

Superintendent of Schools

Lisbon School Department

19 Gartley Street

Lisbon, ME 04250

Phone: 207-353-6711 Fax: 207-353-3032

FAX COVER SHEET

To: MAINE DOE

From: Richard Green - Superintendent

Fax: 877-227-9838

Date: 1/23/15

Re: Extension Application

of Pages (Including Cover): 29

- Urgent
- For Review
- Please Comment
- Please Reply

Notice -

This fax message is intended for the exclusive use of the individual or entity identified above and may contain information which is privileged and/or confidential under both state and federal law. If you are not the intended recipient or an agent of the recipient, you are notified that any further dissemination, copy or disclosure of this communication is strictly prohibited. If you received this transmission in error, please immediately notify us at (207) 353-6711 and return the original transmission to us by mail without making a copy. Your cooperation in protecting confidential information is greatly appreciated.



School Administrative Units (SAUs) award diplomas. The Maine Department of Education's role is to ensure that SAUs base the awarding of a diploma on student proficiency for students graduating after January 1, 2018. The following Proficiency-Based Diploma Extension application is intended to provide the Department and the school administrative unit with evidence of a good fit between the district's current progress and their extension request.

Directions for submitting an extension application

1. Complete the document and provide evidence to support the responses. Our intent is to keep the process streamlined and reasonable and have therefore set word limits of 1000 words for each section in the application and request that districts submit a total of no more than 25 pages of evidence.
2. Convert the extension application document and all pages of evidence to a PDF format and fax your complete application to Diana Dolron at the following fax number: 1-877-227-9838.

Note: Extension applications that are incomplete or lack sufficient evidence will receive feedback requesting additional information. Our plan is to process all submissions within a month of the submittal window. This plan is dependent on the number of submissions received per submittal deadline.

Proficiency-Based Diploma Extension Option 3

At the time of the extension application the SAU will:

- Provide evidence of the proficiency based system in place at the middle school or K-8 level as evidence of the SAU's preparedness to expand the proficiency-based system into the secondary level and its preparedness to award diplomas based on proficiency in the standards of the eight content areas and standards of the Guiding Principles after July 1, 2020.
- Provide a description of the overall plan to meet the goal of awarding of diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles. The description should include benchmarks for the 2014-2015 school year and each year for which the extension is requested.
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds that were carried over to support the implementation of proficiency-based diplomas

LIMIT RESPONSES TO QUESTIONS TO 1000 WORDS PER QUESTION AND LIMIT TOTAL ATTACHED EVIDENCE TO 25 PAGES

Submittal Window

1. Indicate the submitting date.

August 18, 2014, 5 pm September 17, 2014, 5 pm October 18, 2014, 5 pm

Superintendents Region

2. Indicate the superintendent region in which your SAU is a member.

Aroostook	
Cumberland	
Hancock	
Kennebec Valley	
Midcoast	
Penquis	
Washington	
Western Maine	

York	
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3. School Administrative Unit: Lisbon School Department

4. High School(s): Lisbon High School

5. Name and title of people completing the confirmation of readiness:

Richard Green, Superintendent of Schools & Heather Wilmot, Assistant Superintendent

6. Superintendent's name, address, phone number and email:

Richard Green, Superintendent of Schools
207.353.6711 ext. 1005
rgreen@lisbonschoolsme.org

Evidence of Preparedness

- 3. Describe the proficiency-based system in place at the middle school or K-8 level as evidence of the SAUs preparedness to expand the proficiency-based system into the secondary level and its preparedness to award diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after July 1, 2020. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).**

Criteria:

- Clear description of the proficiency-based education work completed to date
- Clear connection between evidence and the work done
- Clear description of the impact the proficiency-based work is having on students, staff and community
- Clear alignment to extension option

See also: Strategic Educational Plan (attachment)

As leaders of learning and change agents for the Lisbon School Department, we are passionate about developing a plan for transformative change. The administrative team used a Critical Problem Inventory that allowed the leadership team to identify 3 key problems one of which that is directly related to the proficiency-based diploma, that became priorities for the development of our Strategic Educational Plan.

In 2013-14, the Lisbon High School is piloting a standards-referenced report card for the incoming ninth graders entering high school without experiencing a traditional report card. In order for standards-based assessment to move forward, the staff at the high school will

continue shift their thinking around teaching, learning and assessment. Changing assessment practices will require ongoing professional development and strong district and school leadership.

