaningful art piece from the exhibit.

Our schools continued to partner with the PTA, PTO and Booster Club to plan for and hold special events for our students, their families and the community at large. At LES, the Mini Mudder was a huge hit, bringing

participants of all ages together for a fun (and messy) physical fitness challenge through an obstacle course created by volunteers. Bagels and Books and Goodies with Grandparents created long lines to enter into our book fairs, but the visitors felt it was worth the wait as they got to enjoy breakfast or a treat and started their day with their loved ones. Furthermore, LES PTA ran Family Bingo and Movie nights and coordinated a Barn Dance for our Huskies. This year our high school students were able to enjoy a prom held at St. Clements Castle in Portland, CT.

Central Office joined in these efforts by holding Coffee and Chat sessions, Community Conversation meetings and the first Lebanon Public Schools Walktober on the Green.

TEACHING AND LEARNING

The Lebanon Public Schools will provide opportunities to ensure professional growth through appropriate, meaningful and engaging professional learning which will address targeted needs to increase student growth across all areas.

Strategic Priorities	High-Leverage Activities
<p>Facilitate the professional growth of educators through activities and experiences designed to increase and enhance professional knowledge, skills, leadership and dispositions in order to continuously improve the educational achievement of all students.</p>	<ol style="list-style-type: none"> 1. Align Professional Development to district and school goals <ol style="list-style-type: none"> a. Individualized professional development b. Curriculum c. Pedagogy d. Mental Health and Well-being <ol style="list-style-type: none"> i. Trauma-Based e. Restorative Practices 2. Efficient and effective collection and use of data 3. Leadership
<p style="text-align: center;"><i>2021-2022 Focus Areas Teaching & Learning- Align Professional Development to district and school goals- Develop Curriculum</i></p> <ul style="list-style-type: none"> ● Pilot math programs at LES & LMS ● EastConn to observe and provide explicit feedback around teaching practices in math (at all 3 schools) and Language Arts (at the elementary and middle school) ● Curriculum writing and proposals of new coursework at the high school ● Science Technology Engineering & Mathematics collaboration with the Connecticut Science Center for LES students and staff ● Partnership with Goodwin University to grow our pathways to college and career readiness 	

Evidence of Success

This year we focused on aligning our professional development and developing our curriculum to launch us towards attaining a limited number of lofty goals. Providing comprehensive, ongoing and personalized development opportunities for our adult lifelong learners is important to us as a district and crucial to providing the best possible education for our learners. We partnered with Eastconn consultants to grow our practices in the writing workshop. These consultants also provided direct coaching to our math interventionist to support data analysis, strategic student grouping and targeted acceleration lessons. New administration also received support on best practices for school leadership.

We also worked diligently to keep our curriculum live and current by updating and revising units of study. To take a step in this direction this year we developed engineering units for our youngest learners PK-4. Furthermore, we proposed new courses to create a more robust course selection and educational pathways for our learners. We are looking forward to students engaging in the Certified Nursing Assistant Certification Course, our Drone Pilot Certification Course , the Nutrition for Sports and Exercise Course as well as Lifetime Fitness and Exercise. We also are adding a Mathematics for Machine Technology and Landscaping and Turf Management option. The Lyman Senior Project was revised to meet the new requirements for the Class of 2023. Additional pathways were put into the Project to increase opportunities for students to showcase growth and interest and the overall project is now aligned to the District Portrait of a Graduate.

We have much to celebrate in this district in respect to professional growth and positive student outcomes:

- Math Pilot programming/instruction and curriculum development: K-12
- Writers and Readers Workshop development and review: K-8
- Open SciEd Training and Inquiry 5-8
- Pre-K ELDS training
- Pre-K Science inquiry
- Safety Care Training
- Data Dives and diagnostic training - across all 3 buildings
- SEL refresher/review - across all 3 buildings
- Conference and/or school based visits in the arts and physical education
- Curriculum writing/team collaboration time across all disciplines in the middle and high school
- Field trips/programs to support learning
 - K & Grade 2- Mystic Aquarium
 - Grade 1- Meig's Point Nature Center
 - Grade 3- Sturbridge Village
 - Grade 4- CT Science Center
 - LMS- Project O
 - LMHS-
 - Project-O (3 times)
 - Business Department - Career Fair
 - National FFA Convention - Indianapolis
 - ASTE Field Trips - LES, LMS, local farms, fishing, Big E, Eastern Regional CDE

FINANCE AND OPERATIONS

The Lebanon Public Schools will budget strategically to ensure efficient and effective systems to support curricular and extracurricular programs and well-maintained facilities.

