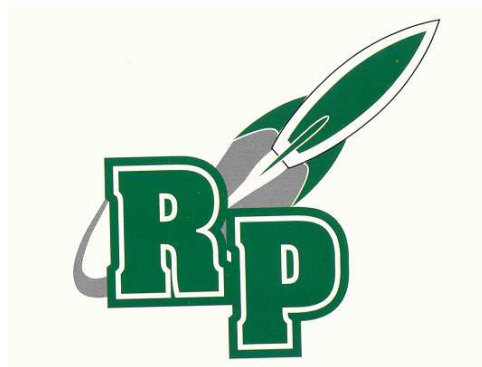


Report of the Internal Peer Review Team for Reeths-Puffer High School

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AdvancED is the parent organization of the North Central Association Commission on Accreditation and School Improvement and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.

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About AdvancED and NCA CASI/SACS CASI

Background. Founded in 1895, the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) accredit public and private schools and districts in 30 states, the Navajo Nation, Latin America, and the Department of Defense Schools worldwide.

In 2006, NCA CASI, SACS CASI, and the research and development arm of the accrediting associations, the National Study of School Evaluation, unified to form AdvancED. Dedicated to advancing excellence in education, AdvancED provides accreditation, research, and professional services to 23,000 schools in 65 countries, serving 15 million students.

NCA CASI and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI and SACS CASI have defined shared, research-based accreditation standards that cross state, regional, and national boundaries. Accompanying these standards is a unified accreditation process designed to help schools continuously improve.

The Accreditation Process. To earn and maintain accreditation from NCA CASI or SACS CASI, schools must:

1) Meet the AdvancED Standards for Quality Schools.

Schools demonstrate adherence to the seven AdvancED standards which describe the quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness.

2) Engage in continuous improvement.

Schools implement a continuous improvement process that articulates the vision and purpose the school is pursuing (vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (profile); employs goals and interventions to improve student performance (plan); and documents and uses the results to inform what happens next (results).

3) Demonstrate quality assurance through internal and external review.

Schools engage in a planned process of ongoing internal review and self-assessment. In addition, schools host an external Quality Review team once every five years. The team evaluates the school's adherence to the AdvancED quality standards, assesses the efficacy of the school's improvement process and methods for quality assurance, and provides commendations and recommendations to help the school improve. The team provides an oral exit report to the school and a written report detailing the team's recommendations. The school acts on the team's recommendations and submits a progress report two years following the review.

NCA CASI and SACS CASI accreditation engages the entire school community in a continuous process of self-evaluation and improvement. The overall aim is to help schools be the best they can be on behalf of the students they serve.

Introduction to the Internal Peer Review

Purpose. The purpose of the Internal Peer Review is to:

1. Evaluate the school's adherence to the AdvancED quality standards.
2. Assess the efficacy of the school's improvement process and methods for quality assurance.
3. Identify commendations and recommendations to improve the school.
4. Make an accreditation recommendation for review by the national AdvancED Accreditation Commission.

A key aim of the Internal Peer Review is to verify that the school is operating with institutional integrity – that it is fulfilling its vision and mission for its students.

School Preparation. To prepare for the Internal Peer Review, the school community engages in an in-depth self assessment of each of the seven AdvancED standards. The school identifies and describes the evidence that demonstrates that it is meeting each standard. Through this internal review, the school examines how its systems and processes contribute to student performance and school effectiveness.

Summary of Team Activities. The Internal Peer Review Team is led by an AdvancED certified team chair and comprised of professionals from outside the school. The team reviews the findings of the school's internal self-assessment, conducts interviews with representative groups of stakeholders, reviews student performance data and other documentation provided by the school, and observes practices and daily operations. The team engages in professional deliberations to reach consensus on the school's adherence to the standards for accreditation. The team provides an oral exit report and prepares a written Internal Peer Review Team Report designed to help the school improve.

The Internal Peer Review Team Report. Following the visit, the review team completes the Internal Peer Review report. The report is submitted to the school. The report contains commendations and recommendations for improvement.