During the fall of 2012, the Lisbon School Department planned to articulate our mission and vision statements by first engaging with the members of our professional staff then with external stakeholders from the community. District staff engaged in a World Café activity that fostered professional collaborative dialogue around the guiding question: All students learn in different ways and in different time frames. With this understanding, how must the Lisbon Schools evolve to meet the present and future needs of all learners? The professional conversations enabled staff to see new ways to respond to students. The conversations that took place were authentic and natural. (At times, leaders overlook the power of conversation when embarking upon a major change initiative.) Staff considered many of the responses to learning and actions that occur inside our organization and in the larger community. Conversations at the smaller tables functioned as a table of the larger network of conversations. It became clear that many of the attendees had the wisdom and creativity to confront even the most difficult challenges with the appropriate context and focus, it was possible to access and use the deeper knowledge about what stakeholders valued.

The next phase of the Lisbon School Department's change process included a community event called the Future Search. This conference engaged a cross-section of internal and external stakeholders connected to create a shared future direction for the school department. The Future Search was comprised of 50-80 stakeholders who met for two days to share their thinking and to find common ground for a preferred future.

Small groups of stakeholders found common ground by engaging in a variety of activities which resulted in creating a database of all the ideas in the room. Development of the database was designed to enhance thinking, broaden perspectives and look for patterns of shared direction. Emergent themes now represent a mission, vision and set of guiding beliefs that were further refined by a Planning Team. At that point, though the themes were broad, they were big picture ideas that expressed the common ground or shared sense of direction of the stakeholders. These themes represented the major goal areas of the Strategic Educational Plan that was ultimately developed to reach the Lisbon School Department's mission and vision:

- Technology integration to enhance instruction and student centered learning,
- Facilities that support and enhance the educational mission/vision,
- Enhancing the partnership/collaboration and communication between the school and community,
- Professional development that promotes multiple pathways for learning; and,
- The creation and maintenance of a safe, secure and respectful learning environment.

The Lisbon School Department will continue implementing the goals and objectives outlined in the strategic education plan. The major themes of this plan include curriculum, instruction, culture, communication, partnerships and family engagement. Overall, the initial

process of creating a strategic education plan through the future search, world café and design team process continue to strengthen the plan. The design team has moved forward in engaging in appreciative inquiry, where the team celebrates the success and growth that has taken place in each of the themes. For example, official posters were placed in every classroom articulating the new vision and mission. Each school created a brochure showcasing their strengths and demographics as a school. A video was created which demonstrates children learning in different ways and different timeframes. These artifacts have created a community conversation around teaching, learning and continuous improvement. At these public meetings, the participation has increased and the community has come forth as strong advocates for educating children in Lisbon. Other successes include teams of teachers devoting professional development time to learning the Common Core and articulating which goals and standards are being covered at each grade level and within each unit of study. These commitments will ensure that all learners meet mastery of specific learning goals and standards.

Overall Implementation Plan

4. **Provide a description of the overall plan to meet the goal of awarding diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after July 1, 2020. The description should include benchmarks and metrics for the 2014-2015 school year and benchmarks for each year for which the extension is requested. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).**

Criteria:

- **Overall plan is aligned with the SAU shared vision focus areas**
- **Benchmarks for progress in 2014-2015 include activities/actions that will support the achievement of the benchmarks and metrics to measure them.**
- **Evidence included clearly supports the benchmarks**

The school department's plan is aligned with the approved vision, mission and Strategic Educational Plan. (Please see also section 3.)

2014-15 Benchmarks and Evidence:

- **Sophomore class (graduation, 2017) transition to standards-based report card. (This will mean that 2 out of 4 grade levels at the high school will have a standards-based reporting system.)**

2015-16 Benchmarks and Evidence:

- **The Gartley Street Program (e.g., alternative education program for juniors and seniors) will transition to standards-based reporting.**

- Entering freshmen class (graduation, 2018) will transition to standards-based reporting. (This will mean that 3 out of 4 grade levels will have a standards-based report card system.)

2017-18 Benchmarks and Evidence:

- Entering freshmen class (graduation, 2019) will transition to standards-based report card. (This will mean that all 4 grade levels will have a standards-based reporting system.)

System of Supports for Student Learning

9. Describe the system of supports you have in place for middle school students when proficiency is not demonstrated. Describe your plan for growing the system of supports into the high school. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced) and attach evidence to support the description referencing the name of the document(s) and specific page(s).

