

MAINE SCHOOL ADMINISTRATIVE DISTRICT #67

Chester, Lincoln, and Mattawamkeag

MISSION: M.S.A.D. #67 strives to provide a safe, caring, supportive educational environment which empowers all individuals to fulfill their unique potential as lifelong learners and to become responsible, contributing citizens in an ever-changing global society.

M.S.A.D. #67 Comprehensive Education Plan: Fifth Annual Progress Report, 2008-09

All public schools in Maine are required to have a *Comprehensive Education Plan* (C.E.P.) that includes goals and performance indicators for aspects of the educational program specified in Chapter 125 of Maine rules and regulations. The purpose of the C.E.P. is to ensure that each student has opportunities to meet the content standards of the *Learning Results*.

Schools are required to report progress towards attaining their goals to the public on an annual basis. The following report includes the broad goals included in the M.S.A.D. #67 C.E.P. approved by the Board on June 18, 2008. Many of the goals listed are based on far-reaching federal and state mandates that cannot reasonably be accomplished in a short period of time. Although M.S.A.D. #67 becomes M.R.S.U. #67 on July 1, 2009, this is a report of progress made during the 2008-09 school year; therefore, all references are to M.S.A.D. #67. The progress made since 2007-08, as well as some proposed next steps, will be described briefly. Citizens interested in seeing the complete C.E.P. can do so by contacting the Office of the Superintendent.

I. SHARED MISSION AND VISION

A. Goals for implementing the district mission and vision:

1. All students will be educated in learning environments that are safe, drug-free, and conducive to learning (No Child Left Behind Performance Goal #4).
2. All students will fulfill their potential as lifelong learners, at a minimum achieving the standards required for promotion and graduation.
3. All M.S.A.D. #67 schools will encourage responsible, contributing citizenship.
4. Students will be actively engaged in their own learning.
5. Parents/guardians will work as partners with the schools to improve the education of their children.
6. Staff will promote high expectations for all students as they facilitate active learning.
7. Administration will provide educational leadership.
8. The School Board will represent citizens of the district.
9. The community will support school programs.
10. State and national educational agencies and elected local government officials will support the educational goals of the district.
11. Curriculum, instruction, and assessment will meet the unique needs of all learners.
12. District facilities will provide a well-maintained and safe environment.



B. Progress on goals:

The M.S.A.D. #67 Mission and Vision Statement was revised over a two-year period, shared with the public for feedback (*Curriculum Newsletter*, 2006-07), and approved by the Board on July 11, 2007. The new documents are posted in offices and classrooms throughout the district, are made available on the district's web site, and are referenced in various communications throughout the school year.

School data show that M.S.A.D. #67 is striving to be a safe environment for learning. According to statistics collected for Safe and Drug-free Schools (Title IV-A), few M.S.A.D. #67 students engage in violent or prohibitive behaviors. 100% of the M.S.A.D. #67 staff have photo IDs which can be used to identify school employees during an emergency. The district has recently updated the Crisis Response/Crisis Management Plan (see Page 13) and equipped staff with two-way radios when they leave the building during a school day to monitor a playground, perform a bus duty, or take a class outside to walk or engage in an activity.

Data collected for the Innovative Education Grant (Title V) show that the number of students participating in community service or service-learning projects is increasing annually. In fact, 100% of the students in EK-8 participated in one or more service-learning projects in 2008-09, and 100% of the students involved in U.S. History I at Mattanawcook Academy began the first part of a three-year service learning project involving both English and social-studies teachers. Additionally, several other service-learning projects were completed at the high-school.

The district continues to benefit from a large number of parent and community volunteers who work within the schools. Without their support, teaching in classrooms with eighteen or more young children would be much more difficult.

Average daily attendance ranges from 95-96% in the district's schools; and, using a formula developed by the Department of Education, Mattanawcook Academy's high-school completion rate for 2007-08 was 85%. "The high-school completion rate is the percentage of students that graduated from high school with a regular diploma rather than earning an alternative credential or dropping out of school sometime during their high-school years" (MDOE).



