



# *Lisbon High School*

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October 11, 2007

Dr. Pamela Gray-Bennett, Director  
New England Association of School and Colleges Inc.  
Commission on Public Secondary Schools  
209 Burlington Road  
Bedford, Massachusetts 01730-1433

Dear Dr. Gray-Bennett:

Attached you will find the required October 1, 2007 Two Year Progress Report for Lisbon High School. The Two Year Progress Report explains how all the outstanding recommendations, made by the Commission on Public Secondary Schools, have been or are being addressed. Please note that all the attached recommendations were responded to as if Lisbon High School, Lisbon School District and the Lisbon School Committee have a bright and long future together. Regretfully reality tells us differently.

Hopefully the New England Association of School and Colleges, Commission on Public Secondary Schools is aware of the school consolidation efforts of Maine Governor John Baldacci. Lisbon High School is facing an enormous amount of uncertainty as the Governor's school consolidation plan goes forward. The school consolidation plan's basic goal is to reduce the overall number of school districts and Superintendents in the state to about 80 regional school districts and Superintendents, saving about \$38 million from the reduction in connected administrative costs.

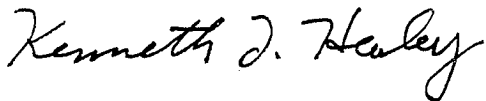
The school consolidation plan is on the fast track and regional school districts, if current school districts are able to comply with the timeline of the current law, could be formed as early as spring of 2008. The consolidation landscape keeps shifting and it seems that many more questions remain unanswered than answered to the ultimate impact that school consolidation will have on the education of the students at Lisbon High School. If the school consolidation plan goes forward unimpeded, what is clear to us is that Lisbon High School will lose the advantage of local control, which means our current School Committee, Superintendent and Central Office will cease to exist as they do today.



The loss of local control over school budgets and school policy in our opinion could have a significant impact on the education of Lisbon High School students. The Lisbon School Committee working hand and hand with our Superintendent of Schools solving local problems and issues, in our opinion, has been the single most important factor for the positive growth and improvement that Lisbon High School has seen over the last several years. Although school consolidation may save money in the long run, losing our small high school identity and local control could, in our opinion, adversely impact the students, faculty and the Lisbon High School Community as a whole. Although the school consolidation has not yet happened it could have such a long lasting impact on the education of our Lisbon High School students we felt compelled to report to the Commission on Secondary Education our feeling on the state's impending school consolidation and the potential impact on our school.

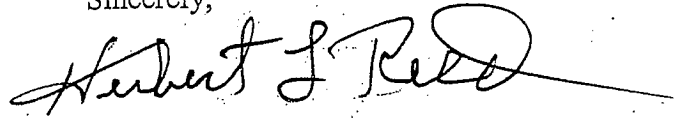
If you have any questions about this Two Year Progress Report please do not hesitate to contact Lisbon High School via email [khealey@union30.org](mailto:khealey@union30.org) or call (207) 353-3030 extension number 2005.

Sincerely,



Kenneth J. Healey  
Principal

Sincerely,



Pete Reed  
Chair, Follow-up Committee

Cc: Dr. Shannon Welsh, Superintendent, Lisbon School Department  
Ms Prudence Grant, Chair, Lisbon School Committee

**Two Year Progress Report**  
Lisbon High School  
October 1, 2007

1. **Develop and implement a process for the regular review and revision of the mission, ensuring that parents, students and community members are involved in the process.**

Classification: *Complete/Ongoing*

The NEASC Follow-up Committee, Lisbon High School Faculty Counsel (including community members), and Lisbon High School Faculty have reviewed and revised the school mission statement to include performance indicators for academic, civic and social expectations. The review of the mission statement and development of performance indicators for academic, civic and social expectations were completed in the spring of 2007 and will be implemented this fall (2007-2008 school year). The mission statement was reviewed, critiqued and revised by the faculty as a whole during a faculty meeting on May 3, 2007. The revised Lisbon High School mission statement was presented publicly to the School Committee on May 14, 2007. The revised mission statement is also required to be reviewed annually by the above organizations and will be presented publicly by the Principal at the School Committee meeting in January each year. The school community has been informed of mission statement expectations through correspondence, student handbook, program of studies and parent group meetings. The following is the revised Lisbon High School Mission Statement:

### **LISBON HIGH SCHOOL MISSION STATEMENT**

Lisbon High School is a community that respects and values all members, nurtures an excitement about life and learning, and challenges all to achieve a fulfilling future.