Strategic Priorities	High-Leverage Activities
Ensure system development and implementation to guarantee sufficient funding levels and operational protocols and procedures are in place to support students and educators in all aspects of teaching and learning.	<ol style="list-style-type: none">1. Budget to responsibly support Strategic Plan2. Maintain clean and safe buildings and grounds3. Utilize facilities to support education program implementation4. Provide transportation to facilitate student access and participation in all aspects of student programming5. Human Resources<ol style="list-style-type: none">a. Negotiate staff contracts that attract & retain staffb. Maintain staffing levels to meet the needs of studentsc. Maintain adequate substitute staff levels
<p style="text-align: center;"><i>2021-2022 Focus Areas</i> <i>Finance & Operations- Human Resources-</i> <i>Maintain staffing levels to meet the needs of students</i></p> <ul style="list-style-type: none">● Use of ARP-ESSER funds to secure classroom and support staff positions to meet the academic and social emotional needs of our learners -<ul style="list-style-type: none">○ LES (fourth grade teacher, math interventionist);○ LMS (Literacy Coach, math interventionist, fifth grade teacher, sixth grade teacher);○ LMHS (interventionist)○ District Social Worker	

Evidence of Success

The Lebanon Public Schools budgeted strategically to ensure efficient and effective systems to support curricular and extracurricular programs and well-maintained facilities. The ARP-ESSER funding allowed us to increase our effectiveness specifically in the acceleration of student learning. We were able to fully execute our plan of hiring the following positions to support the academic and social emotional needs of our learners. At LES we added a fourth grade teacher to provide for smaller class size and more personalized learning opportunities to best prepare these learners to be ready for a transition to middle school. Additionally at LES we brought on a math interventionist who received direct coaching to be able to provide targeted support for learners in need. At LMS we continued our district focus on acceleration in adding a fifth and sixth grade teacher to support students who had recently transitioned to middle school during the pandemic years. A literacy coach and math interventionist were also added to LMS to support learning growth and interventions. The high school team grew by adding an interventionist who led a supported study hall with an emphasis on keeping students on track for grade promotion and graduation. A district social worker was essential in providing social-emotional instruction and support for all our students.

This year we were able to manage a \$20,000,000 budget responsibly ending the year with a small surplus. We presented a robust budget that made up a 3.92% increase. This budget provided for increased pathways for our learners to become college and career ready and maintained our current staffing levels. In partnering with the Board of Finance and then being supported tremendously by our town we were able to get a 2.5% increase for the 2022-2023 school year. With this increase it helps us in our efforts to ensure system development and implementation to guarantee sufficient funding levels and operational protocols and procedures are in place to support students and educators in all aspects of teaching and learning.

