

# REGIONAL SCHOOL UNIT No. 67

Chester, Lincoln, and Mattawamkeag

**MISSION:** R.S.U. No. 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.

## R.S.U. No. 67 Comprehensive Education Plan: Sixth Annual Progress Report, 2009-10

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 R.S.U. No. 67 C.E.P. approved by the Board on July 1, 2009. 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. The progress made since 2008-09, will be described briefly. Citizens interested in seeing the complete C.E.P., including next steps planned to fulfill those goals, can do so by contacting the Office of the Superintendent or by accessing it online at <http://www.rsu67.org/curriculum/>.

### 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 R.S.U. No. 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 R.S.U. No. 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 (Only the name of the district has been changed since that approval was given). The 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 R.S.U. No. 67 is striving to be a safe environment for learning. According to statistics collected for Safe and Drug-free Schools (Title IV-A), few R.S.U. No. 67 students engage in violent or prohibitive behaviors. 100% of the R.S.U. No. 67 staff have photo IDs which can be used to identify school employees during an emergency. These ID's are updated annually.



In 2009-10, R.S.U. No. 67 was one of three sites statewide to receive a Learn and Serve America grant for \$15,000 each year for three years. Additionally, Mattanawcook Junior High School received a \$7,500 Maine Community Heritage Project grant to complete a local history service-learning project in conjunction with the Lincoln Historical Society and Lincoln Memorial Library. Data collected for 2009-10 indicate that 100% of K-10 students participated in one or more service-learning projects and that many of the students in Grades 11 and 12 also had at least one such experience. Twenty-two different projects were completed.

The district continues to benefit from a large number of parent and community volunteers who work within the schools. Over 1,040 hours of volunteer work was logged in the district for 2009-10. Without the support of volunteers, teaching in classrooms with fifteen or more young children would be much more difficult.

Average daily attendance averages 94.7% across the district's schools; and, using a formula developed by the Department of Education, Mattanawcook Academy's high-school completion rate for 2008-09 was 80.77%. "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).



## 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 R.S.U. No. 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, K-8. No K-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 K-4 fell short when the Department of Education reduced funding in 2008-09 and again in 2009-10. One hundred percent (100%) of the freshmen are expected to complete a two-year sequence of at least one world language prior to graduation. Career education and development is embedded in all content areas and is addressed in significant ways through guidance services in all three schools.

Based on 2008-09 MEA results, Ella P. Burr School and Mattanawcook Junior High School made Adequate Yearly Progress (AYP) in all subgroups for both reading and mathematics. Based on 2009-10 NECAP results, Ella P. Burr made AYP in reading (all sub-groups), but did not make AYP mathematics for the sub-group identified as economically disadvantaged. Mattanawcook Junior High School made AYP in mathematics (all sub-groups), but did not make AYP for reading in the sub-group identified as students with disabilities (pending safe harbor). The NECAP (New England Common Assessment Program) replaced the Maine Educational Assessment (MEA) for Grades 3-8, beginning 2009-10.

Based on 2008-09 SAT/MHSA results, Mattanawcook Academy failed to make AYP in mathematics and was placed on Monitor Status and failed to make Adequate Yearly progress in reading and was placed on second-year Continuous Improvement Priority Status (CIPS2). In the fall of 2009, Mattanawcook Academy teachers analyzed the data from the SAT/MHSA and set goals for providing more opportunities for students to acquire the test-taking skills and content knowledge needed for these tests. Additionally, the school is seeking to hire a reading/literacy specialist who can work with both teachers and students to improve the reading/literacy program.

District- and school-level achievement data measured by the MEA/NECAP and the SAT/MHSA are posted on the district website ([www.rsu67.org](http://www.rsu67.org)) via the *Curriculum* link under *Assessment*. The District and School Report Cards required by federal educational guidelines are also posted on the opening page of the *Curriculum* link.



All three schools worked on action plans to address literacy and/or mathematics through grant projects funded by No Child Left Behind. K-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). K-2 teachers worked for a second year with a literacy specialist/consultant (Sydney Greenlaw); and teachers in Grades 5-12 continued to work 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.