Using the Report – Acting on the Recommendations. The school uses the report to guide its improvement efforts. The school is held accountable for addressing the recommendations identified in the report. The NCA CASI/SACS CASI State Office, as well as the Internal Peer Review Team, is available to assist schools in addressing the recommendations. The year following the Internal Peer Review Team visit, the school must submit a progress report detailing the actions and progress the school has made on the team's recommendations. The report is reviewed at the district level to ensure the school is addressing the recommendations.

Summary of Findings

An Internal Peer Review Team representing Reeths-Puffer Schools visited Reeths-Puffer High School in Reeths-Puffer district on May 13, 2010.

During the visit, members of the Internal Peer Review Team interviewed two administrators, fourteen teachers, seven parents, six students, and briefly visited each teacher's classroom. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Internal Peer Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Internal Peer Review Team identified the following commendations and recommendations.

Commendations

The Internal Peer Review Team commends the Reeths-Puffer High School for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **For the PD and implementation efforts that have led to a common and consistent focus on Reciprocal Teaching/Learning.**
- **For the growing sophistication of use and understanding by the staff and school improvement team relative to the 7 Standards.**
- **The impressive and quick grasp of the potential benefits and instructional uses for lexile scores obtained through the SRI. Using lexile scores to make intentional, focused decisions.**
- **For the significant improvement of scores on the ACT which is a direct reflection of the focused improvement efforts of R-PHS staff and leadership.**
- **For the effective use of student profiles in making program specific decisions. (Adding a section of RD 180, Apollo Project, 21st Century Program, etc.)**

- For the unwavering appreciation of staff, students, and parents of the safe environment that exists at R-PHS.

Recommendations

In addition to the commendations, the Internal Peer Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Two years following this review, the school will be asked to submit a progress report on these recommendations.

- **Consider additional curricular connections to post-graduate advising and options.**
- **Explore and consider the potential benefits of effective use of learning goals.**
- **Consider additional methods for communicating school improvement specific information.**
- **Continue to follow up on the fidelity or effectiveness of instructional strategies relative to disaggregation of sub-groups with data.**
- **Seek/explore creative methods to collaborate around data to mitigate the “time”, “delay”, and “money” constraints.**
- **Continue to be explicit in communication relative to the rationale and potential benefits to students with regard to Reciprocal Teaching and the SRI.**

Review of AdvancED Standards for Quality Schools

The team reviewed the school’s adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school’s efforts to improve student performance and school effectiveness.

5. One year following the Internal Peer Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the district level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Internal Peer Review team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. Flags, door decals, diploma seals, and more can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Standards for Accreditation

The primary requirement for accreditation is that Reeths-Puffer High School demonstrates that it meets the seven standards for accreditation. The findings of the Internal Peer Review Team regarding the standards for accreditation are summarized on the following pages.

Standard 1: Vision and Purpose

STANDARD: The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Description – The team noted how the school met the intent of the standard based on the preponderance of evidence:

During our visit the team noted that the mission statement of “Igniting minds, Fueling futures” was alive and well. The mission statement was artfully displayed throughout the school as well as understood by stakeholders. R-PHS stakeholders spoke of the mission in their own respective ways. Parents confidently spoke of their children being ready for college or “over prepared” for college when exiting R-PHS. Students testified of many co-curricular and extra curricular opportunities that they believe will help them in the future. The staff is mindfully aware of the mission statement with teachers teaching essential content and focusing on using the reciprocal teaching strategy to increase reading comprehension. All staff members are also giving students more practice with the writing process with more written responses in all classes. Students attested to writing in all subject areas including math and P.E. The mission statement at R-PHS is well understood and applied to making R-PHS a place to maximize the potential of all students and prepare them to compete and contribute as caring, knowledgeable citizens in our rapidly-changing world.