Criteria:

- Clear description of the practices/protocols for improving student performance and ensuring feedback is timely, specific to each student and delivered when and where it has the most benefit
- Clear description of practices for regular monitoring of student progress
- Clear description of equity of opportunity for support in any content area and Guiding Principle

See also: Proficiency-Based Report Card and Action Planning: Basic School Approval Transition to Proficiency-Based Graduation Plan (attachments)

The guiding principles were adjusted to support the mission of the school and provide a system of supports for secondary students for when proficiency is not demonstrated. Below are the guiding principles for the Lisbon School Department:

- Everyone learns in different ways and different time frames, given the appropriate opportunities and resources,
- Learning is a life-long endeavor that requires a personal commitment,
- Student learning requires complex thinking and problem-solving skills to adapt to the ever-changing world; and,
- Teachers require ongoing professional development in order to facilitate and model innovative education.

A learner in "2018" will experience:

- An innovative, future focused, standards-based curriculum that prepares them for an ever-changing world,
- Research-based instruction that allows opportunities to learn in different ways and different time frames,
- A shared partnership between the community, families and the school department; and,
- A safe and respectful learning environment.

The Planning Team drafted the initial components to the Strategic Educational Plan. This plan was constructed around two overarching themes: innovative learning and community connections. Each section of the plan includes short-term and long-term goals, identified point persons, work committees and action steps.

	Curriculum	Assessment	Communication	Partnerships	Culture
Beliefs	<ul style="list-style-type: none"> • An innovative, future focused, standards-based curriculum that prepares them for an ever-changing world • Research-based instruction that allows opportunities to learn in different ways and different time frames 		<ul style="list-style-type: none"> • A shared partnership between the community, families and the school department 		<ul style="list-style-type: none"> • A safe and respectful learning environment
Action Strategies	<ul style="list-style-type: none"> • Designate CTL meeting time for this purpose, • Screen inventory of enacted curriculum (diary mapping), • establish and sequence district-specific curriculum milestones; and, • Establish power standards PK-12. 		<ul style="list-style-type: none"> • Facilitate conversations with community and civic groups VMP, • Capitalize social networking opportunities; and, • Evaluate the effectiveness of existing communication tools. 		<ul style="list-style-type: none"> • Continue to support responsive classroom, collaborative problem-solving, Camp KiVa, • Review structures that support positive climate change; and, • Encourage student organizations (Civil Rights, Gay-straight Alliance, Student Government, etc.).
Assessment Strategies	<ul style="list-style-type: none"> • Create, administer, aggregate and present formal feedback results of every professional development opportunities. This feedback is used to drive professional development. (four times per year) • Administer, aggregate and present Title IIA professional development formal survey assessing the professional development needs of the staff. (Annually) 		<ul style="list-style-type: none"> • Collect informal feedback of the effectiveness of our existing communication tools from internal and external stakeholders. (Ongoing) 		<ul style="list-style-type: none"> • Collect informal feedback of the effectiveness of our existing programs and structures that support a safe and respectful learning environment. (Ongoing)

Guiding Coalition

The design team and content team structure will continue to strengthen the strategic education plan. These teams are comprised of school committee members, administrators, directors, teachers, parents and local businesses and organizations that are collecting and using data to strengthen the strategic education plan. The content teams meet once a month to summarize the progress they have made with curriculum mapping. Their work is aligned to the themes of curriculum and instruction. The design team meets quarterly to assign and celebrate the meeting of specific responsibilities and goals outlined in the strategic education plan. Their work is aligned to all themes. Each internal and external stakeholder brings with them a specific perspective and representation that needs to be included every step of the way. Although the team membership may change, the critical piece is having representation from every stakeholder group. Also, the quarterly and monthly meeting structure will continue the momentum moving forward.

Proficiency-Based Diploma Transition Funds

10. Identify the approximate percentage of the 2013-2014 proficiency-based transition funds and how these were applied to proficiency-based education expenditures in the following areas:

- **Policy: 1%**
- **Practice: 72%**
- **Community Engagement : 27%**
- **One-year Carry Over: \$10,522**

11. Provide a description of the Intended Impact for your transition funds. Attach a budget for the 2014-2015 transition funds and any 2013-2014 transition funds that were carried over after June 30, 2014. For each expense, identify the amount and date by which it will be expended. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced). Attach a budget document and limit the budget document to 2 pages.

Criteria:

- **Clear description of intended impact for your use of transition funds**
- **Budget aligns to Intended impact**

Use of Transitional Funds, Training:

Each of the identified needs are a continuation of professional development that is currently in progress and supports the school department's readiness. Based on a local professional development needs assessment (survey), the following needs will be address through the use of transition funds:

- The need for the continuation of professional development training for content area teachers (grades 6-8 & 9-12) focusing on research-based practices in proficiency-based instruction and assessment.
- The need for the continuation of professional development training for content area teachers (grades 6-8 & grades 9-12) focusing on content area proficiency-based grading, reporting and assessment.