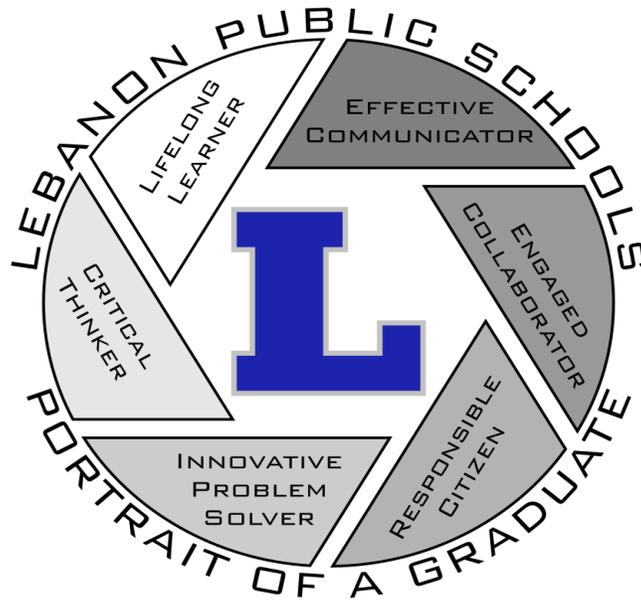
Lyman applied for three additional grants during the year. Lyman received a grant from SERAC in Spring for student mental health support and drug prevention. Two grants that we have not heard back about yet are for the Lyman ASTE department to purchase a new barn to grow our program and for the School Based Diversion Initiative program which is tied to student behavior and mental health support. Due to increases in the number of students in the ASTE department, Lyman received extra money from the SDE to support the department and the funds are being used to purchase landscaping equipment for the new ASTE courses and for staffing.

We continued to take great pride in maintaining clean and safe buildings and grounds. Our technology and facilities teams accomplished many things this fiscal year.

We refreshed Wifi access points throughout the district. As part of our cycle to have up to date hardware so that our students and staff can make the best use of technology, we rolled out 300 plus chromebooks to replace the end of life devices. We applied for Emergency Connectivity Funds and are being reimbursed for the purchase of 300 new chromebooks. We are proud to say that we have been able to continue 1 to 1 computing for the learners of Lebanon Public Schools. We implemented a much needed data backup system. We also moved to an electronic absence management system through Frontline. Our information technology team set up all the big screen televisions in our school entryways to display powerpoint slides. The IT department worked alongside the Department of Pupil Services to do initial training and ongoing preparation for the transition from Frontline Individual Education Plans to the Connecticut Special Education Data System.

The safety and security of our students and staff is our top priority, as such we upgraded security cameras in each of our schools. We also added prox readers on doors at the elementary and middle school so that staff may use swipe cards for entry. The district also upgraded our radios with an administrator channel to have direct access to EMS services. Repeaters were installed at LES and Lyman to improve communication capabilities. The main fuel storage tank and veeder root system at Lyman was moved to an above ground unit.

The middle school generator fuel tank was replaced. A fresh coat of paint was applied to middle school to match its school colors. The upper level and stairwells at Lyman were also painted. All the lights and fixtures in our district were upgraded to LED providing a more crisp view and long-term cost savings. We have also worked with the long-term planning committee to identify project cost for asbestos abatement at the elementary and middle schools as well as window replacement for 66 wing, along with a make up air system for the 66 and first grade wings.



Portrait of a Graduate

To ensure that students have the necessary skills and dispositions to accomplish our mission, the school community has identified six qualities that each student should develop over their Pre-K-12 experience and demonstrate prior to graduation. These six qualities and their attributes will focus and anchor the work of the district as we move towards a mastery-based and student centered learning framework for students at all levels.

Responsible Citizen

A responsible citizen collaborates with diverse people to accomplish community goals through democratic processes. They manage themselves and their resources in a way that is beneficial to their community. A student who demonstrates the qualities of a responsible citizen:

- Respects diverse people, cultures, and viewpoints when addressing a variety of issues;
- Contributes to the betterment of their community;
- Applies their understanding of democratic processes to participate in community decisions;
- Advocates for themselves and others;
- Manages time and materials appropriately; and
- Makes ethical and responsible decisions.

Effective Communicator

An effective communicator clearly conveys their ideas using the appropriate medium. They adjust their presentation of ideas as needed to better reach their audience. A student who demonstrates the qualities of an effective communicator:

- Uses a multitude of platforms (digital and analog) to meaningfully express ideas;
- Articulates and defends their viewpoint clearly in writing, in media and orally;
- Applies the conventions of their chosen communication medium appropriately; and
- Adapts their communication to the needs of a particular audience.