The team noted several successful practices deserving of recognition:

- Mission statement artfully displayed in nearly all classrooms and throughout the school
- Winning grant that supports after school activities for students in need
- Opening the “Apollo Program” for students who for various reasons need another format of learning that is more flexible
- Reading and Writing Goals that align to the mission
- Students’ acknowledgement of writing strategies being done in all subject areas (ex. Art, PE, etc)
- Continuous spectrum of classes offered
- Extra curricular and co-curricular activities are numerous
- Career Pathways used to help guide/educate students to possible careers
- Embracing student Lexile score data and exploring different uses of this data
- Reading Lexile data and adding a section of READ 180 2nd Semester
- Increased blog use and the # of teachers that have a blog set up
- Mr. Beckman’s blog that has many posts about school improvement that all stakeholders have access to
- Annual report on the districts website with a profile of R-PHS that is current, comprehensive, and available to all stake holders on RPHS’s website
- Commitment to the reciprocal teaching strategy and printing poster for classroom use
- Content posted on walls / much of it dealing with vocabulary and peppered with icons

The team offers the following suggestions for improvement and growth in this standard area:

- Continue to utilize communication devices (newsletters, email messages, email signature with links, announcements, websites, blogs, presentations, meetings, etc.) to advance stakeholder understanding and support of the mission. Use those devices to also develop stakeholder, most specifically students and parents on NCA goals and strategies. **Consider using these devices to communicate progress in the goal areas as well.**
- When reading the annual report it appears that a profile of the students' academics is comprehensive, especially when adding Lexile scores with it. Consider digging deeper into the profile when it comes to the special ed. and low SES students. (Stakeholders may know the % of free and reduced lunch, but do they really know what that means? How will that effect how we teach, assign homework, teach students, hold student accountable, etc?)
- Consider gathering a community profile and using this to direct steps which the high school takes.

Finding

Based on the evidence reviewed, the Internal Peer Review team has assigned the overall assessment level of “operational” indicating Reeths-Puffer High School has met the accreditation requirements for this standard.

Standard 2: Governance and Leadership

STANDARD: The school provides governance and leadership that promote student performance and school effectiveness.

Description – The team noted how the school met the intent of the standard based on the preponderance of evidence:

Reeths-Puffer High School has put many strategies in place as they have improved their understanding of the 7 NCA standards. The entire staff has been placed into 5 groups representing the 7 standards. Administration is responsible for the other 2 standards. Professional development days have focused on the standards and strategies for staff and students. This strategy involved all staff. A major focus has been placed on Reading with SRI being given 3 times during the year and Lexile data information being placed on a board in the hall for everyone to see. With increased work, Lexile scores and reading comprehension have gone up. With this better understanding of Lexile, staff have asked that Lexile scores be placed in the grade book. Staff can direct students to read books at their Lexile level which increases their comprehension of material. Reciprocal teaching is a building wide strategy that is in place. In our interview, staff felt that this is an effective means of providing reading assistance. Students did not seem to be aware of this strategy and it would be suggested staff educate students on Reciprocal teaching to deepen their learning. A majority of classrooms had the Reciprocal poster up on the wall. While reading has been a major focus, writing is also a goal and should have a focus. Blogs are in place with staff. Staff are at different levels of implementation of the Blogs. Mr. Beckeman's Blog has many instructional strategies and student activities posted. Staff and students are aware of his Blog and view it often. Mr. Beckeman has created a positive environment at RPHS. He communicates well with the staff keeping them informed of many school related events and practices.

RPHS has added sections of Read 180 during the year and plan on having 3 sections in place for the 2010-2011 school year. Administration listened to staff and students regarding handbook changes involving use of cell phones and IPODs during school. Staff and students feel this change has been a positive move.

Reeths-Puffer High School is a safe place to learn. All students, parents and staff felt that. Parents are satisfied with the culture of the school and how students are treated. They feel that Mr. Beckeman is deeply committed to Reeths-Puffer High School. Parents are involved as needed in the school. While a formal parent organization is not in place, many "Specialized" parent groups (Band, Athletics) have a large amount of parent support.

Parents feel that more information on the ACT would benefit students. Students would like to have more direction with regard to meeting with staff regarding their future plans.