As an extension of standards-based grading and reporting from the Lisbon Community School and Philip W. Sugg Middle School, this project will assure the continued alignment the grading, reporting and assessment procedures of the Lisbon High School. Much of this training will be tailored to meet the professional needs and current teaching assignments of individual educators. For in-district professional development, an emphasis will be placed on proficiency-based grading, reporting and assessment across the content areas for all teachers in grades 6-8 & 9-12. Funds will be used to fund professional development that will provide staff with the

knowledge and skills needed to effectively design and implement curriculum and to understand effective assessment practices and for books and/or supplies to support professional learning.

The continued need for:

- Adoption of common language of Instruction/learning,
- A formative approach to feedback; and,
- The use of on-line instructional opportunities/resources for specific learning targets.

The goal of this work is to provide training for administrators and members of the leadership team to develop a learning-based system that:

- Meets every learner at his or her level,
- Provides learning opportunities that sync with the learners' most effective learning styles; and
- Allows the learner to study and learn skills and concepts using content that is relevant and interesting.

Use of Transitional Funds, Community Engagement:

The Lisbon School Department intends to continue to host Community Informational sessions to inform and educate members of the community regarding the use of a proficiency-based diploma in 2018. The school department also intends to maintain the quarterly Planning Team meetings that support the approved Strategic Educational Plan. The Planning Team is vital as it includes a cross-section of internal and external stakeholder groups.

Use of Transitional Funds, Policy:

The Lisbon School Department is in the process of revising relevant educational policies. Limited transition funds will be needed.

Use of Transitional Funds, Curriculum & Instruction:

The Lisbon School Department literacy teachers, along with Dr. Driscoll from Revolutionary Schools, have worked to create a unified K-12 curriculum aligned to the Common Core. Each level, through the facilitation of a grade level or content team leader, have spent time mapping out their curriculum and creating commitments (milestones) of what standards their learners will master by the end of the year. Based on this curriculum mapping process, the administrative team changed the dates of all the professional development days to provide opportunities for these teams to come together to review their content commitments. The first professional day, before school starts, will be devoted to affording teachers and opportunity to see what standards their students have already mastered. This information will drive which

standards will be addressed during the school year and when. After this professional development day, each team will have a literacy map outlining which specific standards they are teaching to mastery and setting a map of when these standards are to be taught and assessed. These standards and deadlines will create a curriculum framework for the teachers to follow as the year progresses. The professional development dates in October, February, March and June will allow teams of teachers to revise, edit and input proficiency data of their curriculum maps based on instructional schedules and time-lines. Finally, these professional development days will allow teachers to create and align rubrics that articulate mastery of specific standards outlined in their curriculum maps. After next year, the math teachers will devote professional development time to map their curriculum.

Option 3 Authorization Page

Annually the SAU will provide evidence of progress and will submit an extension renewal request to the Maine DOE by July 1. This request will include:

- evidence of progress toward the Identified annual benchmarks;
- goals and benchmarks for continued progress over the next school year toward the awarding of diplomas based on proficiency of the standards of the eight content areas and the standards of the Guiding Principles; and
- a budget for use of additional proficiency-based diploma transition funds.

We certify that the information contained in the extension application accurately reflects the current status of our implementation of proficiency-based diplomas.

We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A 54722-A:

A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;

B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;

C. Demonstrate proficiency in each of the Guiding Principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and

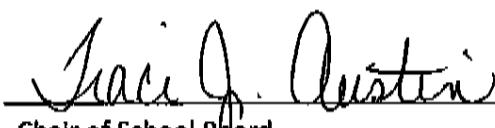
D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.



