

Lebanon Public Schools
Annual Report
2016-2017



Robert J. Angeli
Superintendent of Schools

Board of Education Members

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James Mello – Vice Chairman	Stephen Nelson
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District Administration

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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

Andrew Gonzalez – Principal

Athletics

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

The 2016-2017 school year saw the continuation and the initial implementation of several major initiatives. First and foremost was the execution of the first year of the 2016-2019 Strategic Plan. The Plan is an aggressive plan developed in the winter and spring of 2015-2016 school year with participation from a variety of internal and external stakeholder groups, including students and parents. The driving element is the Board of Education's mission statement followed by seven goals, each providing the impetus for the work in the 7 core focus areas. Each goal is supported by specific strategies and each strategy is facilitated by specific action steps.

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

The Board, students, staff and public have been provided periodic updates throughout the year and this report will highlight the major efforts and accomplishments for the 2016-2017 school year.

Academics: Teachers at Lebanon Elementary School (LES) and in Grade 5 at Lebanon Middle School (LMS) have been implementing Writers Workshop instructional model supported by Fountas & Pinnell curricular material. Greta Skiles, Reading Specialist hired this year, has worked with the curriculum director, principal and teachers to develop cut scores used to identify students for tiered interventions and to focus the use of student performance data to inform instructional shifts. NWEA MAP remains the primary assessment tool used to benchmark student progress, but we continue to evaluate assessments based upon their ability to provide educators with useful data to improve and individualize instruction. We feel some tests can be eliminated or used in specific circumstances. The DRA2 and DRP have been used only on a limited basis and the elementary staff has decided to switch to Fountas & Pinnell assessments next year for progress monitoring.

The Connecticut State Department of Education (CSDE), as a part of its State Systemic Improvement plan, identified LES as having a large achievement gap in ELA between disabled and nondisabled students. A committee of district administrators and LES teachers, chaired by Principal Gonzalez, twice met with representatives from the CSDE and the State Educational Resource Center (SERC). An action plan is in development and will be implemented in the 2017-2018 school year.

The district implemented a one to one computing program with the distribution of Chromebooks to all students in grades 4 through 12. The LMS and Lyman Memorial High School (LMHS) students can take their devices home with them while the 4th grader students have their devices for in school use. This deployment of devices allowed us to reallocate laptop computers and iPad devices for use by students in the lower elementary grades. The increased use of the devices, aided by the establishment of Google accounts for students, has facilitated and augmented communications between staff and students, student and student and staff and staff. It has also allowed the use of various computer-based instructional software that allow students to progress at their pace, thus personalizing their educational experiences.

LMS students who take the equivalent of a course taught at LMHS are now receiving high school credit. Currently we are primarily able to do this in World Language and math. Additional opportunities for this will be developed. Students at LMHS were presented with increased opportunities to take courses for college credit during spring course selection for next school year. AP and UConn ECE courses were added in computer science and ASTE respectively. Furthering course realignment work that took place for the 2016-2017 school year, LMHS students will have increasingly fewer opportunities to take the lowest rigor "S" level classes. While reduced student enrollment has provided the necessity to reduce class sections, our district wide work monitoring rigor and expectations in the classroom through instructional supports to discontinuation of "S" level classes.

Curriculum writing continues in ELA and math but is also underway in Social Studies and science. The social studies staff has been active in identifying modern textbook options to replace our ageing text collection. Science teachers have been working on realignment of LMS and LMHS science courses and standards to meet the recently adopted Next Generation Science Standards. The ASTE program participated in a joint CT Dept. of Labor and CT Dept. of Education program to allow high school students to have unpaid internships. CT labor law requires high school students be paid for internships which can make it difficult for the ASTE students to arrange SAE projects.

LMHS 10th grade students will take PE next year to align with the state physical fitness testing program. Music will also see a change next year with the reinstatement of an instrumental program in 4th grade and a general music program for 5th graders based in the use of music technology.

The Plan calls for the development of a K-12 curriculum incorporating natural, environmental and agricultural science. This year has seen limited exploration of this action item. The superintendent has joined the Connecticut State Consulting Committee for Agricultural Science and Technology Education. Discussions have been had with the LMHS ASTE staff, the FFA Parent and Alumni Association, administrators, BOE members and LES staff. A committee will be formed at the start of the next school year to begin this work in earnest.

Climate and Culture: All 3 schools continue with PBIS as a way to foster appropriate school behavior in the students. LES also uses the Second Step curriculum to support PBIS. LMHS implemented "Bark Cards" which can be used to send positive messages to students.

Sabena Escott was hired as the Social Worker for the district. She maintains office hours at each of the schools. Her services have been well received by students and parents alike. Dawn Pagliarini and Tonya LaPlante, facilitated by Cheryl Biekert, implemented the Ment to Succeed mentoring program. In this program, LMHS student mentors are paired with a mentee from LMS. They meet once a month for preplanned as well as mentor/mentee directed activities.

The district partnered with the Lions Club to provide the Lions Kidsight eye screening program for students in Pre-K to 1st Grade.

Each school continues to offer events for students to interact socially. School movie nights, dances, fan buses, are some examples. LES added breakfast programming this year to include the families of the students. These included Donuts with Dads, Muffins with Moms, Books and Breakfast and Goodies with Grandparents.

Talent: Professional development (PD) for teachers and administrators has been a major focus with the many academic initiatives underway in the district. Jennifer Scoggin, Director of LitLife Connecticut was contracted to work with the LES and Grade 5 teachers on Writers Workshop. They met several times during the course of the year. An in-district technology PD team was created by training a core group of teachers last spring and during the summer. These teachers then provided PD workshops on Google apps, Chromebook basics, and various instructional software and applications. The LMS and LMHS Social Studies, English and science teachers were provided with collaboration time and joint PD specific to their content areas. Teachers from several academic areas attended PD programs outside the district on the CT Common Core, assessment, differentiated instruction, and personalized instruction, amongst other topics.

The Admin Team has been working with the Connecticut Center for School Change (CCSC) on leading for change. This work lead to the implementation of Instructional Rounds, focus on rigor with the revised Blooms Taxonomy as the framework, and a study of the Instructional Core, the interactions of the students, teachers and content in the presence of a task. A consultant from the CCSC has met with the Admin Team throughout the school year. Members of the Admin Team will attend the 2017 International Society for Technology in Education (ISTE) Conference and Expo in June.

The district has always advertised vacancies on CTREAP, a free online service. Applicants then submit their application items via email or by carrier delivery. This makes screening and sharing of the applications difficult. We have explored options and are implementing Frontline AppliTrack online recruiting program this spring. New hires will be treated to a 2 to 3-day orientation program, up from 1 day, as a result of contract changes made during recent negotiations.

Operations: The areas covered in Operations pertain to functioning of the district but often overlap with other areas of the Plan. Facility concerns addresses here are the upgrade to the phone system made this year and planning for capital projects- facilities, technology and athletic. A list of projects is provided late in the report but a sampling is painting, furniture upgrades, resurfacing the track, paving and LES retaining wall replacement.