C. Next steps:

1. Continue to update stakeholders annually regarding work done in conjunction with the district's mission and vision.
2. Continue to use the mission and vision to
 - guide decision making at the Administrative Team and Board levels;
 - develop annual school-based action plans that specifically target at least one component of the mission or vision; and
 - encourage classroom teachers to share the mission and vision, especially the student component of the vision, with students so that they are aware of and can work towards fulfilling the vision



II. STUDENT PERFORMANCE

A. Goals for improved student performance:

1. By 2013-14, all students will have been given the opportunity to reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics (No Child Left Behind Performance Goal #1).
2. All limited-English-proficient students will be given the opportunity to become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics (No Child Left Behind Performance Goal #2).
3. All students will be given the opportunity to reach high standards (i.e., attaining proficiency or better) in science and technology, social studies, and health/physical education.
4. All students will be given the opportunity to reach high standards (i.e., attaining proficiency or better) in career and education development, visual and performing arts, and world languages.
5. All students will graduate from high school (No Child Left Behind Performance Goal #5).
6. All graduates will have opportunities to earn a diploma based on locally established requirements aligned to *1997 Learning Results* or *2007 Learning Results: Parameters for Essential Instruction* by deadlines established by the Maine Department of Education and consistent with Chapter 127 of Maine Education and School Statutes.*
7. All MA graduates will be lifelong learners.

*Mattanawcook Academy does not currently award *Learning Results*-endorsed diplomas. Plans to do so were curtailed as a result of LD 1425 and will be revisited once Chapter 127 has been revised and revisions have been adopted by the legislature.



B. Progress on goals:

All M.S.A.D. #67 students are given equitable opportunities to reach high standards in English language arts, mathematics, science, social studies, and health/physical education. Opportunities to reach high standards in visual and performing arts and world languages are limited to those students who elect to take courses in these areas of the curriculum or by the number of minutes available to teach visual and performing arts, EK-8. No EK-8 program for world languages exists at this time, with the exception of a German class offered to all Grade 6 students because Mattanawcook Junior High has a teacher qualified and willing to offer the class. Attempts to hire a Spanish teacher for EK-4 fell short when the Department of Education reduced funding mid-year. When funding was restored because of the economic stimulus package approved by Congress, it was too late to hire a teacher. 100% of the freshmen were enrolled in a world language when the 2008-09 school year began and are being encouraged to complete a second consecutive year as sophomores. Career education and development is embedded in all content areas and is addressed in significant ways through guidance services in all four schools.

Based on 2007-08 MEA results, Ella P. Burr School, Dr. Carl E. Troutt School, and Mattanawcook Junior High School made Adequate Yearly Progress in all subgroups for both reading and mathematics. Based on 2007-08 SAT/MHSA results, Mattanawcook Academy made Adequate Yearly Progress in mathematics, but failed to make Adequate Yearly progress in reading. The school has been placed on first-year Continuous Improvement Priority Status (CIPS1) in reading and is working to address student performance in this content area. Scores from the Maine Education Assessment (MEA), Grades 3-8, and the SAT/Maine High School Assessment (MHSA) given to third-year high-school students are used to make this determination.

District- and school-level achievement data measured by the MEA and the SAT/MHSA are posted on the district website (www.sad67.k12.me.us) via the *Curriculum* link under *Assessment*. The District and School Report Cards required by NCLB are also posted on the opening page of the *Curriculum* link.

All four schools worked on action plans to address literacy and/or mathematics through grant projects funded by No Child Left Behind. EK-4 teachers have been working and will continue to work with a mathematics consultant (Cynthia Hillman-Forbush) to phase in Investigations, a research-based math program recommended by the Maine Mathematics and Science Alliance and Technical Education Research Center (TERC). EK-5 teachers have begun working with a literacy specialist/consultant who also works with the Department of Education (Sydney Greenlaw); and teachers in Grades 5-12 are working with a consultant from Silver Strong, and Associates, LLC (Susan Morris) to address literacy strategies and other research-based strategies proven to enhance student achievement across all content areas. All of these projects are multi-year, long-term commitments to high-quality training and professional development.

Because student performance in school is impacted by children's readiness for school, EK-1 teachers from Ella P. Burr and Dr. Carl E. Troutt Schools used a \$7,500 Maine Community Foundation grant to host three two-hour evening sessions for parents with 3-5 year olds not yet in school. Sessions dealt with the research that supports preschool literacy and numeracy, provided parents with resources and activities they could use with their children, and modeled some of the activities in the classroom. Fifty-three (53) different households from Lincoln, Chester, and Mattawamkeag participated in these sessions. The schools also used a \$1,000 Walmart grant to provide parents of newborns at Penobscot Valley Hospital with a book of 100 best loved nursery rhymes and a brochure about the importance of reading to infants and toddlers.