Consistency of the handbook has improved. Students feel that Mrs. Geiser has assisted with discipline in the halls with her visibility.

The overall improvement of Reeths-Puffer High School has been very positive with improved ACT, Lexile scores and building wide strategies. With these strategies in place, they will benefit staff and students.

The team noted several successful practices deserving of recognition:

- Blogs are in place for staff. Though this is in the early stages of implementation
- Mr. Beckeman's Blog is a valuable resource for many staff and community members
- Students, staff and parents feel the RPHS is a safe place
- Adding sections of Read 180 as needed to accommodate student needs. Will have 3 sections for next year.
- Listening to students and staff to allow the use of cell phones between classes and IPODS as needed in class
- Lexile scores improved over the year-SRI are given grades 9-11 3 times during the year.
- Data board in main hall as a visual for everyone to see
- Mission statement is visually displayed throughout the school. Students and staff know what it is.
- Parents are involved as needed in school. They would like more opportunity to be involved in school.
- Parents feel that policies are followed
- Parents said that Mr. Beckeman is deeply committed to school.
- Staff has better understanding of the 7 Standards for NCA. Staff have been divided into groups representing 5 standards
- Reciprocal teaching is a building wide strategy
- ACT scores have increased over the year
- Attempts have been made to increase the consistency of the student handbook
- After school grant, allows for students access to the HS and extra support
- Diversity of RPHS was recognized by parents
-

Recommendations for suggested improvement include to following suggestions from the team:

- Add E-mail addresses to grade book
- Add Lexile score to grade book
- Direct goal for Sub-Group population
- Major focus on reading, did not hear much information on writing
- While Reciprocal teaching strategy is in place, students did not seem aware of this in class

- Students felt that SRI was something for the teacher. Better understanding for students would deepen their learning.
- Suggest adding vocabulary to Blogs
- Students would like the opportunity to meet individually with Counseling Staff as they prepare for the future
- Add “X or Z” to Parent Viewer, so that grade is not lowered when parents or students look at Parent Viewer
- Better preparation on ACT for students and parents prior to taking the test
- While parents felt students were prepared for academic needs, they felt more should be done for emotional needs

Finding

Overall Reeths-Puffer High School is “operational” in the area of Governance and Leadership. Staff, students and parents feel that Reeths-Puffer High School is safe place to learn, contribute and compete.

Standard 3: Teaching and Learning

STANDARD: The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Description – The team noted how the school met the intent of the standard based on the preponderance of evidence:

Reeths-Puffer High School is dedicated to ensuring that staff is meeting the academic needs of all students. The staff is compelled by a common belief that collectively, staff and other stakeholders can “ignite minds that fuel the future”. All stakeholders agree that the high school staff genuinely cares about the students’ success in the classroom, and eagerly seek ways to improve instruction. The staff was recently introduced to the strategy of “reciprocal reading”. Overwhelmingly it was evident throughout the building that this strategy is a start to a common grounding for student success. The staff seems to have a concern and willingness to use what sources they have attainable to identify gaps in instruction and subgroups. They recognize that there is not a single tool that will deliver this data, but with the use of common assessments, team collaboration, and common vocabulary the correct findings will become easier to attain. There are numerous curricular, co-curricular and extra-curricular activities, which extend opportunities for personal and intellectual growth to a diverse population. With the state demands changing the staff continues to be creative as to deliver and offer the additional support needed which further confirms teachers’ commitment to the success of Reeths-Puffer students.