Our work with Instructional Rounds and Data Teams is well underway, but admittedly we are father along with the Rounds. The consultant facilitated the first 2 Rounds at each school this year with the principals and teachers taking lead on the third. The principals and teachers have also been responsible for designing activities for staff meetings to ensure increased rigor and expectations are incorporated

into lesson development. We have used 2 visual representations of the revised Blooms Taxonomy and have developed a protocol to review lessons for rigor.

LMHS staff formed a committee to study the high school bell schedule. Members of the committee visited other schools to see different schedules and discuss their merits. From this, they developed an 8-period schedule and recommended it to the Lyman administrators, superintendent and the BOE. The LMS principal has also started to review the LMS bell schedule and has enlisted the assistance of staff members to develop an alternative schedule. This work continues.

Enrollment: The declining enrollment across all schools in Lebanon and most in region has many districts studying ways to collaborate with neighboring communities to educate their children. Our communication with Franklin will continue, but for now, they have developed a Strategic Plan that they wish to honor to see its impact on its school. Windham is studying whether or not it should close Windham High School and we have been contacted about interest and capacity to take students at LMHS. Similarly, Region 11, Parish Hill Middle and High School is conducting a study to dissolve the regional school system. We have been contacted about our interest and capacity to accept both middle and high school students.

A new district brand has not been created, but the existing logo is being promoted. It is now being used on district letterhead; it has been placed on water bottles that were given to staff at the beginning of the year as well as to some students. We will continue to use the logo to promote the identity of the Lebanon Public Schools.

Students at LMHS were surveyed about course options. They identified courses and topics they would like to have taught while at Lyman. Graduating seniors will be asked to fill out a survey about their experiences at Lyman. An exit survey is being developed to gather information when students leave the district prior to high school graduation.

LES, LMS and LMHS implemented Facebook accounts for their schools. The accounts have been big successes with many students and parents visiting them. Feedback has been very good. The district studied options for improving the website and has settled on Apptegy. Apptegy will build a new website for the district and schools, create a Lebanon Public Schools app, and link social media messaging with an automated calling and emailing service. Transition work will begin this spring.

Finances: A needs-based budget for 2017-2018 was developed in support of the Strategic Plan. The budget had a 2.19% increase over the current year budget. In incorporated an increase of 0.4 FTE in technology education to support the increased access students have at LES. The budget also included the addition of a girls volleyball team for LMS. While new, there are not the budget drivers. The drivers were primarily certified and non-certified salary increases and health care costs. The BOF reduced the budget request to 1.14%, so \$200,000 had to be cut. Public feedback was good at budget presentations. The uncertainty of the state budget had a negative impact.

The district continues to utilize grants to improve programming for students, these however tend to be small grants of short duration. Given the socioeconomic standing of the families on Lebanon, we generally do not qualify for many grants.

Student Activities and Athletics: Three clubs were added at LMHS this year based upon student interest. They are the Leggo Club, Model Rocket Club and Coloring Club. No sports were added this

year, but next year's budget includes girls volleyball for LMS. Co-op football with Coventry, Bolton and Windham Tech will be added in the fall for Lyman. This is a pay-to-play program and will not incur costs for the Board.

School and Program Updates

Lebanon Elementary School, Andy Gonzalez, Principal

Reading consultant update

Current and on-going:

- Shifting from helping to provide intervention to neediest kids (Tier 3) to Tier 1 focus
- Created data cut points; currently working to streamline the assessment system to minimize the amount of assessments being done
- Data analysis during START; create FIT groups; share Tier 2/3 progress monitoring and intervention strategies classroom 1 teacher during START; participation on SWAT team.
- Creating a binder of standard treatment protocols and progress monitoring system for standardized Tier 2 intervention
- Consulting with teachers about students who struggle with reading/writing
- Weekly meeting with reading interventionists
- Staff meeting to introduce multisensory strategies for decoding and fluency that can be done in Tier 1
- Co-teaching in writers' workshop
- Provide support to teachers of English Learners including instructional strategies

The Fountas and Pinnell Benchmark Assessment System has arrived:

- Planning spring PD in preparation for roll out in September.

The Fountas and Pinnell Phonics program has arrived:

- Phonics study group will meet May 8 after school to determine PD needs in preparation for roll out in September.
- Alignment of cut points, assessment expectations, etc. prior to new school year.

Social Worker Update

- **New Position Outreach/Paperwork**
 - Developed School Social Worker Release to work with outside agencies
 - Developed School Social Worker Permission Slip for parents/guardian
 - Sent out School Social Worker letter of Introduction to Parents
 - Attended Open House at LES
 - Developed Custody Terminology "Cheat Sheet" for Administration, School Counselors, and School Psychologists
 - Updated School Health Supervisory Personnel Professional provider, on the Medical Reason/Homebound Hospitalization Instruction Paperwork, and distributed to all 3 schools
- **Duties/Meetings/Outside Provider**

- Monthly peer supervision with LES, LMS and Lyman School Psychologists
- Eastern Regional Counselor Meetings: 2
- Topics included: Working with DCF, Utilizing the Emergency Mobile Psychiatric Services and Process of the Juvenile Review Board
- Family support with overdrawn lunch accounts
- School and Family supports with attendance concerns
- Developed Comprehensive Provider Resource Manual
- Weekly meetings with School Psychologist
- Behavior log Entries Support on PowerSchool
- Newsletter submissions
- Member of the Lebanon Social Services Community Provider Team
- Team Meetings
- Parent Meetings
- Organized Neighbors Helping Neighbors Snack and drink donation to LES
- Meeting with UCFS to discuss supportive programs to benefit Lebanon students/families
- Consult with Unified Therapy to understand their Speech, OT and PT support for the Lebanon community
- Meeting with National Alliance on Mental Illness, to discuss educating staff, students and families
- Meeting with the Anti-Defamation League to discuss programming for staff and students
- Meeting with Trooper Konow in May, to discuss support within the school and community

Use of Tech Devices

- We wrote our biographies on google docs, inserted pictures, researched facts, shared and edited using comments provided.
- We have used google classroom for various activities even created a STEM day one, FIT time, etc...
- We have done all of our testing on chrome books, as well as used various learning websites, Prodigy, StudyLadder, IXL, Raz-Kids, Epic!, Lexia,
- As we talked about earlier, I've had a small group of students collaborate on a couple independent projects. Some students are working on a classroom newspaper as well as a play, sharing the documents with each other so they can work on the projects collaboratively. They have even figured out how to access their account from home so they can work on it there.
- As far websites and other platforms, I continue to use digitalreadworks.com, ixl.com, xtramath.org, Raz-Kids, spellingcity.com, brainpop.com, quizlet.com, Weebly interactive sites, Kahoot!, Kahn Academy, and short videos on YouTube, and numerous other content related sites. I have been using Google Forms to create quick exit tickets or self-evaluations for students to fill out at the end of a lesson. Google Docs allows me to provide feedback quickly to my students' written work.
- The Chromebooks have really changed the way I deliver content, differentiate, provide feedback, and assess. I believe the Chromebooks have encouraged the students to be more involved and engaged in their own learning. Can you tell I just love my Chromebooks and Google Classroom?