 Superintendent of Schools

1/22/15

 Date



 Chair of School Board

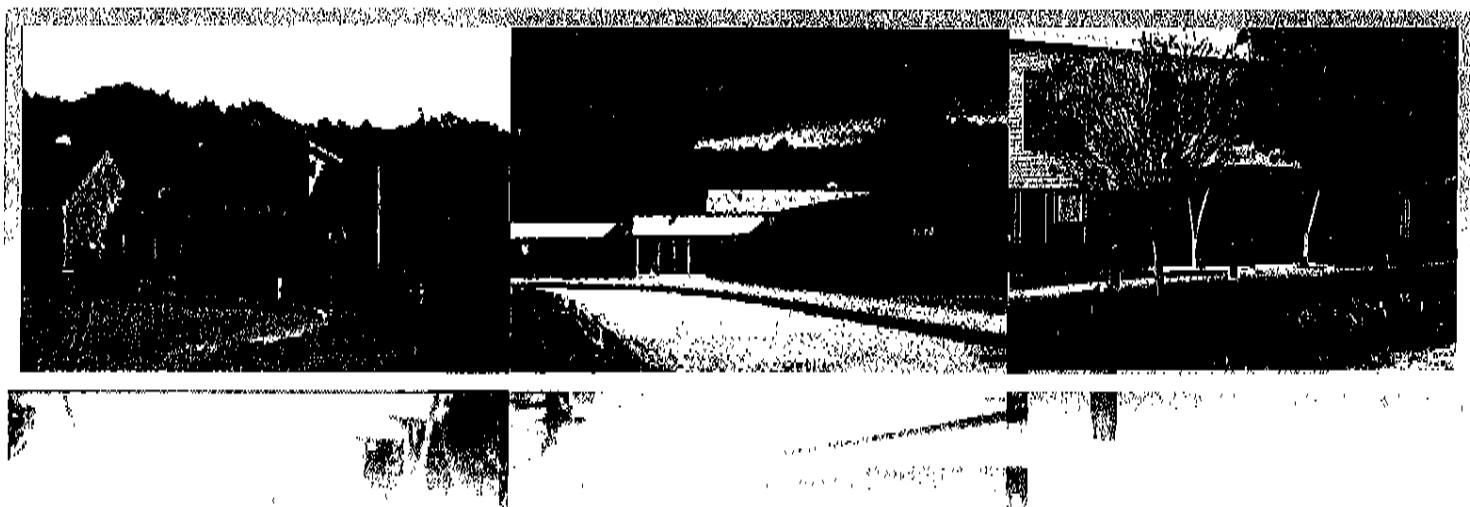
1/22/15

 Date

Lisbon School Department

Serving the communities of Lisbon and Lisbon Falls

Strategic Educational Plan



Richard A. Green
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 207-353-6711 ext. 1005

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 207-353-3060 ext. 1016



Lisbon School Department's *Story*

As leaders of learning and change agents for the Lisbon School Department, we are passionate about developing a plan for transformative change. A Critical Problem Inventory allowed the leadership team to identify 3 key focus areas that became priorities for the Strategic Educational Plan. These priorities are listed below:

- The lack of a mission and vision to drive the school department,
- No Strategic Educational Plan; and,
- State mandated proficiency-based diploma by 2017.

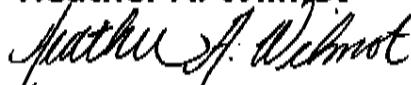
Without a Strategic Educational Plan, each of the schools has operated in isolation instead of working collaboratively toward a common goal. Through our most recent work with critical stakeholders, we now have a mission, vision and Strategic Educational Plan that "pulls" us in a common direction.

As leaders in the Lisbon School Department we will provide the context for the change while we establish appropriate parameters. Our new mission and vision will allow us to maintain momentum forward while addressing the short-term and long-term goals in our Strategic Educational Plan. We recognize that we must communicate with the stakeholders where we are in the change process and provide support to keep all stakeholders fully engaged throughout the process.

It is inevitable that we will encounter obstacles along the way. Yet, it is our role as change agents to remain steadfast and hold true to the intent of our mission and vision as we support these educational initiatives.