C. Next steps:

1. Continue to develop, field test, refine, and implement curricula and assessments in a manner that M.S.A.D. #67 staff, administration, and Board of Directors feel is "best for students and staff."
NOTE: In June 2008, the M.S.A.D. #67 Local Assessment System was suspended indefinitely to allow teachers time to evaluate the system and realign common assessments with 2007 *Learning Results: Parameters for Essential Instruction*, pending the revision of Chapter 127 rules and regulations.
2. Continue to contract with the Northwest Evaluation Association (NWEA) in order to assess students in reading and mathematics, Grades 2-10, up to four times annually and use the data to monitor achievement and to inform and guide instruction.
3. Continue to review and revise policies and practices to address the criteria and options for awarding diplomas upon completion of high school, as well as promotion and retention, as recommendations for change in language are made available by MDOE and MSMA.
4. Continue to educate staff about Response to Intervention (Rtl) and develop and begin to implement a Response to Intervention Plan that meets the needs of the students served by each school over time.
5. Explore ways to continue to work with parents of preschoolers so that children enter school ready to learn.

III. PERSONNEL PLANNING

A. Goals for improving the availability and quality of personnel:

1. All students will be taught by highly qualified educators (NCLB Performance Goal #3).
2. Staff ratios will be consistent with those recommended by Essential Programs and Services (EPS) and/or local needs as determined by the Board.
3. Dollars spent on programs and services related to recruiting, hiring, and retaining personnel will be consistent with those recommended by Essential Programs and Services (EPS) and/or local needs as determined by the Board.



B. Progress on goals:

In 2008-09, one hundred percent (100%) of M.S.A.D. #67 classes were taught by teachers who were highly qualified according to the highly qualified teacher (HQT) standards established by the Department of Education in compliance with No Child Left Behind (NCLB) requirements. The one teacher who was not highly qualified when school started in the fall is now qualified. One hundred percent (100%) of the Title I paraprofessionals working in classrooms in 2007-08 were also highly qualified according to NCLB standards.

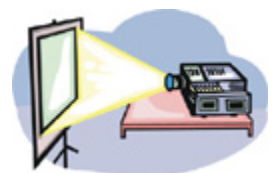
Because the district has an obligation to provide training and professional development to staff in order to foster and maintain high-quality in teaching, the M.S.A.D. #67 Training and Professional Development Committee conducted its annual professional-development survey of needs and updated its *Training and Professional Development Plan*, including a timeline of planned training and professional-development activities for 2008-13. The Training and Professional Development Committee used 2007-08 results from the National Staff Development Council's (NSDC) online survey that assessed the quality of professional development offered in the district to plan training and professional development activities for the next five years. Across twelve areas assessed by the survey, areas of relative strength included leadership, equity, and resources. Areas of relative weakness included family involvement, the degree to which training and professional development offerings are evaluated, and the extent to which time for professional learning communities is available within the schools. Other areas assessed by the survey included the extent to which the program is data driven and research based, the degree to which staff collaborate and design program offerings, the quality of teaching following professional-development activities, and the amount of support provided for staff to implement new learning. This survey is completed by administrators, teachers, and paraprofessionals once every five years and will be completed again in 2013.

The district also has an obligation to provide beginning teachers with a system of support designed to make their first two years in the profession as productive and as comfortable as possible. In keeping with recent revisions in MDOE Chapter 118 rules and regulations, the Training and Professional Development Committee collaborated with the Teacher Certification Committee to develop a new system of support that will provide each beginning teacher a trained mentor who will meet with him/her frequently throughout the school year. The New Teacher Induction Handbook will go before the R.S.U. #67 Board of Directors for approval over the summer. Provided that approval is granted, the new system will be piloted in 2009-10.

The district worked collaboratively with the North Woods Partnership in 2008-09 to bring Sydney Greenlaw and Dr. Jim Artesani to Region III to share information and resources related to Response to Intervention (RtI) as it relates to literacy and behavior. The district also utilized the services of special educator Gay McDonald to introduce teachers to RtI during vertical team meetings in the fall of 2008. RtI reflects a proactive approach to serving all students and their families by matching the intensity of education resources to the level of students' education needs and rates of progress in order to "prevent school failure" (Maine State Response to Intervention/Pre-Referral Guide, p. 2). All public schools in Maine are required to implement RtI services, K-12, by 2012.

The district continues to support local teachers working with other teachers and paraprofessionals to provide training in areas where they have the skills to do so and provides quality staff developers from outside the district when there is a need to do so. The district's teachers and paraprofessionals voluntarily participate in after-school, weekend, and/or summer training or professional-development courses, workshops, and/or book studies to improve their knowledge and skills each year. Major training and professional-development opportunities for 2008-09 included the following:

- 100% of the district's Grade 2 teachers participated in training designed to help them implement a new math program (*Investigations*). This training will continue with Grade 3 next year.
- 100% of the district's EK-4 teachers and Grade 5 English language-arts teachers worked with a literacy consultant to learn about the components of a comprehensive reading program, ways to collect and use data to monitor student achievement in reading, and ways to intervene when students are not meeting grade-level expectations. Consultant Sydney Greenlaw also worked with EK-1 teachers from both elementary schools to help them observe one another and give feedback designed to celebrate strengths and acknowledge areas in need of improvement.
- In 2008-09 MJHS teachers continued a multi-year training to acquire tools and strategies (collectively known as *Thoughtful Classroom*) designed to improve the quality of instruction, raise achievement, and turn their school into a true professional learning community. Each year a new group of ten teachers called a "cohort" is trained and encouraged to share what they learn with their grade-level or content-area peers. A cohort of Mattanawcook Academy teachers began the training in 2008-09. Teachers who are currently involved in the *Thoughtful Classroom* initiative will be working with consultant Susan Morris for three days in June of 2009 to apply what they have learned to developing a unit of instruction that they can implement in the fall.
- Ella P. Burr and Dr. Carl Troutt staff worked with Molly Mercer, a licensed Olweus Bullying Prevention trainer, to develop a bullying prevention program to be implemented in 2009-10. Ms. Mercer also worked with a group of MA students throughout the year in an effort to help students understand the issues connected with bullying and accept responsibility for helping to deal with the problems raised by bullying. Funds permitting, Ms. Mercer will continue to work with the MA students in 2009-10.
- Fifty-one (51) different staff participated in one or more grant-funded book studies during the 2008-09 school year. The grant provides the books and minimal compensation to staff wishing to meet to discuss what they have read. Staff select and try at least one new idea stimulated by the reading and/or discussion and report on the effectiveness of what they have tried.
- Fifty-three (53) different teachers and paraprofessionals participated in one or more grant-funded technology clinics facilitated by M.S.A.D. #67 technology instructor Beth ByersSmall throughout the school year. Clinics on fourteen (14) different topics ranging from how to use a Smart Board and an electronic student-response system to using Excel and PowerPoint, Moodle, digital photography, etc. were offered.



C. Next steps:

1. Explore ways to expand program offerings in physical education, visual and performing arts, and world languages; and make every reasonable effort to fill positions with teachers who are highly qualified as defined by NCLB guidelines.
2. Examine administrative needs and explore ways to address those needs as resources become available.
3. Explore ways to ensure that class sizes are consistent with Essential Programs and Services (EPS) recommendations.
4. Hire special-education staff as needed to address the IEP needs of all identified students, including alternate assessments as required by law.
5. Continue to survey the staff annually to determine training and professional-development needs related to implementing and assessing local curricula.
6. Continue the collaboration with the North Woods Partnership in an effort to promote regional professional-development opportunities that meet targeted needs of the schools served by the Partnership.
7. Update and implement the *M.S.A.D. #67 Training and Professional Development Plan* annually.
8. Annually evaluate personnel needs and develop an action plan to meet them.
9. Continue efforts to increase administrative and staff salaries in order to attract and retain highly qualified personnel.
10. Continue to explore ways to support staff who may be interested in learning how to perform some of the duties of administrators in the event of a prolonged administrative absence (i.e., build local capacity for doing the work so that the temporary or permanent loss of an individual would not derail the work of the district).
11. Continue to evaluate the effectiveness of the teacher-evaluation process currently in place and make whatever changes are needed to improve the process for teachers and administrators.
12. Implement an annual evaluation of administrators and supervisors by the Superintendent with input from appropriate stakeholders.
13. Continue to evaluate support staff by supervisors or their designees.
14. Stay informed of the Affirmative Action laws.
15. Continue to find ways to support all administrators, teachers, and paraprofessionals as they individually and collectively work to fulfill the district mission and vision and meet the requirements of federal and state educational law.



IV. PROGRAM PLANNING

A. Goals for improving school programs:

1. All content areas included in Maine's *Learning Results: Parameters for Essential Instruction (2007)* will be aligned with the content standards and performance indicators of that document, approved by the Board, and reviewed and adjusted annually.
2. Instruction in career and education development, world languages, and visual and performing arts will be required for all students, K-12.
3. All students meeting state and federal guidelines for qualifying for special-education services will receive them.
4. All students meeting state and federal guidelines for qualifying for gifted-and-talented services will receive them.



B. Progress on goals:

Curricula for content areas included in the Maine *Learning Results* were aligned to 2007 standards, posted on the district's website, and approved by the Board of Directors in January of 2009. Core programs exist in English language arts, mathematics, science, social studies, and health, and physical education. Combinations of core and/or elective programs exist in the other content areas. Currently, there are insufficient human, capital, and material resources to develop and implement core programs in visual and performing arts and world languages at all grade levels.

Students at the Ella P. Burr and Dr. Carl E. Troutt Schools were exposed to a world language as a result of classroom teachers adding ten minutes of instruction in Spanish each day throughout the school year. German was taught to all sixth-grade students at Mattanawcook Junior High School. American Sign Language replaced Latin as a world language at Mattanawcook Academy.