Student/Family Social Interactions

- Breakfast and Books, partnered with Chartwells
- Muffins with Mom
- Upcoming- Goodies with Grandparents, May 31st

Student Activities/Athletics

Although we do not offer athletic programs through the school our kids have participated in volleyball which was run in large part by the Lyman Championship Volleyball Team.

We also have an Art Club and Engineering Club that is taught by instructors set up by the Rec Dept.

4th Grade Band

Fourth graders will have the opportunity to participate in the band program starting in the 2017-2018 school year. This addition will benefit both the 4th grade students and the LPS instrumental programs. There are many elementary students who have a great interest in music, but are only offered one 40-minute music class each week. This will enable them to further explore their musical interests. Having them start in 4th grade will help to make the transition to middle school a little easier, since band won't be a completely new program for them. Lastly, the way middle school band is set-up, there's time for 5th & 6th graders to meet as a full band and for 7th & 8th graders to meet as a full band. This is not really possible when the 5th graders are beginners who don't even know how to assemble their instruments. Since 5th graders will have had a year of instrumental instruction, they will now be able to meet as a band with the 6th graders.

4th graders will choose from the following instruments: flute, clarinet, alto saxophone, trumpet, trombone and percussion. Each student will meet in a small group of like instruments once per week for 30 minutes. Starting in February, all of the band students will meet together as a whole group for 30 minutes, in addition to their small group lessons. I've spoken with the 4th grade teachers to work out a rotating schedule during times with the least academic impact. Students will not miss the same class every week.

Instructional Rounds at LES

What Next?

- Teach Bloom's Taxonomy to students-tell students the type of question they are being asked
- Use meeting time to design rigorous tasks and get feedback from colleagues on the level of rigor for students.
- Label questions on all student assignments.
- Have students generate higher level thinking questions to ask one another?
- Start by asking higher level questions first before remembering and understanding questions.
- Teachers monitor teacher talk and provide more opportunities for student discourse with one another around the questions being asked.
- Train paras to ask higher level questions and allow students some struggle time.
- Pause before scaffolding the assignments or questions. Allow students to struggle.
- All students in all settings can achieve at all levels of Blooms.
- Students at LES can have challenging conversations and appropriately disagree while collaborating to complete rigorous tasks.
- Hard work is GOOD work!

- Students are noticing when things are challenging and/or difficult, that is ok!
- During today's IRs we observed more tasks that were above the Remembering & Understanding Levels on Bloom's than observed in previous rounds.
- The use of R & U was used to activate prior knowledge to facilitate students climbing Bloom's.
- We noticed a range from remembering to creating.
- We noticed students are collaborating in small groups.

Lebanon Middle School, Rob Laskarzewski, Principal

- * Transition to Google School started with PD on Google documents and presentations
- * One to One Technology initiative implemented with all students receiving Chromebooks
- * Conducted Instructional Rounds and identified areas of practice to focus on to increase rigor of student assignments
- * Workshops on Technology, Academic Rigor, Teaching Reluctant Learners, along with various curriculum work was completed.
- * Continued with PBIS program that also included School Climate and Connections activities
- * Physical Education activities and preparation was aligned and scheduled to coincide with mandated state assessments.
- * Developmental guidance was provided in all grades with relevant topics along with state mandated initiatives.
- * Peer mentoring program was established with High School students mentoring Middle School Students.
- * Successful career exploration and goal work with Student Success plans and Job Shadow Exposition
- * Assembly on Internet safety provided for all students and staff
- * Tool for School Committee was re-established and provided refresher training
- * Social Media presence established with an LMS Facebook page
- * 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

Significant Events

District Focus on rigor drives faculty discussions and decision making.

- Reduction in Scholastic Level courses, promoting higher level instruction for all students.
- Increasing the number of co-taught classes to facilitate the increased rigor for students.
- Faculty meeting and PD presentations on rigor and creating rigorous tasks.

- Addition of Teacher Spotlight to faculty meetings highlighting new skills and practices that would benefit all teachers.
- Instructional rounds continuing with new group joining original members (6 total).
- New schedule research and development for implementation in 2017-2018 school year.
- 2 new ECE courses added for the ASTE program (3 total ECE classes).

Awards and Accolades

- 7th Annual College Board AP Honor Roll recipient (1 of 13 in the state).
- Numerous regional, state and national recognitions for ASTE students throughout the year.
- Outstanding Exchange cooperation award.
- Michaels Cup recipient for the 4th year in a row.
- Silas Olsen, Governors Scholar award winner (first in the last 15 years).
- Abbott Hooper and Katy Konow CAPSS Superintendent's Award winners (Presentation in November).
- 2 State Championship Teams in the fall, Volleyball and Boys Cross Country.
- Volleyball team received a sportsmanship award from the officials' board.
- 2 State Champion Wrestlers, David Verizzi and Mason Laflam.
- Camden Tedford-Coles came in 4th in the state in fencing representing Lyman (first in recent memory).
- In November, a new group of students (15 total) were inducted into the Wheelock Chapter of the National Honors Society.
- Christine Lugli and Alexis Bellows received the CAS outstanding artist award.
- CAS Scholar Athlete award winners Katy Konow and Chandler Magnuson.
- The French and Spanish Honor Societies inducted new members April 3rd.
- 4 sports teams were ECC division champions

Assemblies, Presentations and Student Activities

- Open House for returning students
- 9th grade ASTE picnic
- Ms. Lyman
- 3 Pep Rallies (one for each state championship team, one for Spirit Week)
- Distracted Driving Presentation
- Veterans Day Student Presentation in gym
- 2 Red Cross Blood Drives (November and April)
- Homecoming Dance
- LMS 8th grade visit
- Franklin 8th grade visit
- Holiday Bazaar and ASTE Open House
- College Night for Juniors and Seniors
- Israeli Emissaries presentation to 9th graders
- Spirit Week
- French Cabaret
- Special Wizard of Oz showing for LES students
- True Colors Field trip to UConn
- Bulldog Spelling Bee
- Spring Fling Semi-Formal Dance

- FFA Week
- Mr. Lyman
- Mayfest and Music Cabaret
- Jr/Sr Prom Villa Louisa
- ASTE Banquet
- Senior Banquet Yearbook Presentation
- Day of Silence
- Department Awards Assembly
- Field Day
- Senior Outing
- Awards Assembly whole school in gym
- Senior Walk at LES

Art and Music:

Mayfest will be running from May 15th to the 19th. New this year we will be bringing in a musical cabaret involving our band and chorus students as well as a sampling from our culinary students. We will be inviting all families from the district and reaching out to all the sending towns as well.