### 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 2009-10, 98.9% of the district's teachers 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 is not highly qualified is working on a plan to become qualified. One hundred percent (100%) of the Title I paraprofessionals working in classrooms in 2009-10 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 R.S.U. No. 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 2009-14. 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.

In 2009-10, the Training and Professional Development Committee worked collaboratively with representatives from the Board, the Teachers' Association, and the Certification Support Team to review and revise the process by which teachers are evaluated, beginning with designing a new evaluation handbook. The work will take another full year to complete and will be followed by multiple feedback loops to ensure that teachers have opportunity to read and reflect and offer suggestions for improvement. The model is based on the belief that teachers should set annual professional growth goals and work individually and collectively to improve teacher competencies outlined in Chapter 118 of Maine educational statute.

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 Certification Support Team to develop a new system of support that now provides each beginning teacher a trained mentor who meets with him/her frequently throughout the school year. The R.S.U. No. 67 Certification Support System Plan, Certification Team Handbook, and New Teacher Induction Handbook received state and Board approval during the 2009-10 school year.

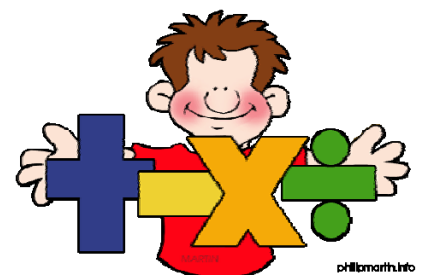
In addition to maintaining its membership in the North Woods Partnership, R.S.U. No. 67 has joined the Penobscot River Education Partnership (PREP) for 2010-11. PREP provides low-cost professional-development opportunities for teachers and administrators. R.S.U. No 67 is particularly interested in initiatives to support math, science, and social studies planned for 2010-11.

All public schools in Maine are required to implement Response to Intervention (RtI) services, K-12, by August 2012. 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 Guide*). All three schools in the district are working on RtI Plans for literacy, mathematics, and behavior. To assist with this work, four-to-five person teams from each school attended four North Woods Partnership (NWP) training sessions with Dr. Jim Artesani from the University of Maine in 2009-10. Dr. Artesani specializes in Positive Behavior Intervention Support (PBIS) and will work with teams from schools served by NWP again in 2010-11.

All three schools currently have teacher-to-student ratios that are consistent with recommended ratios in Essential Programs and Services (EPS).

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 2009-10 included the following:

- 100% of the district's Grade 3 teachers and the special educator for Grades 3 and 4 participated in training designed to help them implement a new math program (*Investigations*). This training will continue with Grade 4 in 2010-11. Training in math topics supported by *Investigations* was also provided to Title I and special-education paraprofessionals.



- 100% of the district's K-2 teachers worked with a literacy consultant for a second year to learn more about 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 worked with K-2 teachers to help them observe one another and give feedback designed to celebrate strengths and acknowledge areas in need of improvement and trained teachers in Grades 3 and 4 to administer and begin to interpret data from a reading assessment known as Dynamic Indicators of Basic Early Literacy Skills (DIBELS).
- 100% of the district's K-5 reading teachers met with an educational consultant from McMillan McGraw-Hill to learn how to implement a new core reading program called TREASURES—both a day-long session in August and two one-hour sessions with each grade were provided. Additionally, paraprofessionals who work with teachers in the classroom were provided a session with this consultant. An Rtl supplement called TRIUMPHS was also purchased and used to support struggling readers in these grades.
- In 2009-10, 100% of MJHS teachers and 50% of MA 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 schools into true professional learning communities. In 2010-11, 100% of MJHS and MA teachers will be involved in this work. Consultant Susan Morris meets with cohorts of teachers four times during the school year and will be providing a second summer Unit Design workshop in 2011—a third of the teachers participated in such a workshop in June of 2009.
- Molly Mercer, a licensed Olweus Bullying Prevention trainer, 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. These students then applied what they were learning to educate younger students at EPB and MJHS, as well as their peers at MA.
- In 2009-10, four-to-five person teams from EPB, MJHS, and MA attended four day-long training sessions in Behavioral Response to Intervention with Dr. Jim Artesani from the University of Maine. These teams will continue a second year of training with Dr. Artesani in 2010-11.
- Forty-three (43) different teachers and twenty (20) different paraprofessionals participated in one or more grant-funded technology clinics facilitated by R.S.U. No. 67 technology instructors Nancy Kinkade, Beth ByersSmall, and Christina Doore throughout the school year. Clinics on ten (10) different topics ranging from how to use a Smart Board and an electronic student-response system to how to conduct valid and reliable Internet searches were offered.
- 100% of the district's K-8 teachers received training in service learning from Matt Robinson, consultant and technical advisor from KIDS Consortium, as part of a three-year Learn and Serve America grant awarded to R.S.U. No 67 in 2009-10. Mr. Robinson used a project probe to help teachers reflect on the quality of service-learning projects already completed, in process, or planned for the future. Additionally, Anita Stewart-McCafferty worked with all of the teachers who serve on district vertical teams to acquaint them with the hallmarks of high-quality service learning and explore ways in which teachers of any content area could use service learning as an instructional strategy to make learning more authentic for students.