Student Study Teams continue to screen referrals made by staff and determine what steps should be taken to address identified needs of students, including, but not limited to, the following: (1) development of academic and/or behavioral intervention strategies to be tried prior to referrals; (2) pre-referrals to special education and Title I; (3) referrals to a variety of community agencies equipped to handle physical/ social/emotional problems students may have; (4) referrals for student retention; and (5) referrals based on the need for a student to receive one or more accommodations on assessments.

In February and March 2008, the district's guidance counselors met with the Director of Curriculum and Academic Achievement to review and update the *M.S.A.D. #67 Comprehensive Guidance Plan* that includes goals and objectives for the guidance program, guidance curriculum, and job descriptions for counselors, EK-4, 5-8, and 9-12. In March of 2009, high-school guidance counselors worked with the Director of Curriculum and Academic Achievement and the high-school principal to develop a tool for evaluating the high-school guidance program based on the Comprehensive Guidance Plan. Guidance counselors from Mattanawcook Junior High and Mattanawcook Academy also collaborated on and piloted a process by which students in Grades 6-12 will eventually have Personal Learning Plans (PLPs).

A school-home coordinator with experience as a licensed school social worker was added to the staff in 2008-09 in order to address some of the needs of the at-risk population. Major accomplishments during the 2008-09 school year have included (1) developing and implementing a Mentor Program that connects high school students to elementary-aged students needing support and encouragement; (2) implementing a Student Assistance Team process at the high school by completing training and working together as a team to provide appropriate intervention for students through an informal mentoring/case-management process; (3) providing emotional support for students, as well as coordinating community resources for students and families through home visits, school visits, IEP meetings, and individual sessions; (4) providing consultation services to guidance counselors, as well as building administrators and teachers, as needed; and (5) being a resource for independent-study students potentially pursuing a career in social work by providing them 82 minutes per week to discuss the social-work profession, as well as by inviting them to attend a professional conference regarding social issues (e.g., teen pregnancy, adoption, etc.) and by making arrangements for professional social workers to guest speak about other social-work career options.

In February 2008, Michael Bisson, principal of the Ella P. Burr and Dr. Carl Troutt Schools, and Superintendent Michael Marcinkus met with Jean Bridges from Penquis Cap to begin exploring the feasibility of implementing a program for four year olds. Although there would be start-up costs the first year, the program would be cost effective in the second and subsequent years through state reimbursement. Exploration continued in 2008-09 when it was learned that stimulus money could be used to establish such a program. Principal Michael Bisson and two kindergarten teachers visited an all-day program for four year olds in Machias and the program for four year olds in M.S.A.D. #31. Mr. Marcinkus and Mr. Bisson also met with representatives from Penquis Cap, Head Start, and Penobscot Valley Hospital and with day-care and pre-school providers within the community to consider options for implementing at least a half-day program at Ella P. Burr in 2009-10.



Over two-hundred (200) students received special services, fourteen (14) students received gifted-and-talented services, and one hundred ten (110) students from Mattanawcook Academy participated in various programs offered at Northern Penobscot Tech (Region III) during the 2008-09 school year.

M.S.A.D. #67's adult-education program includes both traditional and ITV courses, credit and noncredit courses, and various leisure-time/avocational sessions (e.g., quilting, aerobics). There were thirteen (13) ITV courses offered in the summer of 2008; twenty-six (26) in the fall of 2008; and twenty-two (22) in the spring of 2009. Three (3) diploma courses (fall and spring), two (2) GED courses (one fall and one spring session), and twenty-seven (27) hobby/enrichment courses were also offered in 2008-09. GED testing is completed by appointment. In 2008, twenty-two (22) were tested. Of these, eleven (11) completed the test and ten (10) passed the test. Para Pro testing was offered on six different dates.

C. Next steps:

1. Continue to monitor compliance with all Special Education rules and regulations and correct any instances of non-compliance as they are identified.
2. Continue to provide the Head Start coordinator information as to the availability of Title IA-sponsored programs for parents in conjunction with the Parent Information Resource Center (PIRC).
3. Continue to evaluate *M.S.A.D. #67 Title IA Guiding Principles* and make adjustments as needed.