October 28	Fall Festival
November 3 & 9	Charter Oak Music Festival
November 11	Veteran’s Day Luncheon at the American Legion
November 19	Eastern Region Festival Auditions
December 2 & 3	A Christmas Carol
December 4	Lebanon Town Tree Lighting
December 5	Tri-M Concert and Gift Wrapping
December 13	Jazz Band Senior Center
December 19	Winter Band and Chorus Concert
December 23	Caroling at LES
January 6 & 7	Eastern Region Music Festival
January 28	All State Auditions
March 17 & 18	Winter Musical: The Wizard of Oz
March 25	Tri-M Bowling at Lucky Strike Lanes
March 31 & April 1	Chorus Field Trip to NYC (overnight with Bacon Academy)
April 4	Connecticut Association of Schools Banquet
April 6	Spring Chorus Concert
April 25	Spring Jazz and Concert Band Performance
May 16	Mayfest Art Show and Cabaret
May 17	Music and World Language Field Trip to NYC
May 19	Student Music Benefit Performance (Lyman Aud. & Lebanon Cong. Church)
May 27	Memorial Day Parade
June 1	Pops Concert
June 2	Music Department Banquet
June 2	Tri-M Music Honor Society Induction
June 16	Graduation (Performed Music Selections)

Business, Computer, Technology and Family Consumer Science:

- 1 student competed in the American Legion Oratorical Public Speaking Contest. The student, Seth Hisman went and placed 3rd at the state competition in March.
- During the 8th grade open house and Mayfest Cabaret, current students in Food and Nutrition classes made and provided treats created in class.
- Students in the Sports Marketing class are going to the new Dunkin' Donuts Baseball Park in Hartford for a marketing presentation.

English:

- September 16th the English Dept. led a field trip to UConn to view the Shakespeare First Folio exhibit.
- December 2nd and 3rd, Diane Ayer directed the drama production of A Christmas Carol.
- Diane Ayer brought in her AP students for extra practice over the April vacation.
- 9th grader Dianna Rodgers won the third annual Bulldog Spelling Bee.
- All members participated continued their professional growth with Erin Powers-Bigler from EASTCONN by putting into practice PD ideas discussed with the team.

Math:

- John Cote and Emma Cox participating in Instructional Rounds.
- John Cote led a PD day presentation on NWEA reports.
- AP numbers remain high.
- Excite concerning new computer class and anticipation of new AP computer classes.
- Emma Cox took in a student teacher from ECSU

Science:

- Larry Strohm continued his participated on the Instructional Rounds Team
- Larry and Kyo and facilitated a presentation of the data to the faculty
- Karen Collins took students to UConn for the Chemistry Olympiad
- Jim Motyka participated in Project O, 4 field trips with students to
- Have been doing PD with the Curriculum Director on preparing for NGSS implementation

Social Studies:

- Cynthia Hisman led a group of students in the Model UN organization on a field trip to the UN in NYC and to a gathering of all Model UN groups in CT in Hartford.
- Kevin Brodie took participating students to Connecticut Youth Forum activities.
- Cynthia Hisman took in a student teacher from ECSU
- Sam McCarthy continued to participate as a member of the Instructional Rounds Team.
- Sam McCarthy organized and coordinated the Israeli Emissaries visit and presentation

World Language

- Field Trip with Music Dept. to NYC.
- Sandra Plaza offered tutoring help for Thursday afterschool Open Library.
- French Club held their Cabaret in March (snowed out in February).
- French Club Cabaret performance at the Senior Center.
- Spanish Club held their 3 Kings Feast in January.
- Mrs. Nowosad was Lyman Teacher of the Year for 2016-2017.

PE/Health

- Fitness class very popular during 5th period.
- Field Trip to Ropes Course for problem solving and teamwork building.

ASTE

- Numerous field trips for leadership and career exploration/development.
- National Convention Trip in October.
- Big E trip in September for all ASTE students.
- Mrs. Grogan and floral classes supplied flowers for athletic and academic recognition events.
- Megan Grogan joined the Instructional Rounds Team.
- Utilized the new Sugar Shack for syrup making.
- Participated in numerous CDE competitions.

Curriculum, Instruction, Assessment and PD, Kathleen Mozak-Pezza, Curriculum Director

Goal: Reading at or above grade level by grade 3

Provided 7 days of training/support through a consultant for Writers Workshop. Scheduled ten days of support for Readers and Writers Workshop for the 17-18 school year

Sent staff members out to PD on NWEA so that they could turnkey the PD at the elementary school and build capacity for using the reporting features in NWEA

Worked with the Reading Consultant to determine which reading assessments should be phased out and/or replaced and assisted in vetting the new cut scores for intervention

Re-administered the K-3 Reading Survey so that we can chart growth over the last two years

Goal: Increase access to college level courses

Reinforced the open enrollment of students in higher level classes in professional development workshops and coaching sessions

Worked with the Ag department and high school administration to add two Ag ECE courses to the program of studies

Provided the financial and substitute support to train a new CTE Coordinator for the high school

Goal: Increase opportunities for career education

Provided support for CTE teachers to learn about career related curriculum and opportunities through professional development workshops

Identified overlap between the NGSS and the ASTE program in preparation for a discussion on a K-12 curriculum component overlapping both areas.

Goal: Increase anywhere/anytime learning opportunities

Worked with staff in all three buildings to plan and implement two days of technology professional development focused on small group, teacher led workshops with opportunities for on-going support.

Worked with middle school social studies teachers to procure new textbooks that have on-line elements and accessibility.

Goal: Increase ability to appropriately program for high needs students

Created an EL support class at the high school to meet the programing needs of EL students at Lyman

Provided more in class support for EL students at LES by reassigning a Spanish speaking IA to the elementary school

Provided professional development at LMS and LMHS on differentiation and SRBI and small group PD to teachers in ELA and Math on strategies to support struggling learners

Goal: Provide timely and relevant professional development

Provided PD in Writers Workshop, G Suite (Google), Chromebooks, SRBI, UDL, Rigor in the Classroom, NWEA, Miscue analysis and the DRA, Understanding Smarter Balanced Reports, Using Data in the Classroom, Suicide Prevention, ADOS Administration, OHI Identification, Research and Peer Editing Tools, Smartboards, PowerPoint and Printables, IXL, iPad Apps, CT Core Standards in ELA, NGSS, Understanding the Claims in the Math Classroom, and the Social Studies Framework.

Surveyed staff after every full-day PD day and used the results from those surveys to plan subsequent workshops and retain or release providers as needed.

Supported the work done with the CT Center for School Change on both Instructional Rounds and Change Leadership

Goal: Create welcoming and professionally supportive working environment

Increased New Teacher Orientation from one day to two days for the 17-18 school year following successful negotiation with teacher's union so that we can provide new teachers with more training on technology and curriculum initiatives in the District prior to the start of school

Provided mentors/peer helpers for all newly hired certified staff

Goal: Implement 3-tiered data team structure

Trained multiple members of the staff on the reporting features of NWEA so that they can better access the information and use it in their PLCs

Worked with PD providers to reinforce the concept of rigor and provide teachers with more content level support in creating lessons that involve applying, analyzing and evaluating

Special Education, School Climate and Pupil Services, Cheryl Biekert, Pupil Services Director

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

Special education faculty members have been active participants in instructional rounds across the district

Special education students at the high school are enrolled in CP level classes partially due to collapsing Scholastic level classes

Co-teaching model is taking place in all three schools and across content areas including math, writing, reading, science, and social studies/history

Push in services have increased at LES and LMS via paraprofessional support and special education teachers and all related services personnel

Implement district wide developmental school guidance program

Meeting has been scheduled with guidance counselor at LMS and Lyman in order to acquire baseline data related to developmental guidance program/curriculum

Enhance transition 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.