**NOTE:** R.S.U. No. 67 was awarded \$15,000 in the fall of 2009 and will receive an additional \$15,000 for service learning in 2010-11 and 2011-12. KIDS Consortium provides technical assistance and professional development for grant initiatives. The purpose of the grant is to help the district develop a K-12 sustainable program that does not require grant funding to operate at the end of the three years. Anyone interested in learning more about service-learning activities in the district can access information at [http://www.rsu67.org/curriculum/SL\\_HomePage.html](http://www.rsu67.org/curriculum/SL_HomePage.html).



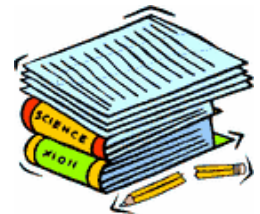
(logo designed by Holly Leighton, EPB art instructor and member of the LSA Leadership Team overseeing the LSA grant)

- 100% of the MJHS teachers participated in a year-long book study with their building administrators. They read and discussed *SEVEN STRATEGIES FOR ASSESSMENT OF LEARNING* by Jan Chappuis from the Assessment Training Institute in Portland, Oregon. Teachers used what they learned from the book to inform and guide work they have been doing to develop assessments and rubrics used for grading and reporting student achievement in PowerSchool, the web-based electronic gradebook that students and parents can access via a login and password system provided by the school. Additionally, these teachers have viewed and discussed a three-part DVD series called *GIVING FEEDBACK TO YOUR STUDENTS*, based on a book entitled *HOW TO GIVE EFFECTIVE FEEDBACK* (2008) by Susan M. Brookhart.
- A committee of high-school teachers worked with their principal for several full days during the 2009-10 school year to discuss work habits and ways to measure and report information about the quality of those habits, separate from grades for achievement, beginning 2010-11. The committee worked on three areas: attendance, conduct, and assignment completion. Rubrics were developed for each area—one of which (conduct) will be used by both classroom teachers and administrators. Information will be reported via PowerSchool that can be accessed at any time during the school year via a login and password system. Formal reporting will be done by semester.

## 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 Ella P. Burr continue to be 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, French, and Spanish are offered to students at Mattanawcook Academy.

Student Study Teams, K-8, and a Student Assistance Team, 9-12, 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 March of 2010 the district's guidance counselors met with the Director of Curriculum and Academic Achievement to review and update the *R.S.U. No. 67 Comprehensive Guidance Plan* that includes goals and objectives for the guidance program, guidance curriculum, and job descriptions for counselors, K-4, 5-8, and 9-12. In March of 2009, in response to a New England Association of Schools and Colleges (NEASC) recommendation, 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. This tool was piloted in 2009-10. Similar tools have been developed for evaluating Information Services and Mattanawcook Academy Student Health (MASH) services and will be piloted in 2010-11. Guidance counselors from Mattanawcook Junior High and Mattanawcook Academy continue to collaborate on a process by which students in Grades 6-12 have Personal Learning Plans (PLPs).

