



Lisbon High School

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November 1, 2008

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, 2008 Special Progress Report for Lisbon High School.

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
Ms Prudence Grant, Chair, Lisbon School Committee



Special Progress Report
Lisbon High School
November 1, 2008

Progress Report, due November 1, 2008, describing action taken to complete the highlighted recommendations, which are listed below:

1. Submit and update on any increase in enrollment.

Classification: *Complete*

Lisbon High School's enrollment has stayed very steady from last school year's student enrollment of 444, as reported in the October 2007 Two Year Report. As of November 1, 2008 Lisbon High School has 448 students enrolled in the school.

2. Describe additional short-term steps to address facilities deficiencies.

Classification: *In Progress*

Last year's budget submission included a permanent addition of four classrooms to the east wing of the high school building. The citizens of Lisbon approved school budgets in the past at Town Meeting, but because of a recent adoption of a town charter last year, the Town Council now has the final say over the bottom line of the Lisbon school budget. After the School Committee submitted their initial budget the Town Council directed a 5% cut in the overall school budget. The School Committee was left with the decision to choose between valuable educational programs such as art and music or building a permanent wing to the high school. The good news is the high school did not lose any educational programs. The bad news is some programs are still held in portable classrooms. The school district continues to explore state renovation funding and this upcoming budget year, a possible local bond is being considered to address the deficiencies in our facility.

3. Report progress on the plan and timeline to fully resolve all facilities concerns identified in the evaluation report, including any remaining inadequacies related to heating and air quality, inadequate access to technology, inadequate storage space, and the small cafeteria.

Classification: *In Progress*

Lisbon High School still has inadequacies related to heating, inadequate storage space and a small cafeteria but all other issues have been resolved as reported in the October 2007 Two Year Report. As stated above the school district continues to explore state renovation funding and this upcoming budget year, a possible local bond is being considered to address the deficiencies in our facility. If one of these two funding options becomes available, facilities concerns could be cleared up over the next couple of years.

In addition, the Special Progress Report should address the following:

1. **Develop and submit performance indicators for how the school will assess school-wide achievement of the civic and social expectations in the mission.**

Classification: *Complete/Ongoing*

As reported in the October 2007 Two Year Report, Lisbon High School continues to actively use the developed civic and social expectations performance indicators. The school assesses the performance indicators daily by comparing past to present school discipline figures, student participation figures in school and community sponsored civic-based activities, and daily overall attendance at Lisbon High School. Lisbon High School has reduced out of school suspensions, has more students involved in civic-based activities and has made a modest improvement in the daily overall attendance. These have all been realized through the active use of our civic and social expectation found in our school mission.

2. **Provide examples of the school's use of the mission and expectations to make decisions related to procedures, policies and decisions and report examples of this use.**

Classification: *Complete/Ongoing*

Respect, nurturing an excitement for life and learning and fulfilling futures are the basis of Lisbon High School's Mission. We are pleased to report that decisions made at Lisbon High School have the Mission Statement at the center of each decision. Lisbon High School examples of decision-making using the mission and expectations are many. The following examples are a brief list of decisions that reflect our school's mission: civil rights team, students against destructive decisions (SADD), student of the quarter assemblies, student aspiration assemblies, teacher recognition (Harvard Club Award Winner), student helping hands award, open advanced placement enrollment, grade level college visits, career fairs, science Olympiad, post graduate contacts, teachers verbally connecting each lesson to the school mission at the beginning of each class, and budget decisions that prioritized art and music (programs) over facilities.

3. **Detail how teachers are using the newly developed school-wide rubrics to ensure that all students have regular opportunities to practice and achieve the academic expectations in the mission.**

Classification: *In Progress*

Unfortunately, Lisbon High School's school-wide rubrics were not developed until recently, October 2008. Although later than we had hoped, the experience was a more effective and inclusive process that involved all available staff members. The rubrics were developed during professional development this fall and once the faculty formally adopts the school-wide rubrics (January/February 2009), we anticipate the rubrics will be implemented during the spring of 2009.

4. Report how the school has increased time for teachers to collaborate around instruction and assessment practices.

Classification: *Complete/Ongoing*

As a result of the last two years of professional development, Lisbon High School is forming and creating Professional Learning Communities (PLC). This professional development model has significantly increased the meaningfulness and usefulness of each collaborative opportunity the high school teachers have had this school year. The focus of the high school's weekly professional development meetings has been to allow our teachers exclusive use of this time to collaborate on instruction and assessment. Additionally, the district curriculum consultant who oversees K-12 district wide instruction and assessment initiatives, meets regularly with a representative from each content area at the high school ensuring all educational levels in the district are collaborating appropriately. The high school representatives return to the PLC groups and disseminate district level information and directions ensuring that the entire school district is working toward common educational goals.

5. Confirm the approval of the teacher leadership positions that were previously funded by grants.

Classification: *Complete/Ongoing*

Teacher leadership at Lisbon High School is strong and getting stronger. We are pleased to report for the first time since their creation all high school teacher leader positions are filled. Teacher leaders have created and implemented a new daily school schedule, created and implemented a literacy team, created and implemented a sustained silent reading program, developed school wide rubrics and have led or presented most of the professional development during faculty meetings and professional development days.

6. Confirm the replacement of furniture for one classroom as well as any other improvements.

Classification: *Complete/Ongoing*

During this budget year Lisbon High School replaced one classroom with new classroom furniture. This is the third consecutive year Lisbon high School has been able to refurbish a classroom. Additionally, the lights in the gymnasium have been upgraded and things are much brighter in the gym lately, four external doors were replaced and all roof seams have been repaired this summer. The above listed teacher leadership roles are a great source of pride and is a great improvement from past years. Over the last two years Lisbon High School has eliminate local barriers in Advanced Placement (AP) enrollment, opening enrollment to any student who wishes to challenges themselves with advanced placement classes. AP tests taken over the last three years have gone from 43 tests taken (2006) to 75 tests taken (2007) to 141 tests taken last year (2008). We do understand that a passing grade on the AP exam is a 3 or higher. We are happy to note that the overall AP test scores have improved from 36% of students with a 2 or higher on the AP exam in (2007) to 53% of student with a 2 or higher on the AP exam in (2008). This is great improvement for both students and teachers in the AP Program.