



Lisbon High School

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Kenneth J. Healey, Principal
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May 1, 2010

Mrs. Janet D. Allison, Director
New England Association of Schools and Colleges Inc.
Commission on Public Secondary Schools
209 Burlington Road
Bedford, Massachusetts 01730-1433

Dear Mrs. Allison:

Attached you will find the required May 1, 2010 Five-Year Progress Report for Lisbon High School. The Five Year Progress Report explains how all the outstanding recommendations, made by the Commission on Public Secondary Schools have been or are being addressed.

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

Sincerely,

Kenneth J. Healey
Principal

Sincerely,

Pete Reed
Chair, Follow-up Committee

Cc: Mr. Richard A. Green, Superintendent, Lisbon School Department
Ms Prudence Grant, Chair, Lisbon School Committee



**Five-Year Progress Report
Lisbon High School
May 1, 2010**

All accredited schools are required to submit a Five-Year Progress Report, which in the case of Lisbon High School is due May 1, 2010. The report should provide detailed responses to the highlighted recommendations listed below:

1. Develop and implement a protocol for teacher use when collaborating both within and across content areas for the purpose of improving teaching and learning.

Classification: Complete

During a professional meeting in 2008, the Lisbon High School faculty participated in a process to develop NORMS to post/use to guide professional discussions during content area meetings. Faculty Council participated in a norms reflection process in spring, 2009 and revisited norms and effectiveness for their meetings. Our Literacy Consultant has modeled/facilitated the following protocols for the purpose of improving teaching and learning: Data-Dialog process, Consens-o-Gram, Double Scoring Protocol (Sr. Ex. Handbooks), Text-Based Discussion, "Think, Write, Pair, Share" and "Say Something".

2. Report specific examples of teacher collaboration to improve instructional and assessment practices

Classification: Complete

The ongoing content area meetings to review assessments, Literacy workshops including formative/summative/assessment reflective conversations, English Learning Area - collaborative creation of spiraling research experiences 9-12, Big 6 training and coordinated approach (media specialist, literacy consultant, content area teachers), continued participation on CART teams, Collaborative conversations about Standard Based Grading (2010) are specific examples of teacher collaboration to improve instructional and assessment practices.

3. Develop and implement a formal process to assess individual achievement of the academic expectations in the mission based on the use of school-wide rubrics.

Classification: Complete/Ongoing

Creation and adoption of School-wide rubrics were adopted in 2009 and teachers received training in their application and use through professional development with the high school's literacy consultant. Teachers have been using the presentation rubric with Senior Exhibitions and classroom presentations and the inquiry research rubric in Freshman Science and Sophomore Social Studies classes. The Inquiry and Research, Presentation and Writing rubric was implemented for use by the faculty of Lisbon High School during the 2009-2010 school year.

4. Develop and implement a plan to increase time in order to ensure teachers collaborate with teachers from sending schools for the purpose of coordinating curriculum.

Classification: Complete/Ongoing

Collaborative creation/adoption of spiraling K-12 Presentation Rubrics has been done with representatives from all schools, and our K-12 Literacy specialists are working together to orchestrate a collaborative process to create spiraling K-12 writing and research rubrics. Additionally, content areas are allowed to meet with their K-8 colleagues during programmed professional development Thursdays.

5. Detail progress on the school district's efforts to secure state renovation funding and a local bond to address all facility concerns identified previously by the Commission, including but not limited to the addition of four classrooms, heating and air quality, inadequate access to technology, inadequate storage space, and the small cafeteria.

Classification: In Progress

The school district has hired an engineering firm who is currently completing the final touches to Lisbon High School's Capital Improvements application due to the State of Maine during June 2010.

A \$350K local school improvement bond was brought to the voters on April 6, 2010, and the voters overwhelmingly approved the bond by a margin of 754 for to 120 against. The bond and the district's remaining stimulus funds combined will allow the community to make significant improvement to the high school over the upcoming summer. Lisbon High School will have: both portable classrooms removed, new outside walls/siding/windows for the north and south sides of the building, a new handicapped accessible main entrance installed on the 1st floor, the main administrative office relocated adjacent to the new handicapped accessible main entrance, the old main office space converted into classrooms, one of the two art classrooms moved from under the gymnasium to a better location within the school, a new roof installed on the gymnasium and a new insulated ceiling installed in the gymnasium to prevent energy loss.

6. Provide an update on the acquisition of additional technology for the entire school to support teaching and learning

Classification: Complete

Creation of a new technology lab within the library area was built this school year, which included a new Smart Board and colored printer capability. A new bank of ten computer monitors and computers were also purchased, this established a new mini lab outfitted for daily student research within the library. Additionally, two new MAC mobile carts full of laptop computers have been purchased and are currently in use by Lisbon High School students, replacing our much older laptops.

7. Explain how teachers are using the recently adopted school-wide rubrics to ensure that all students have sufficient opportunity to practice and achieve the academic expectations in the mission.

Classification: Complete/Ongoing

Content teachers have been involved in staff development about the new rubrics. The media specialist and literacy consultant have created a comprehensive scope/sequence guide with specified opportunities for students to practice and achieve the expectations and are working with individual teachers to suggest, plan for and incorporate these experiences for students grades 9-12.

In addition to responding to the seven (7) recommendations highlighted in the Commission's February 19, 2008 and February 5, 2009 notification letters which are listed above, the report should provide detailed information on action taken to address the additional highlighted recommendations:

1. Provide an update on all plans to address facility concerns previously identified by the Commission, including but not limited to, the plans for soundproofing the art classroom under the gym through relocation of the art room.

Classification: In Progress

Because the voters approved the local school improvement bond on April 6, 2010, the art room under the gym will be relocated to a different location in the school that will be better able to support and enhance Art instruction in Lisbon High School.