The strengths noted by the team include the following:

- Students and parents agree that the staff is a willing community that offers their support as needed for success in both academics and affective needs.
- The use of read 180, SRI, and Lexiles have given the staff many opportunities to gather, analyze and use data in making curricular and instructional choices.
- Reciprocal Reading is a powerful beginning use of instructional strategy and activity that is researched based and reflective of best practices.
- Diversity in course offerings, such as advanced placement, honors, the arts, etc. offers challenges for students to excel and reflects a commitment to equity, and appreciation for a diverse group of students. This will become more prominent as the Apollo program gets underway and offered for students at both ends of a learning spectrum.
- Reeths-Puffer High School is well aware of the need to provide articulation and alignment between and among all grade levels of the schools. The first step was the vertical alignment between the middle school and high school.
- The staff is open to the idea of allowing the student body to voice an opinion about the climate for student learning. Listening to the needs that are conducive to the generation at hand, the use of cell phones and other electronic devices was reevaluated to restrictions that might be conducive to support student-learning styles.
- The use of Blogs has increased within the staff and the trend will continue as “old” meets “new” as far as understanding the utilization of Blogs. The Blogs that were beneficial to students were the Blogs that supported curricular and instructional programs.

Recommendations for suggested improvement include to following suggestions from the team:

- A great number of teachers display many items on their walls. Students felt that the items that really matter were the posters that pertained to content. Consider student developed content

posters, and/or re-evaluating what content posters are used for within the classroom. Many best practice teaching strategies respond to content on the walls in similar terms.

- Clearly defined expectations for learning is what both students and parents felt were helpful insights to learning expectations. A challenge would be to have collaborative conversations about the difference between objectives and learning goals. Using Marzano as a reference tool to distinguish what is appropriate to post in the classroom. Students actually like the postings of both, but they all reflected that if a learning goal was stated where they understood the “why” they were doing something helped them plan how to interpret and study information given in class.
- It will be important to continue to pursue the interest in Blogs, but careful consideration for the sub groups of stake holders that might not have technology available or have the background knowledge as how to use it.
- Flexible thinking is always needed when seeking to help the community members that fall into the low socio-economic category. Keep seeking the alternative venues to offer the subgroups that don't fit the traditional mold for education.

Finding

Based on the evidence reviewed, the team members assigned the following overall assessment level for this standard as “operational.”

Standard 4: Documenting and Using Results

STANDARD: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Description – The team noted how the school met the intent of the standard based on the preponderance of evidence:

Reeths-Puffer High School - Data reviewed from this year's MME (ACT) scores reveals substantial gains in data points in Reading, Writing, English, Math, and Science. At the date of this visit, information from Michigan's Department of Education was not received; however, preliminary subject area scores for the MME (ACT) were received which are viewed as significant predictors of overall MME scores. Staff and students celebrate their reflection of data and the hard work and focus that took them to this celebratory achievement.

Data collected from the Scholastic Reading Inventories have initiated cross-departmental dialogue in differentiating instruction which has resulted in increasing sections of Read 180.

Analysis of data in the areas of standardized assessments, district common assessments, and the Scholastic Reading Inventories has not only begun to initiate departmental dialogue but created effective vertical alignment conversations of high school and middle school curriculum.

The strengths noted by the team include the following:

- Data reviewed from this year's MME (ACT) scores reveal substantial gains in data points in Reading, Writing, English, Math, and Science.
- Data collected from Scholastic Reading Inventories has initiated dialogue and resulted in differentiating instruction not only in the subject area of Language Arts, but other content areas as well.
- Based on data collected from standardized assessments, district common assessments, and the Scholastic Reading Inventories, dialogue with Reeths-Puffer Middle School staff revealed grades 5-7 were strongly prepared for advancement; however, little reinforcement was found in eighth grade. This discovery has resulted in focused conversations regarding the vertical alignment of curriculum in all content areas to better prepare our eighth grade students for advancement into high school.
- Analysis of EXPLORE/PLAN/ACT has resulted in a school wide initiative utilizing Reciprocal Teaching as a reading comprehension strategy.
- 'Put "faces" to the Data' was initiated by RPHS staff to personalize individual student data. Teachers choose random pictures of students, review their data, mentor and/or encourage these students prior to a test.

Recommendations for suggested improvement include the following suggestions from the team:

The presentation by Reeths-Puffer High School's NCA Leadership Team, interviews with staff, students, parents, and visits to classrooms revealed a detailed picture of a staff that is committed and dedicated to student learning. The team offers the following suggestions for improvement and growth in this standard area:

- Continue to focus on disaggregating data of sub-groups, reviewing data to inform instruction in each content area.