#### **ACADEMIC EXPECTATION**

Students at Lisbon High School will:

- Effectively communicate (read, write, speak and listen)
- Use technology and informational resources
- Use critical thinking skills to solve problems
- Aspire to gain knowledge/or experience in order to pursue life goals

#### **SOCIAL AND CIVIC EXPECTATIONS**

Students at Lisbon High School will:

- Demonstrate a willingness to resolve conflicts responsibly
- Assume responsibility for one's own behaviors
- Model self-respect and promote unconditional respect for others
- Contribute to the well-being and welfare of others within the school community
- Demonstrate the rights and responsibilities of a democratic society
- Demonstrate positive contributions to both school and local communities

2. **Provide examples to illustrate how the school uses the mission and expectations for student learning to guide the procedures, policies, and decisions of the school.**

Classification: *Complete/Ongoing*

Lisbon High School teachers are now required to post on their board or open their class with a statement of how their lesson is connected to the academic, social and civic expectations of the school mission statement. The faculty council also reviews the mission statement periodically for relevance and uses the mission as a guide when making decisions in the high school. The following partial list is provided as examples to help illustrate how the school uses the mission and expectations of student learning to guide the procedures, policies and decisions of the school.

### **Academic Expectations**

#### **Effectively Communicate (Read, Write, Speak and Listen)**

Teachers: prompt students to write and verbalize responses, vary assessment methods, model proper ways to communicate and guide students through Senior Exhibitions.

#### **Use Technology and Informational Resources**

Teachers routinely use or require their students to use: Smart boards, Graphic calculators, Laptops, Digital story telling, Computer labs, Word processing and Power point presentations to enhance their overall instruction and the student's overall learning experience.

#### **Use Critical Thinking Skills to Solve Problems**

Teachers use: the domains of Bloom's Taxonomy with their students, Inquiry based learning, AP & Pre AP classes based on critical thinking, essential questions as an introduction to the lesson, and current events to relate to class content.

#### **Aspire to Gain Knowledge or Experiences in Order to Pursue Life Goals**

Lisbon High School students gain knowledge or experiences in order to pursue life goals by attending career fairs, college fairs, aspiration assemblies and completing a Senior Exhibition.

### **Social and Civic Expectations**

#### **Demonstrate a Willingness to Resolve Conflicts Responsibly**

Lisbon High School students demonstrate a willingness to resolve conflicts responsibly through: Civil Rights Team, Coaches, Advocate Advisors, Counselors and the adults in the school who model positive conflict resolution when dealing with the everyday conflict of teaching in a public school.

#### **Assume Responsibility for One's Own Behaviors**

Lisbon High School students assume responsibility for their own behavior by abiding by classroom behavioral expectations, school-wide behavioral expectations (student handbook), and Special Education behavioral plans.

### **Model Self-respect and Promote Unconditional Respect for Others**

Lisbon High School students model self-respect and promote unconditional respect for others through the Civil Rights Team, positive classroom climate, modeling expectations, respectful student critiques and respectful interactions with other students.

### **Contribute to the Well-being and Welfare of Others within the School Community**

Lisbon High School students contribute to the well being and welfare of others within the school community through advocacy community projects, National Honor Society projects, Student Government, Interact Club and Students Against Destructive Decisions.

### **Demonstrate the Rights and Responsibilities of a Democratic Society**

Lisbon High School students demonstrate the rights and responsibilities of a democratic society through mock presidential elections, class officer elections, classroom structure and student leadership, and Student Government functions.

### **Demonstrate Positive Contributions to Both School and Local Communities**

Lisbon High School students demonstrate positive contributions to both school and local communities by participating in Interact Club service projects, National Honor Society Service Projects, the annual Art Show display and the Big Brothers Big Sisters Program.