Transition assessments completed by in district personnel and independent evaluators as recommended via PPT.

Special education teachers using Transition Planning Inventory-2 (TPI-2) and Transition Assessment and Goal Generator (TAGG) with students during Academic Support classes with targeted instruction in

post-secondary transition planning.

Contracting with outside transition/adult agencies (Horizons, Project Genesis, etc.) to provide services for students (18-21) who have completed credit requirements at Lyman but meet criteria for transition

services.

Transition Night on March 29, 2017 hosted by Department of Pupil Services

Utilize Restorative Justice or similar approach to student discipline

Second Step curriculum currently implemented in grades Pre-K through 1 at LES. Second Step kits have been purchased for grades 2-4 for use beginning 2017-18 school year.

School psychologists in all three schools and district social worker have all attended PD for strategies to be used with students including PMT and Mindfulness

School counselor at LMS and school psychologist at Lyman are certified PMT trainers

On-going BCBA consultation working with staffs at LES and LMS in regard to viewing the response to behavior and student re-entry to classrooms

Implement a Peer Mentoring program

MENT to Succeed peer mentoring program implemented for students at Lyman and LMS.

Instructional Technology, Jacques Dulac, IT Director

During the 2016-2017 school year, the IT department accomplished the following:

1. Installed state of the art phone system (software and new server/routers) and started deploying new VOIP phones
2. Supported new phone system correcting all issues encountered from upgrade to new system
3. Reconnected all district desktops after summer cleaning. All computers were ready for the start of school.
4. Setup Study Island with new students
5. Performed all State Reporting to PSIS thru PowerSchool
6. Hired new IT tech (Michael) for LES to complete IT Team of four
7. Coordinated and supported all NWEA and SBAC software district-wide testing. Including uploads from Power School to NWEA
8. Made sure all software subscriptions were paid
9. Secured \$90,000 of grant funding for new laptops next school year.
10. Submitted the budget for the 2016-2017 school year.
11. Successfully resolved 560 IT work orders since July 1 2016.
12. June CT Reporting / ED166
13. Rolled over PowerSchool
14. Rolled over Horizon
15. Automated GPA and Class Rank
16. Smartboard moves and installations
17. Upgraded/Replaced 10 unrepairable new projectors
18. Facilitated electrical work for Smartboards
19. Implemented One-to-One computing (Chromebooks for LMS & LMHS)
20. Chromebooks for Teachers
21. Setup and Manage Google accounts for Students and Teachers
22. Cleared up absence issues in PowerSchool
23. Performed Screen repair on Chromebooks without insurance
24. Deployed Charging stations at LMS and LMHS
25. Rm 213 has 10 new iPads with a charging station
26. Continued desktop upgrades for teachers, as well as hardware repairs & upgrades on existing desktops (RAM upgrades, optical drive replacement, hard drive replacement)
27. 3 smartboard setup with associated tech support for Veteran's Day assembly (2 smartboards duplicate-display for looped slide show, center board for presentation)
28. Coordinated with HP and Worth Ave for Chromebook repairs, also in-house troubleshooting of minor problems
29. Set up library computers with the necessary software for students taking Virtual High School classes
30. SNAP software updates... school nurses now have most up-to-date version with all features
31. Setup printing from Chromebooks
32. New AP language testing procedure: using Audacity to record mp3 files... set up laptops to record mp3 files, practiced recording with the AP Spanish students... ready for AP test on May 2.
33. CAPT testing on Chromebooks using AIRSecureTest kiosk app
34. NWEA testing on Chromebooks using NWEA kiosk app
35. Helped Christine set up PowerSchool transcripts

36. Learned how to program bell system, ready to update bell schedule for next year 8 period - LMHS
37. Deployed macOS server which controls all iPads in the district for deployment, updates, and pushing Apps
38. Deployed 48 more iPads to all classrooms since November with hundreds of apps spread across every device
39. Taught teachers how to do testing from the iPads
40. Increased security on the iPads
41. Taught teachers a new way to broadcast their work and their students work to their smartboards from the iPads through a new program
42. Deployed Apple School Manager to keep track of all students' and their use of roaming profiles on the iPads
43. Cleaned/fixd an old copier at Lyman and set it up as an additional copier in the Pre-K wing to reduce office traffic.
44. Increased teacher computer literacy by attending staff/team meetings and walking them through anything they had issues with.
45. Configured a new wireless network (LPS-Mobile)
46. Helped all three schools setup their Facebook pages
47. Attended all Board of Ed. Meetings including Board of Finance meeting in April
48. Attending LEARN technology Group meetings
49. Attended Power School User Group in Springfield

Facilities, Kevin French, Facilities Director, EMCOR

District:

- Bid walkthroughs performed for LES island modifications, Lyman painting, Lyman carpet replacement in the library and staff rooms, Library furniture replacement, District Landscape and lawn maintenance
- SIP bids awarded for Lyman boys locker replacement and LES retaining wall replacement
- SIP athletics, Lyman gym wall pads installed
- Fire Marshal walkthrough and repairs substantially complete
- ED050 CT Facilities 3-year survey completed
- Site restoration list sent to town and snow vendor
- Various plumbing fixtures have been replaced
- Garage doors replaced (8)
- Fence line clearing ongoing
- Basketball hoop inspections and repairs completed as were bleachers
- Hazardous materials removed, paints, varnish, biology debris
- Cost savings realized through the replacement of the roll towels, soap and toilet tissue dispensers, product pricing through State bid

Other:

- Solar project roof engineering study, placement of racks and locations of all mechanical and penetration survey completed

- Verizon cell tower project environmental walkthrough completed as was the utility location survey
- Asbestos 3-year plan completed and sent to DPH
- Athletic fields are showing vast improvement due to the efforts of the AD, Mr. Scott Elliot and Mr. John Jarvis. The district is receiving compliments from various groups that utilize the Lebanon sports complex
- 2 catch basins replaced and 4 will be placed out to bid for summer recess replacement

Elementary school:

- Volleyball inserts installed
- Classroom painting
- Playground mulch installed
- Line striping, crack seal drives and lots
- Cleaned out garages, siding and painted out building

Middle school:

- “Read” ceramic tile sign installed over Library entrance
- Replaced two broken picnic tables
- Silhouettes painted on gymnasium walls
- Art and Tech. Ed. New ejector pumps and piping

Lyman Memorial:

- Second round of Radon testing completed. Both test results are under the threshold for remediation. Report will be sent to the CTDPH, and copy will be filed in the business office
- Senior picnic area rebuilt and new tables installed
- Kitchen steamer had new boiler installed
- Cleaned out storage containers and garages