Richard A. Green

Superintendent of Schools

Heather A. Wilmot

Assistant Superintendent of Schools



Strategic Educational Plan *Contents*

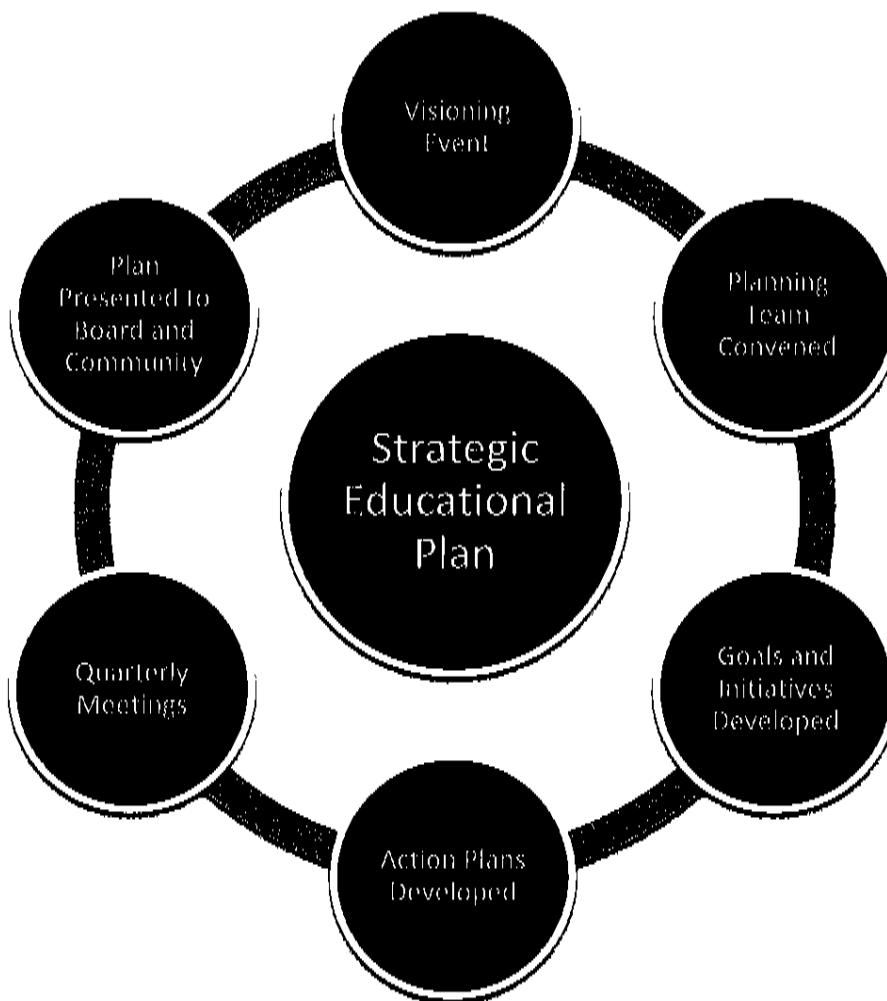
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Strategic Educational Plan Planning Process

Process Timeline

Design Team	<i>August 14, 2012</i>
World Café	<i>August 28, 2012</i>
Future Search	<i>October 19-20, 2012</i>
Planning Team	<i>April 25, June 20, July 11 and August 1, 2013</i>



Lisbon School Department's *Mission & Vision*

Mission

The Lisbon School Department is united with our community to provide a personalized, innovative education for all learners in an ever-changing world.

Vision

All students learn in different ways and in different timeframes.



Lisbon School Department's Learning Principles

Everyone learns in **different ways** and **different timeframes** given the appropriate opportunities and resources.

Learning is a life-long endeavor that requires a **personal** and **community** investment.

In an ever-changing world:

Student learning requires **complex thinking** and **problem solving skills** to meet the student needs.

Educators require ongoing **professional development** in order to facilitate and model innovative education.



Overarching Goal: Innovative Learning Curriculum

An innovative, future focused standards-based curriculum that prepares learners for the changing world.

Point People: Director of Student Services & Superintendent
Work Committee Members: Curriculum Team Leaders (CTL), Grade Levels/Content Teams, Building Administrators, & Math/Literacy Specialists

Long-term Goal: Using a standard-based curriculum that provides all students the time and opportunity to develop the necessary skills and knowledge.

Short-term Goal: To align curriculum with the Common Core Standards to support standards-based learning and reporting.

Action Strategies

- Designate Curriculum Team Leader meeting time for this purpose,
- Screen inventory of enacted curriculum (e.g., Diary Mapping),
- Establish and sequence district-specific curriculum milestones; and,
- Establish power standards PK-12.



Overarching Goal: Innovative Learning **Instruction**

Point People: Director of Student Services & Superintendent
Work Committee Members: Teachers, Team Leaders & Building Administrators

Long-term Goal: Using research-based instruction that provides opportunities for all students to learn in different ways and different timeframes.

Short-term Goal: To develop a better understanding of standards and how they support effective instruction and assessment.

Action Strategies:

- Gain knowledge about standards-based instruction and assessment (the point person might do visitations at other schools, professional development texts, etc.); and,
- Examine and differentiate the structures (time, grouping, modalities, schedules, etc.) that support standards-based learning,
- Gain knowledge about analyzing and interpreting data for decision-making,
- Designate specific time for professional development.



Overarching Goal: Innovative Learning *Culture*

Point People: Building Administrators

Work Committee Members: Guidance, School Resource Officers (SRO), Teachers & Curriculum Team Leaders (CTL)

Long-term Goal: Create and maintain emotionally and physically safe and respectful learning environments for all.

Short-term Goal: To implement protocols and curriculum that promotes positive relationships.

Action Strategies:

- Continue to sustain current programs (e.g., Responsive Classroom, Collaborative Problem-Solving, Camp Kieve, etc.)
- Review structures that support positive culture change; and,
- Encourage student organizations (e.g., Civil Rights, Gay-straight Alliance, Student Government, etc.).



Overarching Goal: Community Collaboration **Communication**

To involve, educate and inform all stakeholders about our Mission and Vision.