Critical Thinker

A critical thinker asks thought provoking questions and seeks out accurate information to answer those questions. They assess the validity of ideas and opinions by drawing on their experiences and on data. A student who demonstrates the qualities of a critical thinker:

- Asks appropriate and insightful questions;
- Supports an argument with accurate, relevant, and compelling evidence;
- Seeks out a range of information to inform their opinion and evaluates it critically;
- Recognizes bias and differences in perspective in self and others; and
- Connects new learning to prior knowledge.

Innovative Problem Solver

An innovative problem solver thinks flexibly when analyzing and reflecting on their work. They attempt challenging problems and persevere in solving them. A student who demonstrates the qualities of an innovative problem solver:

- Engages in challenging work by developing plans to accomplish it;
- Develops flexible and/or creative solutions;
- Analyzes and evaluates situations to draw conclusions and troubleshoot issues; and
- Reflects on successes and failures and persists in improving their work.

Lifelong Learner

A lifelong learner builds knowledge and skill through practice and the application of appropriate learning strategies. They possess a well-rounded pool of background knowledge and skills, which they can leverage to address their areas for growth. A student who demonstrates the qualities of a lifelong learner:

- Articulates their current strengths and weaknesses as a learner;
- Develops healthy coping strategies to compensate for areas of personal difficulty;
- Applies their understanding of growth mindset to the learning of new skills/knowledge;
- Demonstrates an understanding of the fundamental concepts within a discipline; and
- Identifies community organizations that offer assistance and learning opportunities beyond those available in their school.

Engaged Collaborator

An engaged collaborator actively participates in and makes beneficial contributions to group endeavors regardless of their role. They can switch between leadership and supporting roles easily, as well as give and act on appropriate feedback. A student who demonstrates the qualities of an engaged collaborator:

- Listens to and values the contributions of others;
- Accepts feedback and adapts ideas;
- Contributes to a group goal both independently and interdependently; and works effectively in both leading and supporting roles.

Portrait of the Graduate 2021-2022 Action Plan

1. Build background knowledge and capacity of staff
2. Create grade level “look-fors” describing developmentally appropriate behaviors/actions that align to each disposition
3. Conduct curriculum crosswalk to identify guaranteed learning experiences and create a plan to teach and highlight each disposition
4. Bring Portrait of the Graduate to life through celebrations, branding and language to make it part of our schools culture

Evidence of Success

This year we increased awareness of our Portrait of the Graduate dispositions by consistently using specific terminology across the district. This language becomes culture. We created a district logo and featured it on a new letterhead highlighting our Portrait of the Graduate. We ordered and hung wall decals in prominent locations in each of our schools and offices. We also added a standing agenda item at our Board of Education meetings to celebrate our learners for putting these dispositions to action. We have actively updated our district and school webpages to include Portrait of the Graduate information and resources. We have also utilized this platform to further celebrate the efforts of our staff and students to bring the Lebanon Portrait of the Graduate to life.

As a teaching team we utilized professional development time to have further conversation and to grow our collective knowledge and capacity of the Lebanon Portrait of the Graduate. During these working sessions grade level teams created “look for” documents that specifically spell out what we are desiring to see from our learners across the dispositions at a given point in time of their educational journey. These look fors are developmentally appropriate stepping stones that lead to continuous growth with these dispositions and ultimately set our Lebanon learners up to be poised to utilize these traits upon graduation.

Through the lens of curriculum and instruction we further emphasized the importance of the development of these dispositions by enhancing our Senior Project. Students now have an element in this graduation requirement that is directly connected to the Portrait of the Graduate.

Future opportunities for growth with this initiative include developing guaranteed experiences to demonstrate knowledge and understanding of the dispositions within the Lebanon Portrait of the Graduate for all students in all grade levels. To effectively achieve this action step a thorough curriculum crosswalk will need to be conducted to ensure teachable moments for each disposition throughout units and assessments.

Lebanon 2021-2022

District & School Goals

Perseverance, Pride & Pursuit of Excellence

District Goal 1- To accelerate learning for all students who have been disengaged and have experienced learning loss during the 2020-21 school year, we will increase opportunity for focused student support and, as a result, decrease the number of students not meeting grade-level benchmark standards by at least 20%.

LES Goal 1- LES will decrease the number of students not meeting grade level benchmark standards by at least 20%.