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*

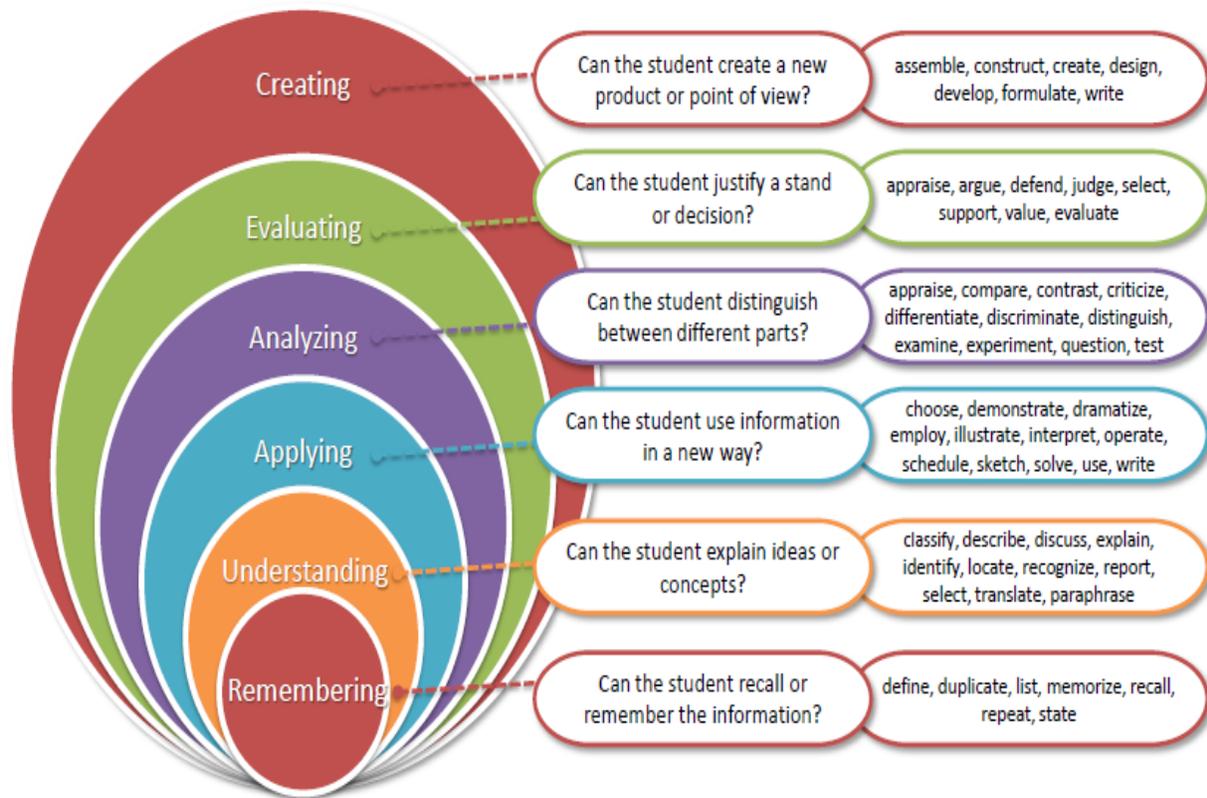
Understanding

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

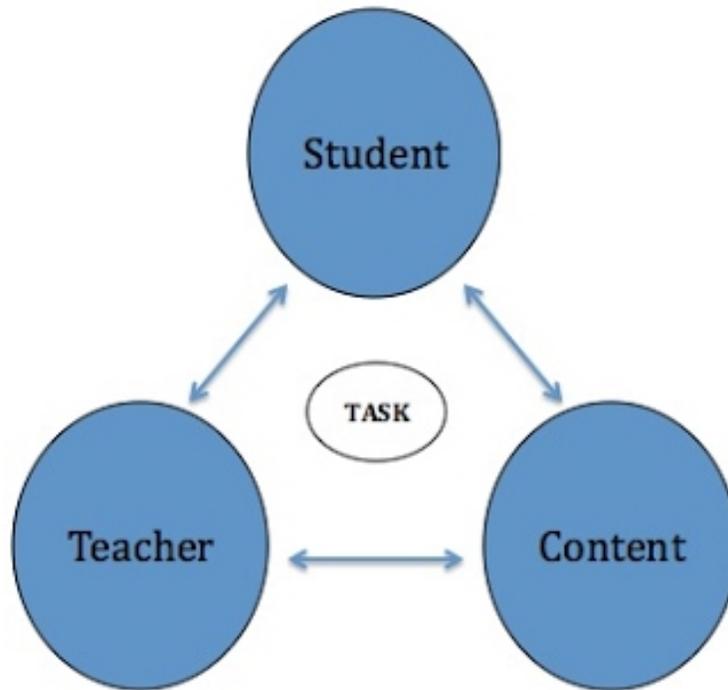
Remembering

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

Bloom's Taxonomy (Revised)



INSTRUCTIONAL CORE



Examining Rigor – Lesson/Task Tuning Protocol

Step – 1 Analyze the Curriculum Expectations (15 min)



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

Step 2 Analyze the Task (15 Min)



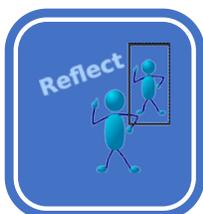
	Take a few minutes to read and reflect on task that is being analyzed
	Break down the task. List what students have to know to and be able to do to complete the task. Be as specific as possible.
	Create a chart that links the success criteria to the evidence that will be used to see if expectations are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

Step 3 – Analyze the Lesson (15 Min)



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

Step 4 – Reflect and Revise (15 Min)



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

What is the role of the student? Consider:

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



Next Generation Accountability Report: 2015-16

Choose a District

Choose a School

Lebanon School District

Lebanon Elementary School_0710111

Choose a District, then Choose a School. To refresh the District list, clear the School name.

No:	Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate
1a.	ELA Performance Index – All Students	75.6	75	50.0	50	100.0%	67.7
1b.	ELA Performance Index – High Needs Students	67.5	75	45.0	50	90.0%	56.7
1c.	Math Performance Index – All Students	67.4	75	44.9	50	89.9%	61.4
1d.	Math Performance Index – High Needs Students	59.1	75	39.4	50	78.8%	49.9
1e.	Science Performance Index – All Students	N/A	75				57.5
1f.	Science Performance Index – High Needs Students	N/A	75				47.0
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	79.4%	100	79.4	100	79.4%	63.8%
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	86.8%	100	86.8	100	86.8%	58.3%
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	85.3%	100	85.3	100	85.3%	65.0%
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	81.5%	100	81.5	100	81.5%	57.4%
4a.	Chronic Absenteeism – All Students	2.1%	<=5%	50.0	50	100.0%	9.6%
4b.	Chronic Absenteeism – High Needs Students	5.5%	<=5%	49.1	50	98.2%	15.6%
5	Preparation for CCR – % taking courses	N/A	75%				67.6%
6	Preparation for CCR – % passing exams	N/A	75%				40.7%
7	On-track to High School Graduation	N/A	94%				85.7%
8	4-year Graduation – All Students (2015 Cohort)	N/A	94%				87.2%
9	6-year Graduation – High Needs Students (2013 Cohort)	N/A	94%				78.6%
10	Postsecondary Entrance (Class of 2015)	N/A	75%				71.9%
11	Physical Fitness (estimated part rate) and (fitness rate)	98.6%	40.8%	27.2	50	54.5%	89.2%
12	Arts Access	N/A	60%				50.5%
Accountability Index				638.8	750	85.2%	47.5%