- 3. Ensure that curriculum documents for all courses prescribe content, integrate relevant school-wide learning expectations, include course-specific learning goals, and suggest instructional and assessment strategies.**

Classification: *In Progress*

Lisbon High School's faculty engages in weekly professional meetings that are designed to coordinate curriculum and assessment in grades 9-12 to integrate relevant school-wide learning expectations, include course-specific learning goals, and suggest instructional and assessment strategies. Additionally, content area team leaders from language arts, math, science, social studies, visual and performing arts, foreign language, and health and physical education meet twice monthly in vertical teams to assess and implement the K-12 content area curriculum. Of these two meetings, one affords the Lisbon High School content area leader to meet with all K-12 team leaders to discuss district issues regarding professional development, curriculum, assessment, and other important topics for improving teaching and learning. There are content area leaders for only Science and Math. Regretfully English Language Arts and Social Studies departments currently do not have a team leader and we no longer have K-12 team leaders for Visual Performing Arts or Foreign Language. Currently the Faculty Council is working on a school-wide rubric for writing. When the school-wide writing rubric is completed and adopted it will be included into each curriculum document.

- 4. Report progress on the implementation of the plan to develop, implement, evaluate and revise curriculum, including the provision of professional development in support of this effort.**

Classification: *Complete/Ongoing*

Lisbon School Department has a five year professional development plan. This plan is based upon annual professional development surveys completed by teachers in addition to school and district data. Curriculum revision occurs during paid professional meeting time once or twice monthly and during professional development days. In this forum, teachers work together to create and analyze student assessment data. Using this local data, in addition to other external data (Grade 8 MEA, NWEA, PSAT and SAT) teachers analyze and assess the effectiveness of curriculum and instruction. Teachers use this time to collaborate on common curriculum, assessment, and instructional strategies. Please note that over the last two school years the Lisbon School District has added three additional teacher professional development days and one additional student day into the school calendar to increase more optimum faculty time that can be used to collaborate on curriculum. Additionally the high school has embarked on a year long process of building Professional Learning Communities in order the better address school-wide curriculum and literacy issues.

- 5. Increase formal and informal opportunities to integrate the curriculum.**

Classification: *Complete/Ongoing*

Lisbon High School faculty engages in weekly professional meetings that are designed to coordinate curriculum and assessment in grades 9-12. Additionally, content area team leaders from math and science meet once monthly in vertical teams to assess and implement the K-12 content area curriculum. Of these two meetings, one affords the Lisbon High School content area leader to meet with all K-12 team leaders to discuss district issues regarding professional development, curriculum, assessment, and other important topics for improving teaching and learning. Additionally Lisbon High School is in the second year of having a Freshman Focus Team that was established to ease the student transition from middle school to high school. The Freshman Focus Team has common curriculum, common planning time, many common students, common academic and social expectations and they participate in regular meetings with the middle school teachers to gain further insight into the new freshman class. Additionally, the adoption of Professional Learning Communities will allow the teachers to explore more opportunities to increase formal and informal integration of curriculum.

**6. Take steps to emphasize depth of understanding over breadth of coverage in curriculum.**

Classification: *Complete/Ongoing*

Lisbon High School's curriculum work over the last four years has included determining and documenting the necessary learning results that each student needs to master prior to graduation. As part of the continuous cycle of improvement teachers are periodically evaluating and revising curriculum units with a critical eye on depth of understanding. Additionally, Lisbon High School will be developing a pyramid of intervention for student failures creating a school-wide response to students who are not learning to a mastery level. The focus of the high school's pyramid of intervention will be to ensure that all students have an acceptable mastery of the essential learning required for the content area. Depth of understanding will be the goal for every student, as teachers take a serious look at teaching practices that will ensure all students are learning at high levels.

**7. Describe the process the school will use to assess and report to students and parents as well as the community the achievement by each student of school-wide expectations.**

Classification: *In Progress*

Lisbon High School's Faculty Council will soon finish universal school-wide rubrics of evaluating academic, social and civic expectations. The school-wide academic expectation will measure "effective communications" through writing a rubric that all teachers will use to assess all written assignments in Lisbon High School. The school-wide social and civic expectations will be measured through a rubric that will assess the school's portfolio programs on an annual basis. When both the academic and social and civic expectation rubrics are complete they will be sent home via school correspondence, student publications like handbooks/program of studies and parent group meetings.

**8. Report progress on the plan and timeline to fully resolve all facilities concerns identified in the evaluation report, including inadequacies related to heating and air quality, inadequate access to technology, inadequate storage space, handicapped accessibility, unsafe gym bleachers, and the small cafeteria.**

Classification: *Complete/Ongoing*

Lisbon High School and the Lisbon School District have aggressively pursued state funding for a new or renovated high school. Unfortunately, the state funding process has rated Lisbon High School as number 27 on the priority list of facilities that should be funded. The state funded 20 projects during the last round of the capital improvement's funding cycle. The high school and school district plans to renovate or build a new high school with the target date of 2012.