- Continue to follow-up on fidelity of instructional strategies relative to disaggregating sub-groups.
- Continue with cross-departmental conversations, discussing common assessment data and core test objectives.
- Continue dialogue with Reeths-Puffer Middle School to vertically align curriculum for smoother transition into high school.
- Per department, conduct regularly scheduled meetings in which staff may review and analyze data to ultimately use in differentiating instruction to meet the needs of both general education and special education students. It is suggested to meet when assessment data is received.

Finding

Based on the evidence reviewed, the team members assigned the following overall assessment level for this standard as “operational.”

Standard 5: Resource and Support Systems

STANDARD: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Description – The team noted how the school met the intent of the standard based on the preponderance of evidence:

Students at Reeths-Puffer High School (RPHS) are offered a diverse and expansive curriculum. From AP classes to co-taught classes, all students are presented with the support and resources needed to excel with the ever changing graduation requirements. There are multiple career pathways that students can take during their high school experience. Students have personal curriculum plans as they go through their high school education. RPHS has done a wonderful job of identifying the needs of their learners and then providing the appropriate support systems for all learners. An example of this is the recent identifying of students' Lexile scores. Once the school has identified needs, they then act on those needs and use those needs as a filter to make decisions. Due to learning the profile of their students, RPHS has now added an additional READ 180 section. Text books are now analyzed for the Lexile level. Despite cuts, RPHS has continued to look for new ways to reach all their students. The new Apollo Program is an example of this. Another example of this is the 21st Century Grant Program. RPHS does a great job of providing resources for incoming freshman through curriculum guides and orientation. This year the 8th graders visited the school during the day to get a feel for high school life.

Students at RPHS feel safe at their school. They feel as if they are “home”. RPHS has a variety of clubs and activities available for student participation. Parents and students both feel that the entire staff at RPHS is the reason the school feels like “home”. Teachers are visible and available. Each teacher is highly qualified in the area in which they teach. The staff has worked on aligning the curriculum both vertically and horizontally. Many teachers have support and resources available online for their students in their blogs. The school use of the “Reciprocal Teaching” strategy gives students skill sets they can use across the curriculum. Teacher led professional development days and “museum walks” allow teachers time to share ideas that are working for them. With the new bond, more and more technology is entering the building. Teachers remarked on how the technology is engaging students who normally would not be so easily engaged in the classroom.

The team noted several successful practices deserving of recognition:

- Understanding the benefits and instructional uses for Lexile scores obtained through the SRI (“putting faces to data”).
- Using learner profiles as a filter to make decisions (buying textbooks, adding a section of READ 180, Apollo Program, etc.).
- Writing and receiving the 21st Century Grant.
- Implementing specific courses developed to support students in the areas of greatest need with the ever increasing graduation requirement.
- Despite cuts; understanding the need to meet the curricular desires of all levels of student, RPHS will continue to offer AP classes through the Apollo Program.
- For the tremendous amount of effort put into instructional websites and blogs as a resource for students.
- For the unwavering appreciation of staff, students, and parents of the safe “home- like” environment that exists at RPHS.

The team offers the following suggestions for improvement and growth in this standard area:

- Consider additional curriculum connections to post-graduate advising and options. The students felt that the school does a great job of getting them through the graduation requirements but felt they needed additional advising on their options for after high school.
- Consider a student survey on the components of school websites and/or blogs that are most beneficial to the student. The students felt that some blogs were more beneficial than others.
- Continue to find opportunities for staff to adequately work together in collaboration on important issues. A staff survey showed a need for this.
- With the increase in technology coming through the bond, consider professional development opportunities (maybe teacher led “museum walks”) on the effective use of technology that is engaging to students.

Finding

Based on the evidence reviewed, the Internal Peer Review team has assigned the overall assessment level of “highly functional” indicating Reeths-Puffer High School has exceeded the accreditation requirements for this standard.

Standard 6: Stakeholder Communications and Relationships

STANDARD: The school fosters effective communications and relationships with and among its stakeholders.