Point Person: Superintendent

Work Committee Members: Lisbon Adult & Community Education Director, School Committee and Parent Representatives

Long-term Goal: Enhance communication between the schools and the community.

Action Strategies:

- Facilitate conversations with community and civic groups regarding the vision, mission and guiding principles,
- Capitalize social networking opportunities; and,
- Evaluate the effectiveness of existing communication tools.



Overarching Goal: Community Collaboration *Partnerships*

Point Person: Superintendent

Work Committee Members: Lisbon Adult & Community Education Director, School Committee, Teacher and Parent Representatives

Long-term Goal: Create and enhance partnerships with community organizations.

Action Strategies:

- Cohort with supportive services; and,
- Link to outside learning organizations.
- Civic engagement as a graduation requirement,
- Mentorship; and,
- Work study.



Overarching Goal: Community Collaboration **Engagement**

Point Person: Superintendent

Work Committee Members: Building Administrators, Lisbon Adult & Community Education Director, School Committee, Teacher and Parent Representatives

Long-term Goal: Enhance engagement between the schools and families.

Action Strategies:

- Survey community about needs, desires and interests,
- Evaluate parent-teacher conference process; and
- Create family-centered events, resources and educational opportunities based on needs assessment(s).



Lisbon School Department's Planning Team

On behalf of the Lisbon School Department, we would like to thank all of the participants who have contributed their time over the last year helping support us through this change initiative. We especially would like to recognize all past and current members of our Planning Team and our Change Partner, Judy Enright, for facilitating this work.

• • • • •
Marcey Crosskill

Sara Flowers

Nick Gannon

Paul Giggey

LeAnnette Goodwin

Richard Green

Ken Healey

Carlene Iverson

Jack Kline

Tom Landberg

Ryan Patrie

Kate Race

Angela Shambarger

Lorraine Wight

Heather Wilmot

Kathi Yergin



Action Planning: Basic School Approval Transition to Proficiency-Based Graduation Plan

The Strategic Education Plan is comprised of twenty-three action strategies (objectives) in the major theme areas. The themes are not in any order and are all continuously evolving.

Curriculum & Instruction

The Lisbon School Department literacy teachers, along with Dr. Driscoll from Revolutionary Schools, have worked to create a unified K-12 curriculum aligned to the Common Core. Each level, through the facilitation of a grade level or content team leader, have spent time mapping out their curriculum and creating commitments (milestones) of what standards their learners will master by the end of the year. Based on this curriculum mapping process, the administrative team changed the dates of all the professional development days to provide opportunities for these teams to come together to review their content commitments. The first professional day, before school starts, will be devoted to affording teachers and opportunity to see what standards their students have already mastered. This information will drive which standards will be addressed during the school year and when. After this professional development day, each team will have a literacy map outlining which specific standards they are teaching to mastery and setting a map of when these standards are to be taught and assessed. These standards and deadlines will create a curriculum framework for the teachers to follow as the year progresses. The professional development dates in October, February, March and June will allow teams of teachers to revise, edit and input proficiency data of their curriculum maps based on instructional schedules and time-lines. Finally, these professional development days will allow teachers to create and align rubrics that articulate mastery of specific standards outlined in their curriculum maps. After next year, the math teachers will devote professional development time to map their curriculum.

Short-Term Goal: To align curriculum with the Common Core Standards to support standards-based learning and reporting.		
Short-Term Goal: To develop a better understanding of standards and how they support effective instruction and assessment.		
Long-Term Goal: Use a standards-based curriculum that provides all students the time and opportunity to develop the necessary skills and knowledge.		
Long-Term Goal: Use research-based instruction that provides opportunities for all students to learn in different ways and different timeframes.		
Objectives	Dates	Data Collection Types
Designate curriculum team leader meeting for this purpose	Curriculum team leaders apply and are hired every Spring. Curriculum team leader meetings are held monthly.	Minutes and agendas from curriculum team leader meetings.
Screen inventory of enacted curriculum	2014-2015 Professional Development Dates: August 26, 27 October 11 February 7	Content commitment maps from every grade level K-12 in English, Language Arts. Minutes and agendas from faculty council, Thursday and
Establish and sequence district-specific curriculum milestones		

Establish power standards PK-12	<p>March 21</p> <p>Every Thursday (one hour)</p> <p>Content Leader Meetings (monthly)</p> <p>Faculty Council Meetings (Monthly)</p>	<p>Content Leader meetings.</p> <p>Tracking sheets of student progress of content commitment maps throughout the year.</p> <p>Universal screening spreadsheets with student achievement data from all three intervention cycles.</p>
Gain knowledge about standards-based instruction and assessment		
Examine and differentiate the structures that support standards-based learning		
Gain knowledge about analyzing and interpreting data for decision-making		
Designate specific time for professional development		

Culture

The Lisbon School Department continues to support opportunities for learners to become involved in extracurricular activities outside of the classroom. The Lisbon School Department continues to create safe and healthy environments so that all learners can be successful. Some of the specific programs outlined in the strategic education plan include responsive classroom, collaborative problem solving, student government and civil rights.