In 2009-10, a school-home coordinator with experience as a licensed school social worker continued work designed to address some of the needs of the at-risk population in RSU No. 67. Since taking the position in 2008-09, the school-home coordinator has (1) developed and implemented a Mentor Program that connects high school students to elementary-aged students needing support and encouragement; (2) helped implement a Student Assistance Team process at the high school; (3) provided emotional support for students and coordinated community resources for students and families through home visits, school visits, IEP meetings, and individual sessions; (4) provided consultation services to guidance counselors, as well as building administrators and teachers, as needed; (5) been a resource for independent-study students potentially pursuing a career in social work; (6) worked as part of a Response to Intervention Planning Team at MA to consider interventions that may be needed to support struggling learners; (7) participated in Positive Behavior Intervention Supports (PBIS) training sessions facilitated by Dr. Jim Artesani from the University of Maine; (8) forged a strong relationship with the therapist working in the Mattanawcook Academy Student Health (MASH) Clinic; (9) chaired the district Dropout Prevention Committee; and (10) begun working one day per week at MJHS to help meet needs of middle-level at-risk students.

After working with Penquis Cap and Head Start for two years and meeting with other preschools in communities served by R.S.U. No. 67, Ella P. Burr implemented a state-approved Program for Four Year Olds in 2009-10. The program served forty-five (45) students in a half-day setting, operating two morning sessions and two afternoon sessions per day. Two portable classrooms were linked and equipped to facilitate the program. Utilizing local and IDEA ARRA (stimulus) funds, R.S.U. No. 67 provides two full-time teaching positions shared by three teachers (two teachers also share half-day responsibilities for Reading Recovery, a program designed to help struggling readers in Grade 1) and one full-time paraprofessional. Head Start provides a second full-time paraprofessional and a family support worker. The curriculum is based on Early Learning Guidelines developed by the Maine Department of Education (MDOE): <http://www.maine.gov/dhhs/ocfs/ec/occhs/learning.doc>. After two years, the state will reimburse per-student costs so that the program will be self-sufficient.



As of early May, one hundred and ninety-seven (197) students received special services and twenty (20) students received gifted-and-talented services. All forms related to gifted-and-talented education have been reviewed and updated in 2009-10. Eligibility criteria are scheduled for review in 2010-11. Seventy-eight (78) students from Mattanawcook Academy participated in various programs offered at Northern Penobscot Tech (Region III) during the 2009-10 school year.

R.S.U. No. 67 has had an adult-education program since 1957. The program includes both traditional and ITV courses, credit and noncredit courses, and various leisure-time/avocational sessions (e.g., quilting, aerobics). There were four (4) ITV courses offered in the summer of 2009; twenty-three (23) in the fall of 2009; and twenty-two (22) in the spring of 2010. Three (3) diploma courses (fall and spring), two (2) GED courses (one fall and one spring session), and twenty-three (23) hobby/enrichment courses were also offered in 2009-10. In 2009, twenty-five (25) were tested. Of these, eleven (12) completed the test and ten (10) passed the test. Several online courses are also offered and proctoring is provided for any tests that are not given online, as well as computers for anyone needing faster Internet service, printing options, and/or a quiet place to study.

## 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. R.S.U. No. 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:

2008-09 MEA and SAT/MHSA (Maine High School Assessment) and Fall 2009 NECAP (New England Common Assessment Program) results, Grades 3-8, released by the Department of Education in 2009-10, were made available to the public in *NCLB District and School Report Cards* posted to the district web site: <http://www.rsu67.org/curriculum/Assessment/assessment.asp>. Adequate Yearly Progress (AYP) status is also reported on the website annually.