Description – The team noted how the school met the intent of the standard based on the preponderance of evidence:

Reeths-Puffer High School is dedicated to providing various forms of communication to ensure that all stakeholders are informed. Along with the district's newspaper, the Rocket Review, R-P HS has developed an interactive website which includes links to various high school organizations, clubs, educational resources and teacher blogs. The staff has committed to creating blogs that students and parents can access to gather information regarding class assignments, practice assessments, upcoming events and other pertinent information.

Staff members have also created a Data Board which displays current school improvement goals, content target areas, and results of standardized assessments. This presentation has enabled students and staff to become more familiar with data and how it is used in relation to meeting targeted areas. In viewing and processing this information, all students and staff are able to have ownership in progressing toward these goals.

Reeths-Puffer High School values parent involvement. In conversations with parents, it is clear that there are an abundance of opportunities, from theater to athletics, in which they may become involved. They felt that the value placed on parents being an important component in the success of their children was ingrained from the moment their student first became involved in extra, or co-curricular activities in high school. They are pleased with the many offerings for their high school students, and the way that they have been welcomed into the school community.

Students continue to feel that staff members are genuinely concerned about their school success. Examples were responding to students' e-mail, the creation of blogs, offering additional instruction before and after school and during lunch, support through attending their extra activities, and connections that are made through general conversations.

With the integration of the Honeywell system, an automated communication tool, the high school has been able to keep parents informed of upcoming events, their student's academic and absence concerns, etc. Although parents felt that this form of communication could become overused, they felt that it was helpful for parents who didn't have access to technology. Along with the use of this system, staff members have taken the initiative to contact parents personally if there is a behavior, or academic concern.

Professional Learning Communities, higher education partnerships with Muskegon Community and Baker Colleges and multiple opportunities for students and parents to keep on top of the new curriculum guidelines are valued and are a continuous commitment of R-P HS.

The team noted several successful practices deserving of recognition:

- Website is packed with information for all stakeholders. Links to sites, blogs, etc., are useful to parents and students. The site is updated and refreshed regularly.

- Although at varying levels, all teachers have created blogs. This technological tool is most helpful to students as they look for exemplar work, and learning support.
- Using Zoomerang as a communication tool with staff regarding school improvement allows for constructive input toward building a stronger school community.
- Knowing that certain students could have difficulty on the ACT, teachers took the pictures of those students, building relationships with them before the test. Their pictures were carried around, posted in cars, etc., so as to touch base and encourage each of those students to do well.
- There are many opportunities for parents to get involved in school. Parents continue to feel welcome and their support essential to the success of their student.
- Knowing the lexile scores of students allows for intentional instructional planning for teachers. Communicating those scores to parents via post keeps them informed of their student's progress. Students being aware of scores allows them to make appropriate reading choices, as the library specialist has leveled all of the books in the library.
- Placing the Data Board in a location in which students and staff are able to be aware of goals, target and progress offers buy-in by all stakeholders.

The team offers the following suggestions for improvement and growth in this standard area:

- Consider creating an area in which the positive initiatives at the high school can be displayed. An example might be the after school tutoring program, or things/events/activities that staff members have done to "Ignite Minds and Fuel Futures".
- Consider offering other stakeholders the opportunity to make Honeywell "All Calls". Parents noted that they would appreciate hearing a student, or another staff member announce athletic, or upcoming events.
- Parents whose students are not doing well tend to be those who don't have access to technology to view grades, etc. Consider including a parent in this situation on your school improvement team as a way to understand how to reach out to this particular group.
- Students suggested having an opportunity their Junior year to individually plan for their future outside of high school.
- While staff members have designed blogs, keeping them updated and purposeful will, not only be a benefit to the student, but also to teachers as a planning tool to keep instruction focused and intentional.

Finding

Based on the evidence reviewed, the Internal Peer Review team has assigned the overall assessment level of "operational" indicating Reeths-Puffer High School has met the accreditation requirements for this standard.