4. Continue to strengthen the Parent Advisory Committee's role in planning and carrying out parent-involvement activities.
5. Become more proficient in using data to identify those students who are at risk of not meeting academic standards and match them to all available and suitable services.
6. Explore placement and scheduling options to better balance classroom demands for regular-education teachers and Title I/Sp. Ed. teachers and to provide optimum classroom support for students.
7. Continue to seek local and grant funds to maximize opportunities for M.S.A.D. #67 to fulfill its mission; for teachers, paraprofessionals, and administrators to become highly qualified; and for students to achieve standards required for promotion and graduation.
8. Continue to meet with guidance counselors to develop forms and processes that maximize opportunities for the academic, career, and personal and social well being of students.
9. Continue to implement Policy IGA (*Curriculum Development and Adoption*), revised June 16, 2004, and the *M.S.A.D. #67 Curriculum Development and Review Plan*.
10. Continue to review and upgrade Region III and adult-education programs to meet the needs of district students and the community at large.
11. Continue to integrate distance-learning systems to provide additional educational opportunities for the high school and the community.

V. LOCAL ASSESSMENT SYSTEM

A. Goals for improving the comprehensive local assessment system:

1. Local assessments will be available in content areas and grade spans included in Maine's *Learning Results* as needed to comply with state rules and regulations and to meet local needs for data to inform and guide instruction and monitor student achievement.
2. M.S.A.D. #67 will provide a variety of reports regarding student achievement of the content standards of Maine's *Learning Results* required by Chapter 127 and NCLB.



B. Progress on goals:

2007-08 MEA and SAT/MHSA (Maine High School Assessment) results released by the Department of Education in July 2008 were made available to the public in *NCLB District and School Report Cards* posted to the district web site (www.sad67.k12.me.us) via the *Curriculum* link.

Students in Grades 2 through 10 were tested in reading and mathematics, using Northwest Evaluation Association (NWEA) online tests in the fall and in the spring. Teachers received extended NWEA training in how to interpret test results (Fall 2008) and are beginning to use data to plan instruction for individual students and small groups. Data were released to parents for the first time in the spring of 2009.

Over the past three years, the district's Assessment Committee has developed language for a "homework" policy and a grading and reporting policy consistent with standards-referenced education and recommendations from national experts like Ken O'Connor (consultant for the Assessment Training Institute in Portland, Oregon) and Robert Marzano (consultant for the Association for Supervision and Curriculum Development in Arlington, Virginia). The Committee's "homework" policy language was reviewed by district staff last spring and approved by the Board in July 2007. The Committee's recommended grading and reporting policy language was reviewed by the full staff in August 2007, and the Committee spent two full years using that feedback to refine the policy and send it back to staff for additional feedback. The policy has been sent to the Board's Policy Committee for consideration.

For the second consecutive year, teachers at the Ella P. Burr and Dr. Carl E. Troutt Schools continued to use a standards-referenced report card to share student achievement with parents. The report cards are based on the belief that both achievement and non-achievement factors (attendance, participation, behavior/attitude, concern for quality work, completion of assignments, and teamwork) have value, but need to be reported separately in order to communicate a student's progress clearly. District Manager of Information Technology, Web McCormick, used PowerSchool software to improve the manner in which teachers accessed and put data into the report cards in 2008-09.



Mattanawcook Junior High teachers and administrators used early-release days to discuss *A REPAIR KIT FOR GRADING: FIFTEEN FIXES FOR BROKEN GRADES* by Ken O'Connor. As a result of this book study and work done with Gert Nesin from the University of Maine, the teachers are beginning to change their grading practices. They hope to pilot a standards-referenced report card in 2009-10.

Mattanawcook Academy teachers and administrators have been discussing ways to separate information about academic achievement from information about work habits and met with Gert Nesin in April of 2009 to continue that conversation. There are no specific plans to change the high-school report card at this time.

C. Next steps:

1. Continue to revise report cards and reporting processes to provide clear information about student achievement.
2. Continue to review and revise policies and procedures having to do with testing, grading, and reporting as needed.
3. Continue to find ways to educate and involve the public in the work outlined above.

VI. RESOURCE PLANNING

A. Goals for improving resource management:

1. All schools will be organized in a manner that provides sufficient time for students to achieve the standards required for promotion and graduation.
2. All staff and students will have access to appropriate technology to enhance teaching and learning.

3. All staff and students will have access to appropriate textbooks and other learning supplies, including adequate library-media materials, to enhance teaching and learning.
4. All school buildings and classrooms will be maintained and improved in a manner that makes them safe and conducive to learning.