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Gap Indicators		Non-High Needs Rate	High Needs Rate	Site of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?
Achievement Gap Size Outlier?						N
ELA Performance Index Gap		75.0	67.5	7.5	16.6	
Math Performance Index Gap		73.1	59.1	14.0	19.1	
Science Performance Index Gap		N/A	N/A	N/A	17.3	
Graduation Rate Gap (2013 Cohort)		N/A	N/A	N/A	N/A	N/A

* If the high needs rate exceeds the national target (75%) for performance, then the average target is achieved instead of the gap indicator. ** The use of gap scores for the state mean is based on national statistics. See the gap score table.

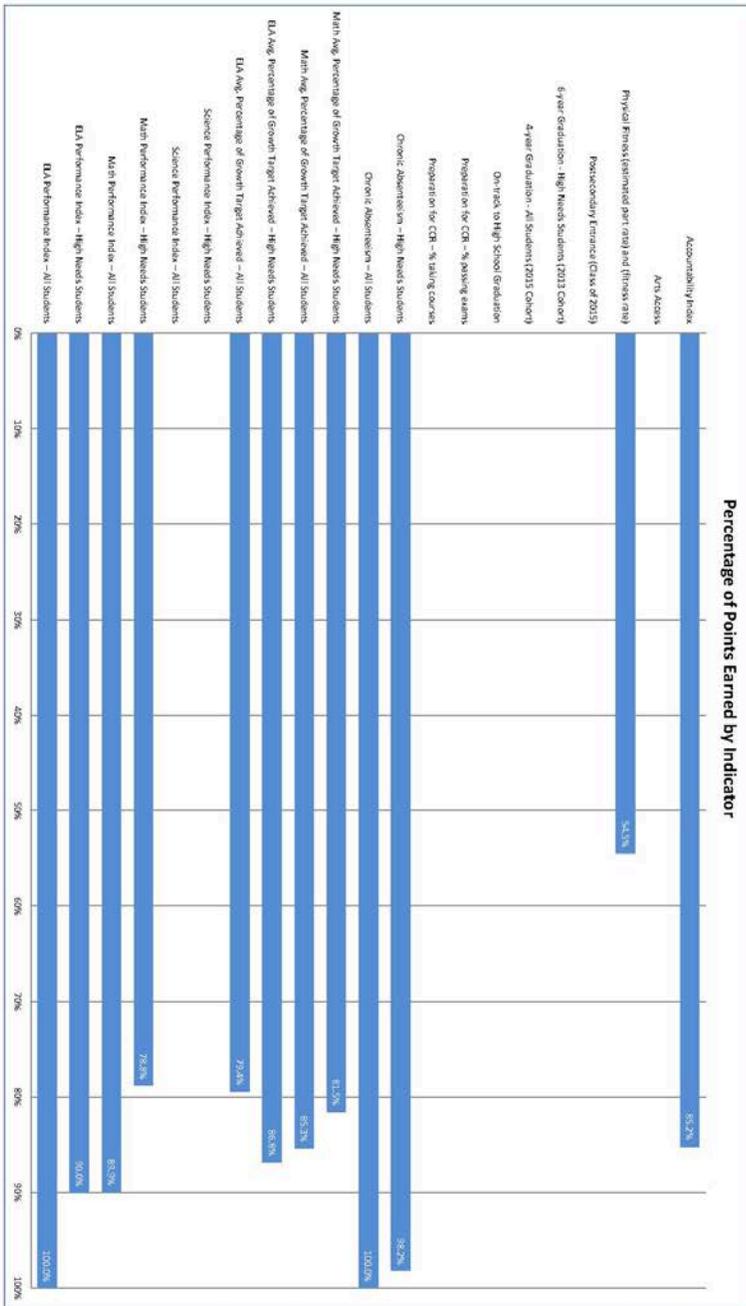
School Code: 0710111

Participation Rate		Rate
ELA – All Students		100.0%
ELA – High Needs Students		100.0%
Math – All Students		100.0%
Math – High Needs Students		100.0%
Science – All Students		N/A
Science – High Needs Students		N/A



Next Generation Accountability Report: 2015-16

Lebanon School District Lebanon Elementary School 0710111





Next Generation Accountability Report: 2015-16

Choose a District

Choose a School

Lebanon School District

Lebanon Middle School_0715111

Choose a District, then Choose a School. To refresh the District list, clear the School name.

No:	Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate
1a.	ELA Performance Index – All Students	74.3	75	49.6	50	99.1%	67.7
1b.	ELA Performance Index – High Needs Students	63.6	75	42.4	50	84.9%	56.7
1c.	Math Performance Index – All Students	67.7	75	45.1	50	90.3%	61.4
1d.	Math Performance Index – High Needs Students	56.7	75	37.8	50	75.6%	49.9
1e.	Science Performance Index – All Students	60.9	75	40.6	50	81.2%	57.5
1f.	Science Performance Index – High Needs Students	53.2	75	35.5	50	70.9%	47.0
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	64.4%	100	64.4	100	64.4%	63.8%
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	63.5%	100	63.5	100	63.5%	58.3%
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	60.8%	100	60.8	100	60.8%	65.0%
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	55.7%	100	55.7	100	55.7%	57.4%
4a.	Chronic Absenteeism – All Students	4.6%	<=5%	50.0	50	100.0%	9.6%
4b.	Chronic Absenteeism – High Needs Students	10.5%	<=5%	39.1	50	78.1%	15.6%
5	Preparation for CCR – % taking courses	N/A	75%	75%			67.6%
6	Preparation for CCR – % passing exams	N/A	75%	75%			40.7%
7	On-track to High School Graduation	90.2%	94%	48.0	50	96.0%	85.7%
8	4-year Graduation – All Students (2015 Cohort)	N/A	94%				87.2%
9	6-year Graduation – High Needs Students (2013 Cohort)	N/A	94%				78.6%
10	Postsecondary Entrance (Class of 2015)	N/A	75%				71.9%
11	Physical Fitness (estimated part rate) and (fitness rate)	93.2%	68.7%	45.8	50	91.6%	89.2%
12	Arts Access	N/A	60%				50.5%
Accountability Index				678.2	900	75.4%	47.5%

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Gap Indicators		Non-High Needs Rate	High Needs Rate	Site of Gap 1 State**	State Gap Mean + 1 State**	Is Gap an Outlier?
Achievement Gap Size Outlier?						N
ELA Performance Index Gap		75.0	63.6	11.4	16.6	
Math Performance Index Gap		73.7	56.7	17.0	19.1	
Science Performance Index Gap		65.3	53.2	12.2	17.3	
Graduation Rate Gap (2013 Cohort)		N/A	N/A	N/A	N/A	N/A

* If the high needs rate exceeds the national target (75%) for performance, state and site for graduation rate, then the answer reports a red color instead of a green color. ** If the rate of the state mean is reported as a red color, then the answer reports a red color instead of a green color.