Standard 7: Commitment to Continuous Improvement

STANDARD: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Description – The team noted how the school met the intent of the standard based on the preponderance of evidence:

Reeths-Puffer High School engages in a continuous process of improvement that aligns to the vision of the school. Improvement efforts are substantiated through interviews with the teaching staff and students. The high school staff actively participates in professional development opportunities focused on the seven standards of school improvement. Stakeholders are encouraged and invited to actively participate in a variety of activities such as athletics, band, and theatre. Classroom teachers and school administrators provide ongoing information to parents through such venues as newsletters, teacher websites/blogs, the Parent Internet Viewer, school report cards, the telephone system and parent teacher meetings.

The team noted several successful practices deserving of recognition:

- The consistent use of an identified school improvement strategy – Reciprocal Teaching - is implemented throughout the building.
- Use of multiple data points to focus on the school improvement efforts.
- Staff development such as vertical alignment with the middle school and RTI training.
- Professional development focused on continued school improvement efforts.
- Building leadership takes pride in their school improvement efforts and is supporting a culture of continued school improvement.
- Students appreciate opportunities for test retakes and the extra time teachers provide them before and after school.
- Students ninth through eleventh grade have lexiled reading scores. Students have an opportunity to participate in Read180 and experience growth in lexile scores.
- ACT scores increased with math scores increasing significantly.
- Use of data to recognize the need for an additional Special education course mid-year.
- Parent survey for feedback.

The team offers the following suggestions for improvement and growth in this standard area:

- Continue to focus on supporting learning goals building wide.
- Continue to focus on supporting learning support stations building wide.
- Continue to focus on school improvement action plan that implements additional research-based instructional strategies and interventions to close the achievement gap between special education, economically disadvantaged students, and all students.
- Continue to consider how to provide students differentiated instructional opportunities.
- Continue to focus on including information to all stakeholders regarding the school improvement goals and strategies.
- Continue to utilize the data from common assessments, MME, and other sources to align to the strategies
- Consider ways to inform students and parents of the purpose of the SRI and lexiling.
- Consider creating a filter for the use of the school-wide telephone system to maintain credibility with parents.

Finding

Based on the evidence reviewed, the Internal Peer Review team has assigned the overall assessment level of “operational” indicating Reeths-Puffer High School has met the accreditation requirements for this standard.

Conclusion

The commendations and recommendations in this report are designed to focus the school on those areas that will have the greatest impact on student performance and school effectiveness. While powerful in potential, the commendations and recommendations only have meaning when acted upon by the school. The strength of this report lies in the school's commitment to using the findings to continuously improve. The key is action. The school is encouraged to use the report as a call to action, a tool to sustain momentum in the ongoing process of continuous improvement.

The team identified several recommendations for improvement that the school will need to address. In the year following this review, the school will be required to submit a progress report summarizing its progress toward addressing the team's recommendations.

Appendix

Internal Peer Review Team Members

Lee Andrews, Principal R-PI
Lynelle Brainard, R-P Elementary
Darin Grant, Teacher, McMillan Elementary
Wanda Groeneveld, Principal, Twin Lake Elementary
Rita Whitaker, Teacher, Central Elementary
Matt Pallett, Teacher, R-PMS
Lynn Patrick, McMillan Elementary
Dawn Schmitt, Assistant Principal, R-PI
Steve Edwards, Assistant Supt., R-PS

AdvancED Standards for Quality Schools

The AdvancED Standards for Quality Schools are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness. As schools reach higher levels of implementation of the standards, they will have a greater capacity to support ever-increasing student performance and organizational effectiveness. Each of the seven standards listed below has corresponding indicators and impact statements which can be accessed at www.advanc-ed.org.

Vision and Purpose

The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Governance and Leadership

The school provides governance and leadership that promote student performance and school effectiveness.

Teaching and Learning

The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Documenting and Using Results

The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Resource and Support Systems

The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Stakeholder Communications and Relationships

The school fosters effective communications and relationships with and among its stakeholders.

Commitment to Continuous Improvement

The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.