Students in Grades 2 through 8 were tested in reading and mathematics, using Northwest Evaluation Association (NWEA) online tests in the fall and in the spring. Teachers have received extensive NWEA training in how to interpret test results (2006-2008) and are using data to plan instruction for individual students and small groups. Data from these tests were released to parents in the spring of 2010. In the past, freshmen and sophomores also took the NWEA tests in reading in mathematics. Testing in these grades was suspended in the spring of 2010, however, and the NWEA will be replaced by the PSAT in 2010-11. Teachers will be able to use PSAT data to help students prepare for the SAT that all third-year high-school students are now required to take.



Over a period of four years, the district's Assessment Committee 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 again in 2008-09. The policy was approved by the Board on June 17, 2009, and was implemented in 2009-10. The Assessment Committee was discontinued in 2009-10 to allow time for a Response to Intervention Planning Team to oversee work related to developing school-based Rtl Plans by August 2012.

For a third consecutive year, teachers at Ella P. Burr used a standards-referenced trimester 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. Teachers at Mattanwcook Junior High School began using a trimester standards-referenced reporting system in 2009-10. The MJHS report card does not have the same format as the EPB report card, but achieves the same purposes. Teachers report scores that reflect academic achievement based on rubrics shared with students during instruction. Work habits are reflected in comments provided by the teachers. A sub-committee of teachers at Mattanawcook Academy worked with Principal Henry Pietras in 2009-10 to develop rubrics and guidelines to be used each semester for reporting work habits separate from traditional grades, beginning in 2010-11.



## 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) continued in 2009-10.

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 has a 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 *R.S.U. No. 67 Technology Plan* updated in 2008-09 was approved by the state in June of 2009. 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.

R.S.U. No. 67 continues to use PowerSchool—a student-information system that automates critical functions like attendance, scheduling, classroom grading, and reporting. Teachers in Grades K-12 used PowerSchool to enter attendance data, and teachers in Grades 2-12 used it to enter grades in 2009-10. 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), R.S.U. No. 67 was able to provide staff in all three schools greater access to instructional technology like Smart Boards, document cameras, LCD projectors, science probes, etc. Title II-A grant funds also provided staff with opportunities to attend training clinics facilitated by teacher leaders in each school.

All R.S.U. No. 67 teachers are provided with a laptop for professional use.

Every grade level, as well as music and library classes, at Ella P. Burr has access to computers on wheels (a cart of laptops that can be rolled into and out of classrooms as needed) to support learning activities requiring word processing, research, or use of online tools. Every EPB classroom is equipped with an LCD projector and most classrooms have SMART boards for technology-based instruction. The school also maintains a computer lab for specific instruction in computer literacy.

All seventh- and eighth-grade students at Mattanawcook Junior High School have laptops provided through the Maine Laptop Initiative (MLTI). Fifth- and sixth-grade students have access to computers on wheels. All MJHS classrooms are equipped with LCD projectors and most classrooms have SMART boards for technology-based instruction. MJHS converted the library to a library media center by moving one computer lab to the library and freeing space for a special education room on the second floor. A separate computer lab is maintained for computer literacy and applications classes.



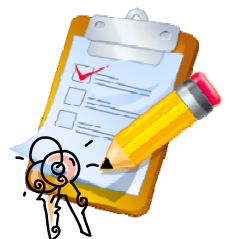
Mattanawcook Academy provides students with access to computers and laptops through the library and by maintaining two computer labs, one used for computer applications and one that can be utilized by teachers wishing to bring a class to the lab for research or online learning. Computers on wheels are available for use by social studies and mathematics teachers to support research and use of online learning tools. All MA classrooms are equipped with LCD projectors and about 20% of the classrooms have SMART boards.