B. Progress on goals:

Significant changes in the way time is used during the school year occurred at all levels (elementary, middle, and secondary) in 2007-08 and continued in 2008-09. Blocks of time for each content area and grade level were established for Grades K-4 in order to emphasize instruction in reading, writing, and mathematics without eliminating time for other areas required by the *Learning Results* and to make support services like Title I and special education easier to schedule. Seventy (70) minutes of instruction in mathematics and 90 minutes of instruction in reading per day were protected in all classrooms, K-4. An additional 30 minutes of instruction in literacy per day occurred in Grades 1 and 2. Scheduling changes at the middle school provided more time for instruction in some areas of the curriculum, allowed time during the school day for teachers to work collaboratively to improve teaching and learning, and made it easier to provide support for students needing more time to learn essential concepts and skills in mathematics and reading. The high school implemented a full block schedule with heterogeneously grouped classes, with the exception of Honors classes and Advanced Placement classes in some content areas. The change made it easier for students attending Region III programs to participate fully in those programs and allowed MA teachers more time to do hands-on, applied-learning activities.

Several after-school and extended-school-year programs continue to provide additional time and resources to students who needed them. After-school Clubs were held for students in Grades 2-8, and a Learning Laboratory was provided for students in Grades 9-12. Certified teachers and paraprofessionals worked with students who attended. Title I will be offering summer tutorials to elementary students who qualify. These students will continue their work with the S.P.I.R.E. (Specialized Program Individualizing Reading Excellence) program, select books to read at home, and do some online math facts review. An extended-school-year option will also provide support for students with special needs.



The *M.S.A.D. #67 Technology Plan* was updated in 2008-09. The plan includes steps for improving access to technology and the infrastructure supporting technology use in the district, including the availability of personnel to support technology integration in the curriculum.

Laptops for high-school administrators and teachers were provided by the State as part of the Maine Learning Technology Initiative (MLTI) in 2007-08 and the district hopes to find a way to provide all high-school students with laptops in 2009-10. Laptops to be replaced in Grades 7 and 8 will be recycled to provide laptops to students in Grades 5 and 6.

M.S.A.D. #67 continues to use PowerSchool—a student-information system that automates critical functions like attendance, scheduling, classroom grading, and reporting. Teachers in Grades EK-12 used PowerSchool to enter attendance data, and teachers in Grades 2-12 used it to enter grades in 2008-09. Teachers in Grades 5-12 also used the system to enter information about assignments and assessments from day to day or week to week. Students and their parents access this information via a web-based portal using individual logins and passwords. Data show that more and more students and their parents are accessing the portal to monitor achievement, late and missing assignments, etc.

Using a combination of local technology funds and grant funds (Title II-D and Title VI), M.S.A.D. #67 was able to provide staff in all four schools greater access to instructional technology like Smart Boards, document cameras, LCD projectors, science probes, etc. Title II-A and Title VI grant funds also provided staff with opportunities to attend training clinics facilitated by Beth ByersSmall, an MJHS teacher with an extensive background in the use of technology for instructional purposes.

The district has retained the James W. Sewall Company of Old Town for the MDOE's Capital Asset Management Plan. The long-term focus of this plan is capital investment in the improvement and/or replacement of facilities as a fixed percentage of the value of those facilities. The chart of accounts has been modified to track capital replacement and capital expenditures separately.



The 1998 M.S.A.D. #67 Board of Directors authorized the purchase of land abutting the lot(s) occupied by Mattanawcook Junior High School for the purpose of adding a much-needed parking lot. In November of 1998, the voters approved the purchase with a bond to cover the purchase and future improvements to the lots. The structures were demolished in the fall of 2006, and rough grade was established. The project was completed on July 16, 2008.

On December 12, 2007, M.S.A.D. #67 sent the Department of Education a School Revolving Renovation Fund application for 2008. Five different projects were listed on the application: new fire alarm systems for MJHS and CTS, a new telephone system for MJHS, an AOA wheelchair lift for the "Great Space" at MJHS, and a new main electrical feed for EPB. Two of these projects were approved in March 2008: a new fire alarm system for CTS and an ADA wheelchair lift for the "Great Space" at MJHS. The fire alarm system project was completed on July 9, 2008. The ADA wheelchair lift project was completed on August 29, 2008.

Numerous other critical, ADA, energy efficiency, and building-reliability projects were completed during the summer of 2008, consistent with the James Sewall report. A complete list of those projects is available in the Office of the Director of Facilities.

NOTE: When the Sewall Report was completed and the work was done at the Dr. Carl E. Troutt School (CTS), that school was still part of the district. The school was officially closed at the end of the 2008-09 school year.

C. Next steps:

1. Implement the short-term objectives listed as strategies needed to meet the six long-term goals included in the *M.S.A.D. #67 Technology Plan*.
2. Continue to seek grant funds to augment funds available through the local budget for technology and software.
3. Examine the existing organization of district schools relative to size, grade levels, program offerings, and use of time and make whatever changes will yield greater opportunities for students to achieve the content standards of the *Learning Results*.
4. Examine the allocation, adequacy, and replacement of instructional materials and equipment in all content areas and library-media resources in each school; and develop and implement a multi-year plan to continue the acquisition of new textbooks and materials and to update school libraries as needed to provide all students opportunities to learn and demonstrate achievement of the *Learning Results*.
5. Develop a capital replacement plan for 2009-10 within the scope of the new system, using the James Sewall report.