Lisbon High School will submit a capital improvement's application for consideration in the next round of state funded capital improvements. An increase of student enrollment in the past couple of years as compared to our demographic study of 2004 should increase our chances for state funding. One of the additional supporting documents that will be sent with the next capital improvements application will be the NEASC visiting committee's report.

Heating issues have been addressed making the old system more efficient and consistent. The School District's Maintenance Director and staff ensure routine preventative maintenance of the heating system is kept current. The thermostat in the school gym was moved into the art room to prevent overheating of the gym area. The outside temperature sensor was replaced to better control the heat in the building. Finally, all the steam traps in the heating system have been replaced in the school allowing the old heating system to function as efficiently as possible.

To address the air quality issue of the Guidance Office identified by the visiting committee the School District Maintenance Director conducted air quality testing in Lisbon High School on June 7, 2006 with the following results: Air quality is appropriate in the building with one exception where the Guidance Office has excessive CO2 and the Maintenance Director explored ventilation improvements for the office. The excessive CO2 is thought to be from the computer and copying equipment being confined in such a small office space. Additionally the Department of Education came in later and conducted air quality testing of the Guidance Office finding CO2 levels acceptable for the inhabitants of the Guidance Office. In an effort to eliminate any real or perceived air quality issues in the Guidance Office the school is currently constructing new office space for the Guidance Office and hope to have them moved into the new office space very soon.

The high school has addressed inadequate access to technology issues by adding two new computers on wheels carts, replaced the school's computer laboratory with new laptop computers, replaced the aging computers in the library with newer used computers. Each teacher was recently issued a new Apple MacBook laptop computer through the Maine Learning Technology Initiative (MLTI) Program and the program is supposed to issue a new Apple MacBook to all high school students next school year. Inadequate storage space and small cafeteria should all be addressed with a new or renovated facility by 2012. Handicapped accessibility issues were addressed by the installation of handrails and ADA complainant sinks in all high school bathrooms. Unsafe gym bleachers have been completely repaired and are now up to current safety standards.



9. **Assess and report the adequacy of the budget for the 2007-2008 school year to provide and maintain appropriate school programs, staffing including supervisory personnel, services, facilities, equipment, technology support, materials and supplies.**

Classification: *Complete/Ongoing*

The 2007-2008 high school current budget continues to fund the high school at approximately the same level as the previous two budgets. The current budget continues to address some of the visiting committee concerns like the addition of an Educational Technician III position to the Library which has allowed the Library to expand its hours opening earlier in the morning (7:00 AM) and staying open later in the afternoon (4:15 PM). This year's budget still has a maintenance and custodian night supervisor and although the cleanliness in the school is far from perfect it has gotten better. There is money in this year's budget to replace furniture in one classroom and money will be budgeted in future years for continued classroom furniture replacement. This year's budget includes funding for the teacher leadership positions that were created under the Promising Futures Grant. Lisbon High School received a 5-6% increase in critical budget lines, allowing us to adequately maintain our current school programs, staffing including supervisory personnel, services, facilities, equipment, technological support, materials and supplies.

10. **Describe the steps the school has taken to clarify for faculty, students, and parents the learning expectations of the mission that it expects all students to achieve and the relationship between these expectations and the local assessment system.**

Classification: *Complete/Ongoing*

The NEASC Follow-up Committee, Lisbon High School Faculty Council (including community members), and Lisbon High School Faculty have reviewed and revised the school mission statement to include academic expectations performance. The mission statement was reviewed, critiqued and revised by the faculty as a whole during a faculty meeting on May 3, 2007. The revised Lisbon High School mission statement including academic expectations were present publicly to the School Committee on May 14, 2007 and was aired on the town's local cable access station. The school community has been informed of learning expectations through correspondence, student handbook, program of studies and parent group meetings. Additionally all Lisbon High School teachers are now required during every class to state to the students or post on the board what connection their lesson has to the learning expectations found in the school's mission statement.

