

# RPEL Staff Demographics

- 22 Professional Teaching Staff
- 8 Specials Staff
- 6 Kindergarten Enrichment Staff
- 1 Principal
- 2 Office Secretaries
- 1 Part-Time Social Worker
- 1 Part-Time Library Media Assistant
- 1 Part-Time Psychologist
- 1 Speech and Language Therapist
- 4 Lunchroom Student Monitors
- 1 Day Time Utility Person
- 3 Custodians

# STUDENTS

454 TOTAL STUDENTS

219 GIRLS

235 BOYS

		GIRLS	BOYS
30	K1	12	18
78	K2	39	39
92	FIRST GRADERS	45	47
89	SECOND GRADERS	52	37
84	THIRD GRADERS	34	50
81	FOURTH GRADERS	37	44

# ETHNICITY

**CAUCASIAN – 405 - 89%**  
196 GIRLS      208 BOYS

**AFRICAN-AMERICAN – 33 - 7%**  
13 GIRLS      20 BOYS

**HISPANIC – 12 - 3%**  
6 GIRL      6 BOYS

**AMERICAN-INDIAN - 2 - .4%**  
1 GIRL      1 BOY

# ETHNICITY

ASIAN – 3 - .6%

3 GIRLS

0 BOY

Multi Racial - 0 - 0%

0 GIRLS

0 BOY

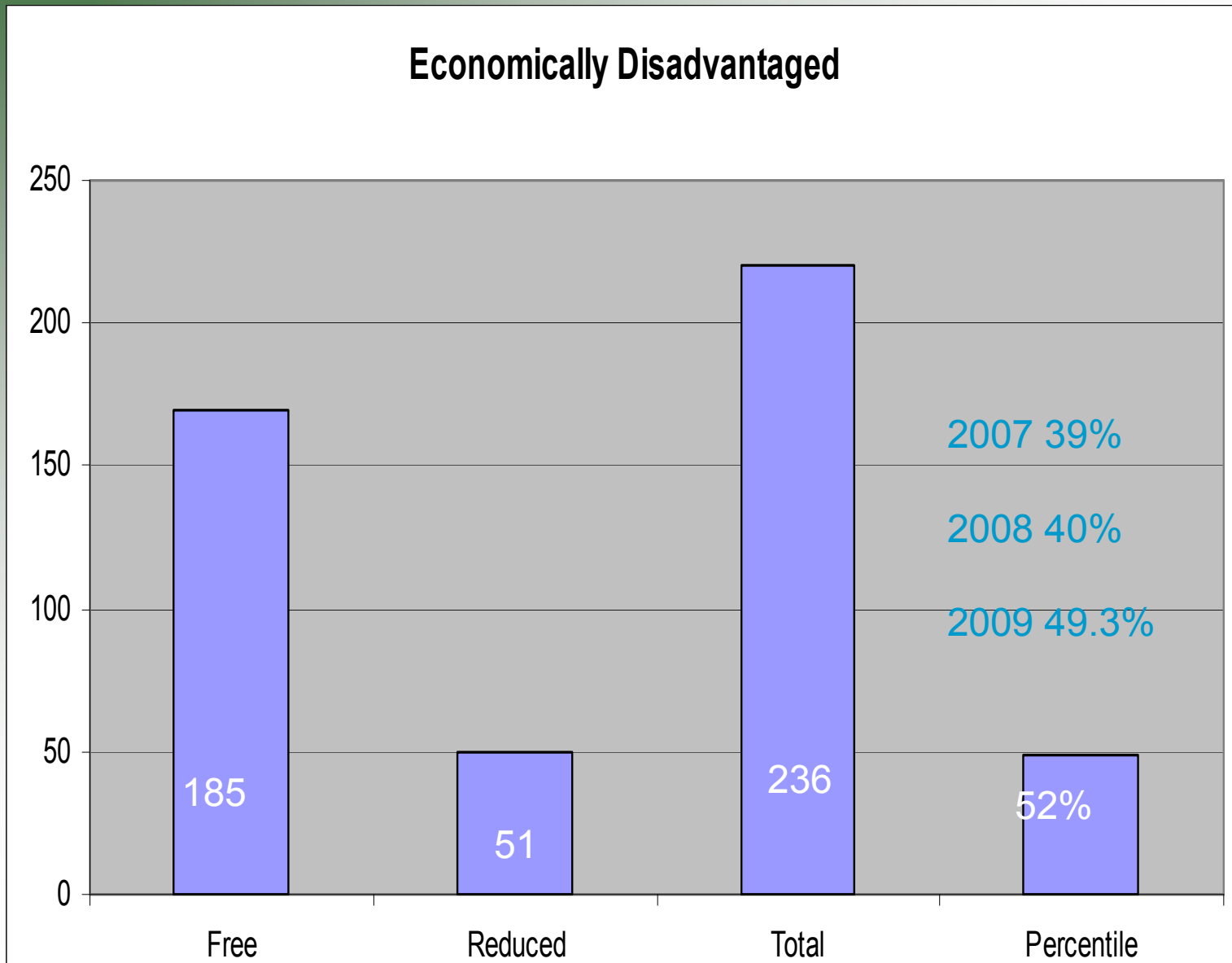
TOTAL – 454

219 GIRLS

235 BOYS

# Free and Reduced Lunch

## Economically Disadvantaged



# PROGRAMS

## SPECIAL EDUCATION

11.8% OF STUDENT POPULATION RECEIVES SPECIAL SERVICES/PROGRAMMING - 10/11 school year

- 2 K1
- 7 K2
- 12 FIRST GRADERS                      3<sup>rd</sup> Grade 12.2% -State Average 09/10
- 6 SECOND GRADERS
- 15 THIRD GRADERS                      4<sup>th</sup> Grade 11%    -State Average 09/10
- 12 FOURTH GRADERS
  
- 54 TOTAL
  
- 49 Speech & Language Students

# PROGRAMS

## TITLE I

10.7% OF STUDENT POPULATION DESIGNATED TITLE

- 13 K2
  - 15 1<sup>ST</sup> GRADE
  - 13 2<sup>ND</sup> GRADE
  - 4 3<sup>rd</sup> Grade
  - 4 4<sup>th</sup> Grade
- 
- 49 students receive direct assistance

# K – 2<sup>nd</sup> Grade

## Reading Success is Essential!

Readers at-risk at the end of 1<sup>st</sup> grade are at-risk for long-term academic difficulty.