Action Plan

Short-Term Goal: To implement protocols and curriculum that promotes positive relationships.		
Long-Term Goal: Create and maintain emotionally and physically safe and respectful learning environments for all.		
Objectives	Dates	Data Collection Types
Continue to sustain current programs.	Ongoing support and professional development for responsive classroom and collaborative problem solving	Student discipline data Student attendance data Student achievement data
Review structures that support positive culture change	Ongoing support and professional development for celebrating differences and inclusion	Attendance and participation of school sponsored activities
Encourage student organizations	Biweekly offerings for civil rights and student council	Student attendance data Sponsored activities and participation rates for activities such as food drive, 100 day celebration and kindness poster contests

Communication

The Lisbon School Department continues to provide a plethora of communication tools through the website, at school and through the telephone.

Action Plan

Long-Term Goal: Enhance communication between the schools and the community.		
Objectives	Dates	Data Collection Types
Facilitate conversations with community and civic groups regarding the vision, mission and guiding principles	Ongoing	Participation and attendance at meetings regarding the vision, mission and guiding principles
Capitalize social networking opportunities	Currently not addressing	
Evaluate the effectiveness of existing communication tools	Ongoing	Surveys to stakeholders regarding preferred communication methods

Partnerships & Family Engagement

The Lisbon School Department continues to foster positive relationships with all external and internal stakeholders.

Action Plan

Long-Term Goal: Create and enhance partnerships with community organizations.		
Long-Term Goal: Enhance engagement between the schools and families.		
Objectives	Dates	Data Collection Types
Cohort with supportive services.	Ongoing	Meeting minutes and conversations with outside learning organizations.
Link to outside learning organizations.	Ongoing	Meeting minutes and conversations with outside learning organizations.
Civic engagement as a graduation requirement	Not currently addressing	
Mentorship	Ongoing	Participation of mentors
Work Study	Ongoing	Participation of work study program.
Survey community about needs, desires and interests	Beginning of school year	Surveys collected at beginning of the school year.
Evaluate parent-teacher conference process	October 10, 2014 and February 6, 2015.	Attendance at parent-teacher conferences. Surveys collected regarding parent-teacher conferences.
Create family-centered events, resources and educational	Ongoing	Attendance, participation and documentation of family-

opportunities based on needs assessments		sponsored events.
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Strategic Education Plan and Capital Plan Communications Table

Below is an overview of the means in which we have communicated with internal and external stakeholders. Over the past 2 years, we have noted an increase in participation in our Community Informational Nights. Even with this feedback, we have been particularly mindful of and committed to providing information and follow-up materials to members of the community that could not "physically" be present at school department events.

Type of Communication	Strengths	Challenges	Effort Levels	Next Steps
<u>Face to Face</u> Lisbon School Committee Meetings Design Team Meetings Future Search Staff Meeting Presentations	<ul style="list-style-type: none"> ▪ Fosters relationships ▪ Allows questions to be answered ▪ Collective interest 	<ul style="list-style-type: none"> ▪ Harder for families with young children (no daycare) ▪ Harder to be a proponent of vision. 	<ul style="list-style-type: none"> ▪ High 	<ul style="list-style-type: none"> ▪ Continue to provide opportunities to share strategic education plan and capital plan. ▪ Continue to meet, as a design team to edit and revise themes and action strategies.
<u>Online</u> Daily reminder in school reach Reminder on district website Videos available online	<ul style="list-style-type: none"> ▪ Can be accessed easily and at any time. ▪ Ongoing communication. ▪ Visually appealing. 	<ul style="list-style-type: none"> ▪ Some families are unable to access internet. ▪ Some families lack technology. 	<ul style="list-style-type: none"> ▪ High 	<ul style="list-style-type: none"> ▪ Continue to post and provide presentations online.
<u>Print</u> Brochures Invitations	<ul style="list-style-type: none"> ▪ Visually appealing. ▪ Summarizes important information. 	<ul style="list-style-type: none"> ▪ Expensive. ▪ Can get lost in backpacks. 	<ul style="list-style-type: none"> ▪ Low 	<ul style="list-style-type: none"> ▪ Continue to update and provide school and district brochures. ▪ Continue to invite community to public events.