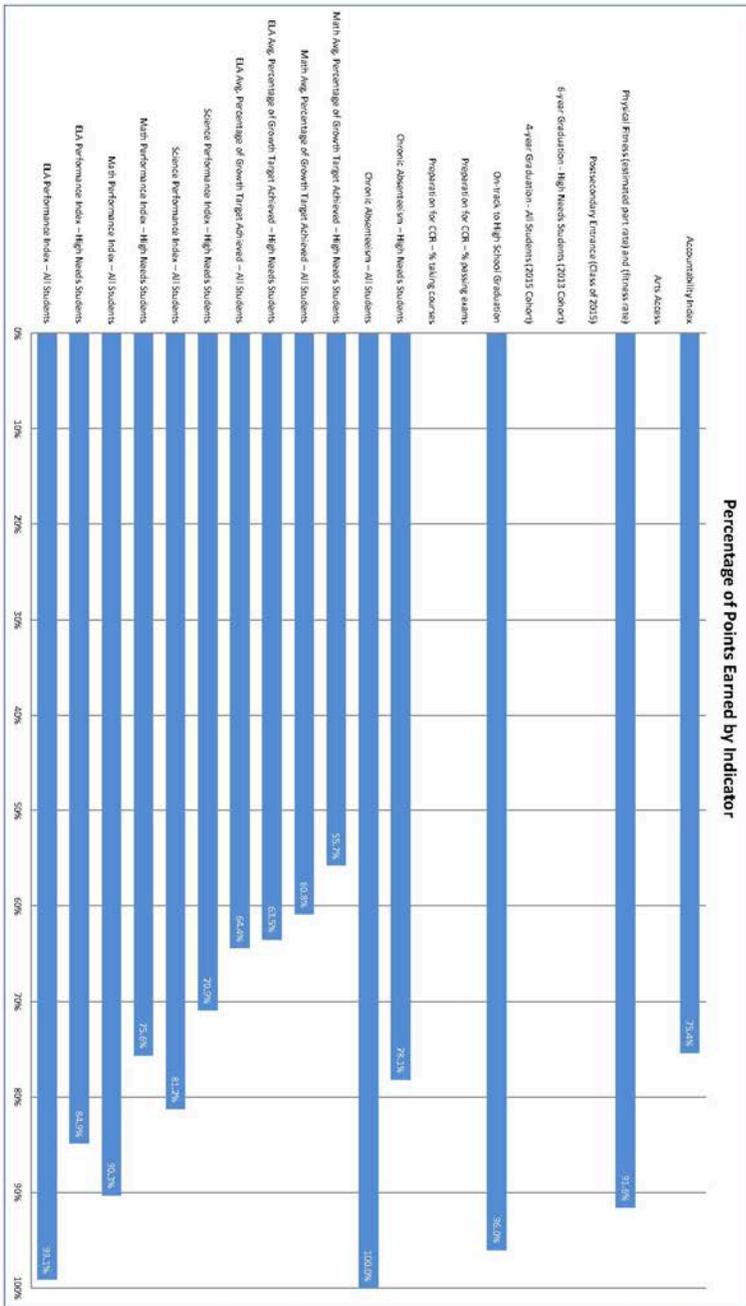
School Code: 0715111

Participation Rate		Rate
ELA – All Students		94.1%
ELA – High Needs Students		94.3%
Math – All Students		94.1%
Math – High Needs Students		94.3%
Science – All Students		99.3%
Science – High Needs Students		98.1%



Next Generation Accountability Report: 2015-16

Lebanon School District Lebanon Middle School 0715111





Next Generation Accountability Report: 2015-16

Choose a District

Choose a School

Lebanon School District

Lyman Memorial High School_0716211

Choose a District, then Choose a School. To refresh the District list, clear the School name.

No:	Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate
1a.	ELA Performance Index – All Students	62.2	75	83.0	100	83.0%	67.7
1b.	ELA Performance Index – High Needs Students	N/A	75	75	100	56.7	61.4
1c.	Math Performance Index – All Students	61.3	75	81.7	100	81.7%	49.9
1d.	Math Performance Index – High Needs Students	N/A	75	75	100	79.1%	47.0
1e.	Science Performance Index – All Students	59.4	75	79.1	100	79.1%	47.0
1f.	Science Performance Index – High Needs Students	47.5	75	63.3	100	63.3%	63.8%
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	N/A	100	100		58.3%	65.0%
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	N/A	100	100		57.4%	15.6%
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	N/A	100	100		71.0%	67.6%
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	N/A	100	100		40.7%	87.2%
4a.	Chronic Absenteeism – All Students	11.1%	<=5%	37.8	50	75.7%	9.6%
4b.	Chronic Absenteeism – High Needs Students	16.8%	<=5%	26.3	50	52.6%	15.6%
5	Preparation for CCR – % taking courses	53.2%	75%	35.5	50	71.0%	67.6%
6	Preparation for CCR – % passing exams	52.7%	75%	35.1	50	70.3%	40.7%
7	On-track to High School Graduation	81.6%	94%	43.4	50	86.8%	85.1%
8	4-year Graduation – All Students (2015 Cohort)	96.7%	94%	100.0	100	100.0%	87.2%
9	6-year Graduation – High Needs Students (2013 Cohort)	93.8%	94%	99.7	100	99.7%	78.6%
10	Postsecondary Entrance (Class of 2015)	78.9%	75%	100.0	100	100.0%	71.9%
11	Physical Fitness (estimated part rate) and (fitness rate)	27.4%	33.8%	0.0	50	0.0%	89.2%
12	Arts Access	24.3%	60%	20.2	50	40.5%	47.5%
Accountability Index				805.3	1050	76.7%	

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Gap Indicators		Non-High Needs Rate	High Needs Rate	Site of Gap	State Gap Mean + 1 Stdev**	Is Gap an Outlier?
Achievement Gap Size Outlier?						N
ELA Performance Index Gap		65.3	N/A	N/A	16.6	
Math Performance Index Gap		64.5	N/A	N/A	19.1	
Science Performance Index Gap		63.9	47.5	16.4	17.3	
Graduation Rate Gap (2013 Cohort)		94.0%	93.8%	0.3%	13.0%	N

Participation Rate		Rate
ELA – All Students		100.0%
ELA – High Needs Students		N/A
Math – All Students		100.0%
Math – High Needs Students		N/A
Science – All Students		99.0%
Science – High Needs Students		96.3%

** If the high needs rate exceeds the national target (75%) for performance, then the answer is a red color instead of a blue color. ** If the rate of gap exceeds the state mean (1 Stdev) for the indicator, then the answer is a red color instead of a blue color.

School Code: 0716211



Next Generation Accountability Report: 2015-16

Lebanon School District Lyman Memorial High School 0716211