*“The probability of remaining a poor reader at the end of 4<sup>th</sup> grade, given a child was a poor reader at the end of 1<sup>st</sup> grade is .88 . . . The probability of remaining an average reader in 4<sup>th</sup> grade, given an average reading ability in 1<sup>st</sup> grade is .87.”*

*Deb Simmons  
University of Oregon*

**Early Elementary**



**Learning to Read**

**Transition**

**Upper Elementary**



**Reading to Learn**

This is why we must close the gap in Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grades.  
The Primary Grades!

# School Improvement Reading Goal

## Goal Statement:

**Students will improve their reading fluency and comprehension skills.**

## Targets:

- **Use of details to construct and support meaning.**
- **The BIG Five.**

## Assessments:

- **District Common Assessments**
- **DIBELS (Progress Monitoring)**
- **SRI - Lexile**
- **MEAP**

# The Big 5

- Phonological Awareness
- Alphabetic Principle
- Fluency
- Vocabulary
- Comprehension

# MEAP Data

## 3<sup>rd</sup> Grade Reading

		ALL	Special Ed.	ED
	<b>RPEL</b>	<b>94%</b>	<b>91%</b>	<b>95%</b>
2007	District	89%	72%	84%
	State	86%	63%	79%
	<b>RPEL</b>	<b>88%</b>	<b>53%</b>	<b>78%</b>
2008	District	90%	62%	82%
	State	86%	63%	79%
	<b>RPEL</b>	<b>94%</b>	<b>92%</b>	<b>89%</b>
2009	District	91%	77%	86%
	State	90%	71%	84%

# MEAP Data

## 4<sup>th</sup> Grade Reading

		ALL	Special Ed.	ED
	<b>RPEL</b>	<b>87%</b>	<b>50%</b>	<b>86%</b>
<b>2007</b>	<b>District</b>	<b>89%</b>	<b>55%</b>	<b>84%</b>
	<b>State</b>	<b>84%</b>	<b>57%</b>	<b>75%</b>
	<b>RPEL</b>	<b>87%</b>	<b>67%</b>	<b>82%</b>
<b>2008</b>	<b>District</b>	<b>87%</b>	<b>63%</b>	<b>78%</b>
	<b>State</b>	<b>83%</b>	<b>55%</b>	<b>73%</b>
	<b>RPEL</b>	<b>83%</b>	<b>50%</b>	<b>74%</b>
<b>2009</b>	<b>District</b>	<b>89%</b>	<b>61%</b>	<b>82%</b>
	<b>State</b>	<b>84%</b>	<b>58%</b>	<b>76%</b>

# School Improvement Writing Goal

## Goal Statement:

All students will improve their writing skills in all curricular areas.