- Action Step- Use benchmark and progress monitoring data to identify students for targeted interventions and/or extended learning opportunities and assess the efficacy of the curriculum.
- Action Step- Use weekly progress monitoring data to review the effectiveness of Tier II and Tier III interventions.
- Results- The percentage of students receiving Tier 3 interventions decrease in every grade level from fall to spring by an average of 5%.

LMS Goal 1- LMS will decrease the number of students not meeting grade level benchmark standards by at least 20%

- Action Step- Analyze data from last year and beginning of year assessments then use targeted instruction and interventions to address areas/claims that were below the proficient band
- Action Step- Analyze NWEA, SBAC, local data from last year and form intervention groups to create targeted growth groups based on areas of need. Six to eight week timelines will be used to progress monitor these targeted groups.
- Results- There was a decrease of 17% and 27% of students not on grade level from the Fall to Spring iReady diagnostic in Reading and Math respectively

Lyman Goal 1- Lyman will increase the opportunities for student focused support within the school day in order increase student success and engagement across all content areas.

- Action Step- PAWS will now be offered every Monday through Thursday for 35 minutes, from 20 minutes a day, to allow students to get Tier 2 interventions.
- Action Step- Student Support Interventionist added in order to offer Supported Study Hall every period to students who have been identified by the Scientific Research Based Interventions Team which meets twice a quarter.
- Action Step- Increased Math Lab Offering by adding a Math Interventionist for two periods in addition to the one period we already have scheduled.
- Results- Number of students who failed a 1 credit course decreased by 42% (52 to 30) and the total number of course failures decreased by 57% (121 to 52)

District Goal 2- To accelerate learning for students, who have been disengaged in learning as a result of COVID during the 2020-2021 school year, the district's English Language Arts and Math performance will increase at every grade level by 10% using district and state benchmark data.

LES Goal 2- LES students scoring at or above the fall benchmark on the baseline assessments will continue to maintain or improve scores by the spring assessments. Students scoring below the fall benchmark on the baseline assessments will grow within their band by 10% by the spring assessments.

- Action Step-Use benchmark common grade level curriculum and standards based assessment data to identify students for differentiated instruction, extended learning opportunities, and/or interventions and to assess efficacy of the curriculum.
- Action Step- Teachers in grades three and four will administer a minimum of four Interim Assessment Blocks (IABs) in ELA and Math to allow for practice and targeted interventions for the spring Smarter Balanced Assessment.
- Results- There was a 14.5% increase within performance bands on the Spring assessments

LMS Goal 2- LMS will increase grade level performance on Math and ELA by 10% using district and state benchmark data

- Action Step-Analyze individual student growth data from NWEA and SBAC then use targeted instruction, enrichment and interventions to increase individual student growth
- Action Step- Common deficit areas will be identified and embedded activities will be used to increase proficiency in these areas
- Results- Results- Increased the percentage of students on grade level from 35% in Fall to 62% in Spring based on iReady Math diagnostic, and from 44% in Fall to 58% in Spring on the iReady Reading diagnostic

Lyman Goal 2- Lyman will work to increase the number of students meeting the yearly graduation requirements for ELA and Math.

- Action Step- PAWS will now be offered every Monday through Thursday for an extended period of time to allow students to get Tier 2 in ELA and Math.
- Action Step- increase the number of students in proficient band on state assessments by 10 % (SAT & NGSS)
- Results- 313 out of 320 students passed a math course grades 9-12 required for graduation (98%)
- 310 out of 320 students passed an English class 9-12 required for graduation (97%)

District Goal 3- To strengthen community and family connections for the purpose of supporting student success, the district will increase by 20% the total level of participation in school/community programs.

LES Goal 3- LES will increase participation in school and community programs by 20%.