**11. Submit performance indicators that the school plans to use to monitor achievement of the school's civic and social expectations along with the plan for implementation.**

Classification: *Complete/Ongoing*

The below performance indicators have been adopted by Lisbon High School and are being used this school year by all teachers. The degree to which students achieve the performance indicators will be measured during the spring of 2008. The following performance indicators are provided for your review:

**ACADEMIC EXPECTATION**

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- Effectively communicate (read, write, speak and listen)
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**SOCIAL AND CIVIC EXPECTATIONS**

Students at Lisbon High School will:

- Demonstrate a willingness to resolve conflicts responsibly
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- Demonstrate the rights and responsibilities of a democratic society
- Demonstrate positive contributions to both school and local communities

**12. Report steps taken to increase time for all teachers to meet with teachers in other content areas and with teachers from sending schools in order to discuss and improve curriculum.**

Classification: *Complete/Ongoing*

Lisbon High School teachers use professional development time on Thursday afternoons to collaborate on common curriculum, assessment, and instructional strategies. Please note that over the last two school years the Lisbon School District has added three additional teacher professional development days and one additional student day into the school calendar to increase more optimum faculty time that can be used to collaborate on curriculum. Additionally Lisbon High School is in the second year of having a Freshman Focus Team to ease the transition from middle school to high school. The Freshman Focus Team is made up of teachers from all core content areas and has common planning time, common students, common academic and social expectations and they participate in regular meetings with the middle school teachers to gain further insight into the new freshman class.

**II. Lisbon High School's response to each accreditation report recommendation:**

**TEACHING AND LEARNING STANDARDS**

**MISSION AND EXPECTATIONS FOR STUDENT LEARNING**

**Recommendations:**

1. Establish a clear understanding of which elements of the Maine Learning Results will be adopted as the Lisbon High School's expectations for student learning and express them as measurable expectations.

*Completed: The response was provided in the Two-year Progress Report Part I, item #11 and the One-year Progress Report item #1.*

2. Ensure the mission is used to drive decisions and policy by all stakeholders.

*Completed: The response was provided in the Two-year Progress Report Part I, item #2.*

3. Develop performance indicators to assess the civic and social expectations in the mission.

*In Progress: The response was provided in the Two-year Progress Report Part I, Item #7.*

4. Implement the local assessment system aligned with the Maine Learning Results and ensure that all teachers understand the connection between the school's mission and the local assessment system.

*Completed: The response was provided in the Two-year Progress Report Part I, Item #10*

5. Continue to review and reflect on the mission statement during faculty meetings and round tables.

*Completed: The response was provided in the Two-year Progress Report Part I, Item #2.*

6. Immediately develop a method or process for assessing civic and social expectations.

*In Progress: The response was provided in the Two-year Progress Report Part I, item #7.*

7. Immediately develop a process to review and revise the mission statement and student learning expectations that includes participation by representatives of all components of the educational community.

*Completed: The response was provided in the Two-year Progress Report Part I, item #1.*

## CURRICULUM

### Recommendations:

1. Make school-wide academic expectations part of the mission statement.

*Completed: The response was provided in the Two-year Progress Report Part I, item #1.*

2. Develop and implement school-wide civic and social responsibilities as part of the curriculum.

*Completed: The response was provided in the Two-year Progress Report Part I, Item #1.*

3. Complete the development of curriculum for all course offerings in all content areas.

*Completed: The response was provided in the One-year Progress Report, item #2 paragraph #1.*

4. Implement a plan to integrate all curricula.

*Completed: The response was provided in the One-year Progress Report, Item #6.*

5. Develop and implement a plan for curricular coordination and articulation K-12.

*Completed: The response was provided in the One-year Progress Report, item #5.*

6. Fund and implement ongoing program to purchase technology (computers and software) for classroom and library.

*Completed: The response was provided in the Two-year Progress Report Part I, item #8 paragraph #5.*

7. Develop an ongoing long-term program of curriculum development, evaluation, and revision involving LHS faculty and staff.

*Completed: The response was provided in the One-year Progress Report, item #4.*

8. Use data from school-wide academic expectations as a guide necessary for curricular development, evaluation, and revision.