## Targets:

- Second full year of building wide Lucy Calkins implementation.
- Use of details, examples, and the six traits.
- Writing will be clearly focused on the topic.

## Assessments:

- Common assessments, writing prompts
- MEAP

# Math 3<sup>rd</sup> Grade

		All	Special Ed	ED
2007	<b>RPEL</b>	<b>96%</b>	<b>91%</b>	<b>92%</b>
	District	96%	87%	94%
	State	90%	77%	87%
2008	<b>RPEL</b>	<b>98%</b>	<b>88%</b>	<b>97%</b>
	District	95%	79%	93%
	State	91%	80%	86%
2009	<b>RPEL</b>	<b>99%</b>	<b>100%</b>	<b>100%</b>
	District	98%	95%	97%
	State	95%	88%	92%

# Math 4th Grade

		All	Special Ed	ED
2007	<b>RPEL</b>	<b>87%</b>	<b>67%</b>	<b>83%</b>
	District	89%	58%	81%
	State	86%	65%	77%
2008	<b>RPEL</b>	<b>90%</b>	<b>74%</b>	<b>88%</b>
	District	90%	73%	86%
	State	88%	68%	80%
2009	<b>RPEL</b>	<b>91%</b>	<b>72%</b>	<b>88%</b>
	District	96%	81%	94%
	State	92%	80%	88%

# Math Goal

- 2010 / 2011 School Year
- RPEL is in the process of investigating the math data to develop a Math Goal

# School Improvement Positive Behavior Goal

## Goal Statement:

All students will show respect, pride, and effort in order to foster a positive learning environment.

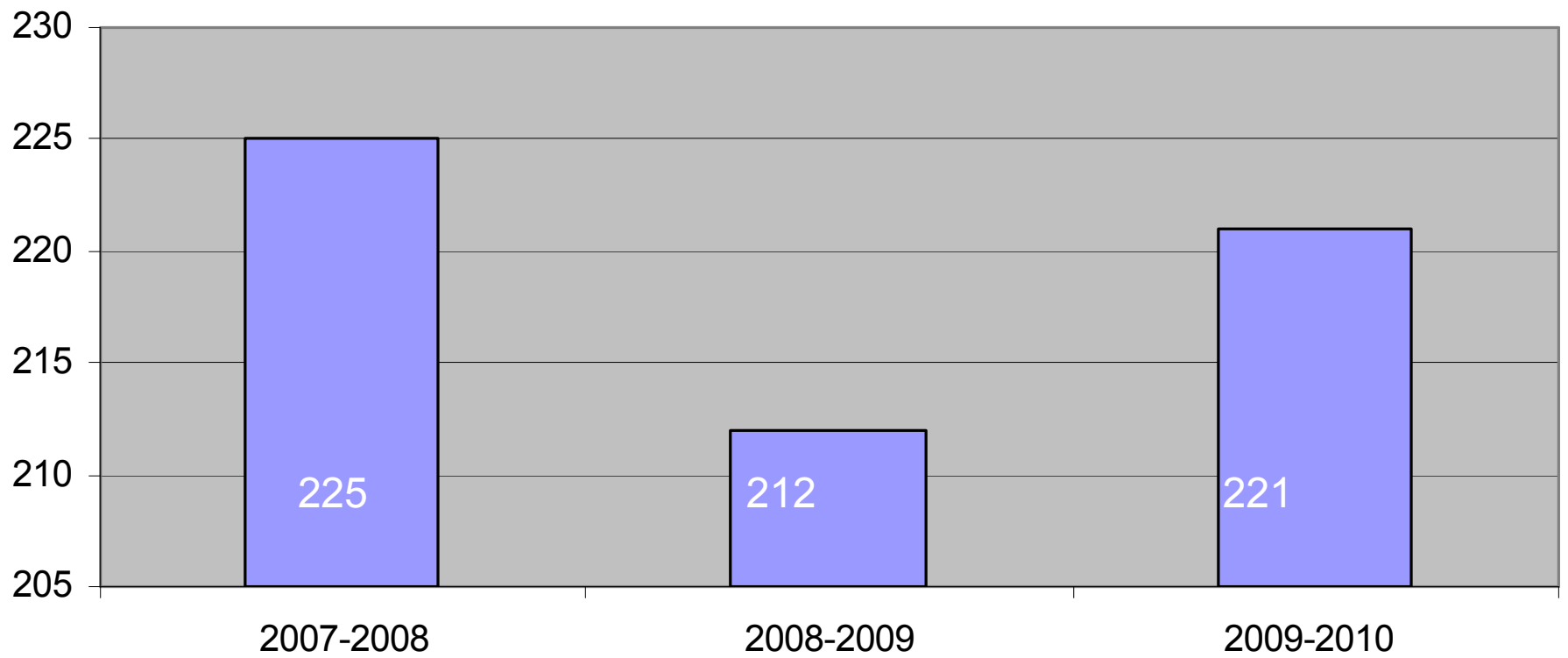
## Targets:

- Focus on **POSITIVE REINFORCEMENT, POSITIVE BEHAVIOR!**
- Refrain from physical aggression (playground).
- Active use of conflict management strategies.

## Assessments:

- R-P Referral Keeper
- Big Five assessment (behavior)

## Referral Keeper



# Referral Keeper

- **Referrals by: Behavior Big 5**
  - Per Day, Per Month
  - Location
  - Time
  - Problem Behavior
  - Student

<b>2007-2008</b>	<b>225 Referrals</b>
<b>2008-2009</b>	<b>212 Referrals</b>
<b>2009-2010</b>	<b>221 Referrals</b>

# School Improvement

- NCA
- Internal Peer Review
- Review IPR Report and develop Action Plans

# Internal Peer Review

## October 6<sup>th</sup>, 2010

1. **Vision & Purpose** (Highly Functional)
2. **Governance & Leadership** (Operational)
3. **Teaching & Learning** (Operational)
4. **Documenting & Using Results** (Operational)
5. **Resources & Support Systems** (Highly Functional)
6. **Stakeholder Communication & Relationships** (Highly Functional)
7. **Commitment to Continuous Improvement** (Operational)

# **Internal Peer Review Celebrations**

- **The mission of the school is incredibly well articulated and exemplified by the amazing response to the Positive Behavior Goal. PBS is ingrained in the culture. Rocket slips are like gold.**
- **For the huge success of the Parents Night initiative, the workshops involved, and the fantastic improvements in Kindergarten Round up. Writing brochure is huge!**
- **For their awareness and creative implementation of “operation farm out”. This shows a high degree of awareness of the existing budget situation. Also, for creating and maintaining a strong relationship with the PTO which results in additional support.**

# Internal Peer Review Celebrations

- **For their excited, passionate, and effective implementation of new technology with limited training.**
- **For their creative and effective use of a “recommendation” and “goal” filter in the creation of action plans from previous visit.**
- **For the creation of a model “data” capture and analysis tool to inform decisions on student placement and instruction.**

# **Internal Peer Review Recommendations Internal Peer Review Recommendations**

- **Engage in a root cause analysis that deepens understanding of student struggles relative to reading. Identify and implement focused and consistent research based instructional strategies and resources that have the effect of meeting the reading needs of every child. This should result in a comprehensive instructional plan.**
- **Perform a deeper analysis of the math data to inform math instruction, resources, and curriculum.**

# **Internal Peer Review Recommendations Internal Peer Review Recommendations**

- **Transfer from a grade level consideration of data to a “cohort” perspective on data. Consider increased utilization of the model “data” book provided.**
- **Increase the emphasis on content specific vocabulary. Encourage this vocabulary to be spread across the grade levels. Think S,S,GS, D, D, D.**
- **Increase stakeholder communication around S.I. initiatives with a specific focus on results. What do the results mean collectively and individually?**

# Reeths-Puffer Board of Education

Thanks for your commitment, time, energy,  
and pride in Reeths-Puffer Schools!

Questions?

e-mail

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