- Action Step-Open House Partner with LES PTA to create evening events (at least three) for families and community members.
- Action Step- Increase open house attendance by 20%.
- Results-
 - Open house attendance-74% participation rate, fall parent/teacher conferences-74% participation rate, spring parent/teacher conferences-66% participation rates
 - Collaboration with PTA-family engagement events-Mini Mudder, Bagels and Books, Goodies with Grandparents, Book Fairs (3), Family Bingo, Movie Nights, Barn Dance
 - 4 Band concerts and 1 art show
 - Field Day, Invention Convention

LMS Goal 3- LMS will increase participation in school and community programs by 20%

- Action Step- Open house attendance will be promoted and yield a 20% increase in attendance
- Action Step- After School events will be planned and yield an increase in attendance. Events include: Band/Chorus, Arts Night, Greenhouse club, teacher created events
- Results- All events had robust attendance. Turnout post -covid yielded great numbers or participants

Lyman Goal 3- Lyman will increase communication with families in order to support student success and increase the level of participation in school/community programs.

- Action Step- Creating a monthly building newsletter to be sent out to parents/guardians, students, faculty, staff and community members.
- Action Step- Redesigning Open House in the fall in order to increase community attendance.
- Action Step- Completing the Lyman Recruitment Video.
- Action Step - Administration and members of the Lyman Community (Faculty, Staff and Students) will increase outreach to sending schools.
- Results- The monthly newsletter was completed and viewed an average of 372 times a month. The Open House redesign was a huge success and people commented on how much they loved it all together outside. The Lyman recruiting video was completed and utilized for tours and visits from Bozrah, Franklin, Sprague and Lebanon middle schools. We did much more outreach this year including having Sprague 8th graders visit for the first time and tour the building. We also secured future partnerships by signing contracts with Lisbon and Parish Hill so that Lyman can be a school of choice.

District Goal 4- To support students and families with COVID-related social and emotional challenges, the district will provide focused Social and Emotional Growth services to students with an emphasis on those students identified using a universal screening tool, as well as attendance and academic data.

LES Goal 4- LES will administer the SEL universal screener to Prek-4th grade students.

- Action Step-Use the SEL universal screening data to identify/adapt Tier 1 SEL instruction.
- Action Step- Use SEL universal screening data to identify students in need of Tier II and III interventions.
- Results- The BESS was administered in November, March and May at LES. The percentage of students in the elevated or extremely elevated range (overall score) were as follows:
 - November 19%
 - March- 19%
 - May- 22%

To help support this goal our staff received training on Tier 1 practices. Using the “train the trainer” model, LES experts presented a Social and Emotional Learning and restorative practices session in August. Then in April staff participated in a professional development called Model with Students. This session focused on the importance of incorporating self-care into the classroom as a great way for students to learn how to manage and cope with challenging situations. The last training was provided in May and provided our teaching team with information on creating Trauma-Informed classrooms. During the year 70 students received Tier 2 or 3 Social/Emotional interventions.

LMS Goal 4- LMS will support students and families with social and emotional challenges with a focus on students identified via the universal screening tool

- Action Step- Targeted SEL lessons based on BESS screening data will be incorporating into Connections lessons
- Action Step- Individual contact/counseling will take place for all students identified in need based on BESS screening data
- Results- Data derived from BESS screening was used to provide SEL interventions including individual counseling and group sessions. In total, 38 students were enrolled in interventions by the team. Weekly connections lessons were developed by a school wide climate team that incorporated targeted lessons based on BESS screenings.

Lyman Goal 4- Lyman will be providing more opportunities for Social and Emotional Growth activities throughout the year.

- Action Step- Lyman will utilize every other Friday PAWS for school wide SEL activities.
- Action Step- Lyman with assistance from the Director of Curriculum and the Director of Student Services is purchasing a SEL curriculum for SEL activities.
- Action Step - Student Assistance and Monitoring (SAM) Team will continue twice a quarter to identify students based on the universal screener and who are referred by staff in order to develop individualized behavior interventions.
- Results- In addition to utilizing the ONEder program our Lyman Social Worker, Sabena Escott designed activities to meet our student needs. These activities included videos and reflection opportunities. We have investigated a new program that we will use in the Fall 2022. The Program is called Choose Love. We met with the SAM and SRBI team to review referrals. The referral process included a redesigned form created by one of the Lyman teachers.