2. Report progress on the construction of four permanent classrooms, which will eliminate the use of portable classrooms.

Classification: In Progress

Under the school district's most recent facilities plan, the portable classrooms will be removed from the high school property in June 2010. The three teachers that currently occupy the portable classrooms will be moved into the empty classrooms within the high school space that should be created from the potential reduction in force the school district will face in order to balance next year's budget.

3. Submit an update on the plan to seek funding from the Maine Department of Education.

Classification: In Progress

As stated above, the school district will submit a Capital Improvements plan to the State of Maine in June 2010 requesting a major renovation of the existing high school.

**Five - Year Progress Report
Lisbon High School
May 1, 2010**

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

TEACHING AND LEARNING STANDARDS

MISSION AND EXPECTATIONS FOR STUDENT LEARNING

Recommendations:

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

Classification: Complete

Lisbon High School's faculty created a school wide rubric that evaluates social and civic expectations. The school wide social and civic expectations are now measured through a rubric that assesses the school's portfolio programs on an annual basis.

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

Classification: Complete

Lisbon High School's school wide social and civic expectations are being measured through a rubric that assesses the school's portfolio programs on an annual basis.

CURRICULUM

Recommendations:

No recommendations remaining from the decennial report.

INSTRUCTION

Recommendations:

No recommendations remaining from the decennial report.

ASSESSMENT

Recommendations:

1. Develop and use more rubrics across the curriculum.

Classification: Complete/Ongoing

The response was provided in the five-year progress report part 1, item #7.

SUPPORT STANDARDS

LEADERSHIP AND ORGANIZATION

Recommendations:

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

Classification: Complete

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 were shared with the Faculty Council and the staff during the Faculty Meeting on September 6, 2007. As a result, the Lisbon High School faculty implemented Silent Sustained Reading (SSR) Program in order to make Advocacy time more effective.

The Advocacy Block for the last two school years is 25 minutes long per day. Four of the five days are dedicated to improving student/adult relations and focused on Silent Sustained Reading (SSR). Students and faculty choose books of personal interest and use this programmed time to read for fun. It is interesting to note that Lisbon High School's reading scores on the SAT's improved by two points last year. We hope the change in our Advocacy Program will continue to show improved student/adult relations and reading scores.

SCHOOL RESOURCES FOR LEARNING

Recommendations:

1. Explore alternative programming for at-risk students.

Classification: In Progress

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 never-ending cycle of curriculum development, teachers are continually evaluating and revising curriculum units with a critical eye on depth of understanding. Lisbon High School faculty has developed a pyramid of intervention for student failures creating a school-wide response to students who are not learning. 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 is the goal for every student, as teachers take a serious look at teaching practices that ensure all students are learning at high levels. Additionally, the district is developing a Response To Intervention (RTI) plan to submit to the State of Maine for the next school year.

I'm pleased to report the Superintendent has been aggressively exploring the creation of an Alternative Education Program for Lisbon that will serve the most at risk students of Lisbon High School. The development of this program has become a top priority and will be included in our local "Race To The Top" (RTTT) application. This new student service could potentially reduce the number of drop-outs and increase local graduation rates.

COMMUNITY RESOURCES FOR LEARNING

Recommendations:

No recommendations remaining from the decennial report.

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
- 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

IV. Substantive Changes not Previously Reported

None.

V. Strengths/Achievements Which are Significant

None.

VI. Restructuring or other Reform Initiatives

None.

VII. Description of Follow-up Program

All potential stakeholders in the Lisbon educational community were recruited to serve on the NEASC Follow-up Committee and were constantly reminded of the opportunity to serve at faculty meetings, student advocacy times, parent action group meetings and public school committee meetings. It was difficult at times to get someone from every aspect of the educational community but for the most part each stakeholder group was appropriately represented during follow-up meetings.

Over the last five years the NEASC Follow-up Committee has been made up of volunteer community members, a school board member, parents, teachers and school administrators. The degree of participation of each member was dependent on individual availability but all participants were candid and honest in his or her assessment of Lisbon High School's progress in completing all the visiting team's recommendations. The following faculty members served time on the NEASC Follow-up Committee:

Name	Position
Kenneth Healey	Principal
Barbara White	English Teacher
Judith Lashman	Librarian
Rita Newell	Science Teacher
Ed Nunery	Guidance Counselor
Patti Mucenski	Guidance Counselor
Pam Ouellette	Art Teacher
Jeff Harper	Special Education Teacher

VIII. Statistical Data Form

See attached statistical data form.

School: Lisbon High School

Principal: Kenneth J. Healey

City, State: Lisbon Falls, Maine

School Telephone: 207 353-3030

E-MAIL Number: khealey@lisbonschoolsme.org FAX Number: 207-353-7908

Dates of Accreditation Visit: May 8-12, 2005

Grades: <u>9-12</u>	School Enrollment: <u>436</u> at time of evaluation
Grades: <u>9-12</u>	School Enrollment: <u>397</u> at present time

Based upon the state's definition of a dropout, indicate the dropout rate for the most recently completed school year as well as for the preceding two years:

6%	2007
6%	2008
6%	2009

DISPOSITION OF ALL VISITING COMMITTEE RECOMMENDATIONS

	Two-Year Report		Five-Year Report	
	Number	Percentage	Number	Percentage
COMPLETED	41	89%	45	98%
IN PROGRESS	5	11%	1	2%
PLANNED FOR THE FUTURE	0	0%	0	0%
REJECTED	0	0%	0	0%
NO ACTION	0	0%	0	0%
TOTAL	46	100%	46	100%

Signature of Principal: *Kenneth J. Healey*

Signature of Chair of Follow Up Committee: *Herbert J. Reed* Position: School Committee Member

Date Progress Report Submitted: May 1, 2010