VII. OTHER

A. Goals for improving miscellaneous issues affecting the operation of M.S.A.D. #67 schools:

1. All Limited-English-Proficient (LEP) students will receive an educational program consistent with the law and their individual needs.
2. All students registered for kindergarten will be screened and provided with appropriate services.
3. All students will graduate from high school (NCLB Performance Goal #5).
4. All schools will have a crisis response plan that is current and readily accessible to all those responsible for implementing it.

B. Progress on goals:

The district has an *LEP Plan* in the event that students with limited English proficiency enroll in one or more of its schools.

For a fourth year, Student Study Teams were in place in the district's EK-8 schools. These teams meet as needed to review the cases of individual students who may benefit from some kind of support or intervention to address social, behavioral, or academic issues. The high school developed a Student Assistance Team process to address student needs and will implement that process in 2009-10.

A district Dropout Prevention Committee (DPC) made up of administrators, teachers, parents, community members (including a former MA dropout), a Board member, and a current high-school student was formed in 2006-07 and continues to discuss the need for alternative education at both the high school and junior high school.

A school-based health clinic (SBHC), informally referred to as the MASH Unit, was established at Mattanawcook Academy during the 2006-07 school year and remains open. The clinic is supported in part by a grant from the American Association of Pediatrics.

M.S.A.D. #67 Superintendent of Schools, Director of Facilities, and building-level administrators met throughout the 2008-09 school year with Lincoln's police chief, fire chief, and representatives from Region III, Penobscot Valley Hospital, and State Police to review and update the district's Crisis Response/Crisis Management Plan.



C. Next steps:

1. Continue to implement the kindergarten screening process currently in place until such time that a formal *Kindergarten Screening Plan* is developed.
2. Continue programs that address emotional, social, and relationship issues that affect students, e.g., Kieve initiatives, class meetings, and classes dealing with guidance topics at MJHS; partnerships with community agencies and MA to meet the needs of students with social/behavioral issues.
3. Continue to refine and implement Student Study Teams and the Student Assistance Team to meet the needs of at-risk students, including the need to have pre-referral processes in place for special services and for accommodations that may be needed for various assessments.

4. Continue to implement the M.S.A.D. #67 *Student Code of Conduct*.
5. Continue to explore the potential of running a pilot program for four year olds, including an analysis of space, finances, population, and transportation.
6. Continue to survey industry and students from each of the sending schools to determine program needs and adjust program offerings to meet those needs.*
7. Continue to use Perkins funds to meet federal requirements and to maximize Region III's capacity for helping students achieve high academic standards and skills needed in school and in the workplace.*
8. Carry out the goals and objectives embedded in the *Local Application for Assistance under Title I, Part C, of the Carl D. Perkins Vocational and Technical Education Act of 1998, 2005-06*.*
9. Continue to implement the strategic plan for Career and Technical Education in Maine, using available human and material resources.*
10. Continue to work with sending schools to meet the needs of Region III students—including, but not limited to, the development of assessments which provide opportunities for Region III students to earn a diploma from their sending high schools.*
11. Continue Region III's academic support program which integrates literacy into each program. Discussions between staff and the sending schools have increased the use of technical materials in academic classes. Instructors need to continue to work collaboratively on vocabulary building. A rich vocabulary that includes words commonly used on the SAT will not only increase students' vocabulary, but their test scores, as well.*
12. Continue dual and escrow credit articulation agreements so that students are exposed to and assessed by college-level expectations, thus acclimating the student to college level work.*
13. Continue efforts to provide students the opportunity to participate in a pre-apprenticeship program.*



*These are goals submitted by Northern Penobscot Technical Region III for inclusion in the *M.S.A.D. #67 Comprehensive Education Plan*.

VIII: ANNUAL UPDATE OF THE COMPREHENSIVE EDUCATION PLAN

The *M.S.A.D. #67 Comprehensive Education Plan* is reviewed and updated annually as required by Chapter 125 rules and regulations. The Superintendent is responsible for seeing that the update occurs and that the public is informed of progress with respect to the goals for improved student performance. The plan was first approved by the Board on June 2, 2004, and has been approved annually since then. The 2009-10 plan will be presented for approval during the summer of 2009.

For additional information, contact the Superintendent of Schools, M.S.A.D. #67 District Office, 57 Main Street, Lincoln, ME 04457 (794-6500) or access the district web at <http://www.sad67.k12.me.us>.