



Lisbon High School

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November 1, 2006

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 November 1, 2006 Special Progress Report for Lisbon High School. The Special Progress Report indicates how the identified recommendations of the Commission on Public Secondary Schools made for Lisbon High School have been addressed.

If you have any questions about this Special Progress Report please do not hesitate to contact Lisbon High School via email 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, Union#30
Mrs. Deborah Danuski, Chair, Lisbon School Committee



Special Progress Report

Lisbon High School

November 1, 2006

1. **Confirm (1) that the school is using the Guiding Principles from the Maine Learning Results and performance indicators as its academic expectations or (2) that the school has a separate set of academic expectations with attendant rubrics and submit such expectations.**

Classification: *Complete/Ongoing*

Lisbon High School is using the standards and performance indicators from Maine's *Learning Results*. This can be evidenced by common curriculum units that specify the standards and performance indicators for each content area. Further, teachers in all content areas are required to link assignments to performance indicators within the electronic grade book (Pinnacle Plus GradeBook). Teachers in the core content areas (language arts, math, science and social studies) give common assessments for all required courses. These common assessments measure student achievement based upon standards-based rubrics that assess at the performance indicator level. While instruction and assessment of the Guiding Principles is not explicit in the curriculum, the emerging Comprehensive Guidance Plan accounts for the Guiding Principles and is planned to be adopted by the end of the 2006-2007 school year.

2. **Report progress on how the school has clarified for faculty, students, and parents the learning expectations that it expects all students to achieve and the relationship between the academic expectations and the local assessment system.**

Classification: *Complete/Ongoing*

In fall 2006 Lisbon High School published its curriculum for the core content areas on the district website, thus allowing students, parents, and community to access curriculum, including the essential knowledge and skills that all students will know, understand, and be able to do. This represents over three years of curriculum work by high school faculty. In recent years Lisbon High School has moved from four 'tracks' to three and more recently, in 2006, has move to a college preparatory and honors track for grade 9 students. This marks a turning point for faculty in understanding that all students must be prepared for college, career, and citizenship.

To measure the effectiveness of current curriculum and to provide formative assessment data regarding student achievement of Maine's *Learning Results*, Lisbon High School has created a local assessment system. This assessment system is comprised, at the local level, of assessments common to all teachers and students at a given grade level and content area. A minimum of twenty percent of all common assessments are doubled scored to ensure reliability and to provide student work and data from which to make informed decisions regarding curriculum, instruction, and student growth.

- 3. Develop and submit performance indicators for civic and social expectations in the school's mission statement.**

Classification: *In Progress*

The NEASC Follow-up Committee, Lisbon Faculty Counsel, and Lisbon High School Faculty will review the school mission statement and will develop performance indicators for civic and social expectations this school year. This review of the mission statement and development of performance indicators for civic and social expectations are planned to be complete in the spring of 2007 and implemented in the fall of the 2007-2008 school year. The results will be reported in the required two progress report due November 1, 2007.

- 4. Develop and fund a plan for the ongoing development, evaluation, and revisions of the curriculum that includes professional development as well as time for faculty to work and collaborate on curriculum.**

Classification: *Complete/Ongoing*

Lisbon High School, like 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, including that of the local assessment system, occurs during paid professional meeting time once or twice weekly and during the seven programmed 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 the Lisbon School District incorporated two additional professional development days into the 2006-2007 school calendar in part to address NEASC recommendations and to increase more optimum faculty time that can be used to collaborate on curriculum.

- 5. Develop a process that ensures there is curricular coordination and articulation between and among all academic areas within the school as well as with sending schools.**

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 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. Additionally Lisbon High School has implemented a Freshman Focus Team to ease the traumatic transition from middle school to high school. The Freshman Focus Team has common planning time, common students, common academic and social expectations and they participate in regular meetings with the middle school teacher to gain further insight into the new freshman class.

6. **Develop a professional development program, based on identified teacher needs, to ensure instruction strategies personalize instruction, make connections across disciplines, engage students as active and self-directed learners, involve all students in higher order thinking to promote depth of understanding, provide opportunities for students to apply knowledge or skills and promote student self-assessment and self-reflections.**

Classification: *Complete/Ongoing*

Lisbon High School and Lisbon School Department surveys teachers annually regarding professional development needs. This survey (a product of NCLB's Title IIA grant) asks teachers to identify curricular, instructional and assessment needs. In recent years, the topics of differentiated instruction, standards-based education, and formative assessment have been requested and have been provided for professional development topics and initiatives. The belief that all students can achieve high standards is not new to Lisbon teachers. Recent professional development to support teachers in this endeavor includes Understanding by Design, standards-based grading and reporting, making connections across disciplines, formative and summative assessment strategies, and differentiated learning. Teacher leaders who participate in K-12 Curriculum Teams and the High School's new Freshmen Focus Team are great examples of teachers connecting across disciplines. Additionally, the recent requirement for senior exhibitions is a striking example of increased expectations for all students, student self directed learning, student self reflection, and opportunities for students to apply knowledge and/or skills.

7. **Develop and implement a formal program for the mentoring of new teachers.**

Classification: *Complete/Ongoing*

Lisbon engages in a rigorous induction program for all new teachers. This includes a four-day summer induction program and five after-school induction seminars throughout the year. The New Teacher Induction Program culminates with a Reflective Practitioner seminar where teachers reflect on their learning throughout the year and share a portfolio of their learning with their peers and the Superintendent. In addition to Induction, Lisbon High School has a mentor program for new teachers run by veteran teachers. The primary purposes of the teacher mentor program are to ensure a smooth school-based transition and to ensure professional certification for all new teachers at Lisbon High School.