*Completed: The response was provided in the Two-year Progress Report, Part I, item #3.*

## INSTRUCTION

### Recommendations:

1. Formalize a process for greater focus on the mission statement in instructional planning.

*Completed: The response was provided in the Two-year Progress Report Part I, item #2*

2. Utilize allocated time structures for formal collaboration in planning interdisciplinary activities.

*Completed: The response was provided in the Two-year Progress Report Part I, item #12.*

3. Expand the variety of instructional strategies across the curriculum.

*Completed: Lisbon High School has hired a Literacy Consultant who is currently working with all teachers during Professional Development time as well as on an individual basis to broaden the teacher's variety of instructional strategies.*

4. Develop a formal method for teachers, students, and parents to provide feedback to faculty members concerning instructional strategies.

*Completed: Formal feedback to faculty members concerning their instructional strategies is accomplished during parent/teacher conferences, open houses, student staffing meetings, 504 meetings, IEP meetings, parent action group meetings and student/parent informational meetings.*

5. Utilize allocated time for a professional development program inclusive of effective instructional strategies.

*Completed: The response was provided in the One-year Progress Report, item #6. Additionally, Lisbon High School has hired a Literacy Consultant who is currently working with all teachers during Professional Development time as well as on an individual basis to broaden the teacher's effective instructional strategies.*

6. Develop a formal procedure and schedule so that discussion of student work and instructional practices and teacher reflection become a significant part of the professional culture of the school.

*Completed: The response was provided in the One-year Progress Report, item #4.*

7. Develop a plan, including fiscal resources for additional computer technology for student use and continuation of professional development training related to technology integration.

*Completed: The response was provided in the Two-year Progress Report Part I, item #8 paragraph #5.*

## **ASSESSMENT OF STUDENT LEARNING**

### **Recommendations:**

1. Determine how the staff will use data to assess school success with respect to civic and social expectations.

*Completed: The response was provided in the Two-year Progress Report Part I Item #2.*

2. Develop and use more rubrics across the curriculum.

*In Progress: The response was provided in the Two-year Progress Report Part I, item #3.*

3. Continue to develop and implement varied assessment strategies.

*Completed: The response was provided in the One-year Progress Report, item #2 paragraph #2.*

4. Include more opportunities and sufficient time for teachers to collaborate in developing a broad range of student assessment strategies in the professional development program.

*Completed: The response was provided in the One-year Progress Report, item #5.*

5. Develop electronic and/or other means by which parents may access their students' academic achievement results.

*Completed: For more than two years parents have been able to electronically access their student's grades and missing assignments using the Pinnacle grading system. Additionally, parents can request email notification when their student's grade change significantly.*

6. Utilize the school's technology as a means for communicating school-wide assessment data.

*Completed: For more than two years parents have been able to electronically access their student's assessment data. Additionally, each teacher's grade book have the approved content common assessments loaded into their grading system allowing for easy communication of the completed assessment data.*

## SUPPORT STANDARDS

### LEADERSHIP AND ORGANIZATION

#### Recommendations:

1. Formally articulate a shared vision and present this vision to the school community, in particular the staff.

*Completed: The response was provided in the Two-year Progress Report Part I, item #1.*

2. Ensure that student grouping patterns reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices, and support all students in achieving the Maine Learning Results.

*Completed: The response was provided in the One-year Progress Report, item #2 paragraph #1. Additionally, all local barriers to Advanced Placement Classes have been eliminated over the last two years, resulting in 43 AP enrollments in 2005-2006 to 180 AP enrollments in 2007-2008. The only local requirement needed to get into an AP class at Lisbon high School is the student's interest.*

3. Collaborate more consistently with K-8 in regard to curriculum building.

*Completed: The response was provided in the One-year Progress Report, item #5.*

4. Assess and revise the advocacy program to ensure that it is sustained.

*In Progress: Lisbon High School administered an Advocacy Survey on February 1, 2007 to the Lisbon High School staff, students and parents in order to gain knowledge on the effectiveness of the Lisbon High School Advocacy Program. The survey asked participants their opinions on topics ranging from the purpose of the Advocacy Program to suggested changes to the Advocacy Program. The survey results were compiled in late spring of 2007 and was shared with the Faculty Council and the staff during the Faculty Meeting on September 6, 2007. The Faculty Council is currently working on improvements to make Advocacy more effective and is sustained.*

5. Expand the opportunities for staff members to collaborate among departments.

*Completed: The response was provided in the One-year Progress Report, item #4.*

6. Continue to build broad community knowledge and support of the school's mission.

*Completed: The response was provided in the Two-year Progress Report Part I, item # 1 and 10.*