R.S.U. No. 67 schools are beginning to use more web-based tools for instruction and assessment. Over a two-year period, Ella P. Burr teachers have been trained to administer a test of reading called DIBELS (Dynamic Indicators of Basic Early Literacy Skills) from which data are entered into a web-based data-management program and used to group students for reading instruction tailored to their learning needs. Mattanawcook Junior High mathematics teachers have been using a web-based program called ALEKS (Assessment and LEarning in Knowledge Spaces), an assessment and learning system that uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know about a particular mathematics topic or group of topics. ALEKS instructs the student on the topics he/she is most ready to learn; and, as a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. The majority of MJHS students who used the program for one or more hours per week during the school year met or exceeded their growth targets on the NWEA assessment of mathematics in the spring of 2010. Using available grant funds, Mattanawcook Academy plans to pilot ALEKS with some of the freshmen in 2010-11. Mattanawcook Academy has also been partnering with Region III to offer Region III students credit recovery through PLATO Learning—technology-driven, self-paced instructional units followed by assessments. Some students also take correspondence courses through Brigham Young University, but for them to do so there must be alignment with the expectations outlined in the *Maine Learning Results*. Additionally, MA students are able to take some online courses for which there is insufficient enrollment to maintain a regular class and have access to Early College for Me., Academ-e, and on-site college courses if they meet enrollment requirements. College courses may be taken for high-school credit, but do not count towards a student's G.P.A.

Web-based teaching and learning tools like those described above are likely to play greater roles in all R.S.U. No. 67 schools as they seek to develop and implement Response to Intervention (RtI) Plans required by the Maine Department of Education by August 2012. To assist with the need to identify and work with struggling learners (i.e., students who are not meeting grade-level expectations through general classroom instruction and who, therefore, need RtI supports), Ella P. Burr and Mattanawcook Junior High School have applied to move from targeted-assistance Title I schools to schoolwide Title I schools for 2010-11. By becoming schoolwide, the schools will be able to use paraprofessionals more flexibly to meet the needs of all students, not just those identified as Title I.

R.S.U. No. 67 employs a Director of Operations Facilities who oversees maintenance and capital improvement and replacement issues related to the buildings, grounds, and facilities owned by the district, in addition to other duties. The district has implemented the Maine Department of Education's *Maine School Facilities Plan* and the *Capital Asset Management Plan*, utilizing software provided by the MDOE and VFA, Inc.

The R.S.U. No. 67 Board approved a project for Siemens Building Technologies to do an extensive energy audit at all R.S.U. No. 67 facilities. Energy optimization projects are ongoing, including installation of energy-efficient lighting and computer control of heating boilers at Mattanawcook Academy. Stimulus money has been utilized to install an additional class-room for students with special needs at Mattanawcook Academy and an ADA bathroom facility at Ella P. Burr. A new Nortel telephone system was installed at Mattanawcook Junior High School. The district solicited the services of Norris, Inc. to upgrade the security and monitoring systems of all R.S.U. No. 67 school facilities.



## VII. OTHER

### A. Goals for improving miscellaneous issues affecting the operation of R.S.U. No. 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 the Program for Four Year Olds and 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.

Now that Ella P. Burr offers a Program for Four Year Olds, pre-kindergarten and kindergarten screening will occur in the fall of the year. The school already has screening information on most of the students who will enter kindergarten in the fall since the majority of those students were screened for the preschool program. That information will be updated during the first week of school in 2010-11, followed by screening for those pre-kindergarten students wishing to participate in the Program for Four Year Olds in 2010-11.

For a fifth year, Student Study Teams were in place in the district's K-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 Student Study Team (SST) process and forms were reviewed and updated in 2009-10 to make them more consistent with the types of needs and services currently available in the schools. In 2008-09, the high school developed a Student Assistance Team process to address student needs and implemented that process in 2009-10.



A district Dropout Prevention Committee (DPC) made up of administrators, teachers, parents, community members, a Board member, and a current high-school student continues to discuss the need for alternative education at both the high school and junior high school and to consider supports needed to keep students in school and help them succeed.

A school-based health clinic, 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.

All R.S.U. No. 67 schools have Emergency Plans. Building administrators are responsible for making sure that staff know what to do and how to do it in the event of a crisis.

## VIII: ANNUAL UPDATE OF THE COMPREHENSIVE EDUCATION PLAN

The *R.S.U. No. 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 (07/13/05, 06/21/06, 06/20/07, 06/18/08, 07/01/09, and 06/16/10).

For additional information, contact the Superintendent of Schools, R.S.U. No. 67 District Office, 57 Main Street, Lincoln, ME 04457 (794-6500) or access the district web at <http://www.rsu67.org>.