## **SCHOOL RESOURCES FOR LEARNING**

### **Recommendations:**

1. Explore alternative programming for at-risk students.

*In-Progress: The response was provided in the Two-year Progress Report Part I, item # 6.*

2. Create an appropriate evaluation tool that assesses the effectiveness of support services at Lisbon High School.

*Completed: Both the Guidance Department and School Nurse have implemented new personnel evaluation processes that in part are designed to assess the effectiveness of the support personnel services in those offices.*



3. Ensure ongoing collaboration with content area leaders to facilitate better communication between regular and special education staff.

*Completed: All Special Education teachers work with a subject content area during all professional development sessions, ensuring frank and timely communications with their regular education peers.*

4. Ensure the library is available to students and staff both before and after school as well as throughout the school day.

*Completed: The response was provided in the Special Progress Report, item #1 and the Two-year Progress Report Part I, item # 9.*

5. Develop and implement a plan to include the librarian in curriculum planning.

*Completed: The Librarian works with a subject content area during professional development sessions, ensuring her frank and timely input into the school's curriculum. Additionally, the Librarian is a Faculty Counsel member and is working closely with Lisbon High School's Literacy Consultant assuring that her concerns on literacy issues are heard.*

6. Explore on-line database options to replace outdated print materials so that students will have increased access to resources.

*Completed: In addition to the MARVEL on-line database resource Lisbon High School has added GROLIER, Issues and Controversy in American History and Noodle Tools (MLA Citation Composer) database resources in the 2006-2007 school year for all students to access. Additionally the Librarian teaches classes and individual students on the use of these new databases on a daily basis.*

## **COMMUNITY RESOURCES FOR LEARNING**

### **Recommendations:**

1. Develop and implement a detailed maintenance plan to address areas of current need with an emphasis on cleanliness of the school and repair/capital improvements to the facility.

*Completed: The response was provided in the Special Progress Report, item #4 paragraph 1 and 2 and the Two-year Progress Report Part I, item # 8 paragraph 1 and 2 and item #9.*

2. Develop and implement a plan to maintain and systematically replace equipment.

*Completed: The Lisbon School District updates its maintenance and equipment replacement 3-5 year plan at least annually.*

3. Development and implement a plan to address current and future health/safety/OSHA issues at Lisbon High School.

*Completed: The response was provided in the Special Progress Report, item #5 and the Two-year Progress Report Part I, item # 8 and paragraph #4.*

4. Develop and implement a formal budget process that fosters trust and respect for all segments of the school community.

*Completed: This process is already believed to be in place. Additionally, the recommendation continues to be addressed through an annual budget process as evidenced in the Two-year Progress Report Part I, item #9.*

5. Develop a plan to address the heating and ventilation problems throughout the school building.

*Completed: The response was provided in the Special Progress Report, item #4 paragraph 1, 2 and 3 and the Two-year Progress Report Part I, item # 8 and paragraph #4.*

6. Develop and implement a long-range facilities plan which should include further exploration of possible mergers with other local districts and/or state approval and funding for a new facility.

*Completed: The response was provided in the Special Progress Report, item #4 and the Two-year Progress Report Part I, item # 8 and paragraph #1 and 2.*

### **III. Copy of the Current Mission Statement of Purpose and Expectations**

#### **LISBON HIGH SCHOOL MISSION STATEMENT**

Lisbon High School is a community that respects and values all members, nurtures an excitement about life and learning, and challenges all to achieve a fulfilling future.

#### **ACADEMIC EXPECTATION**

Students at Lisbon High School will:

- Effectively communicate (read, write, speak and listen)
- Use technology and informational resources
- Use critical thinking skills to solve problems
- Aspire to gain knowledge/or experience in order to pursue life goals

#### **SOCIAL AND CIVIC EXPECTATIONS**

Students at Lisbon High School will:

- Demonstrate a willingness to resolve conflicts responsibly
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- Contribute to the well-being and welfare of others within the school community
- Demonstrate the rights and responsibilities of a democratic society
- Demonstrate positive contributions to both school and local communities

### **IV. Substantive Changes not Previously Reported**

None.

### **V. Strengths/Achievements Which are Significant**

None.

### **VI. Restructuring or other Reform Initiatives**

None.