

# Reeths-Puffer Elementary School

Building Highlight  
11-21-11

# It all Starts with an Idea

Michelle Wahlberg



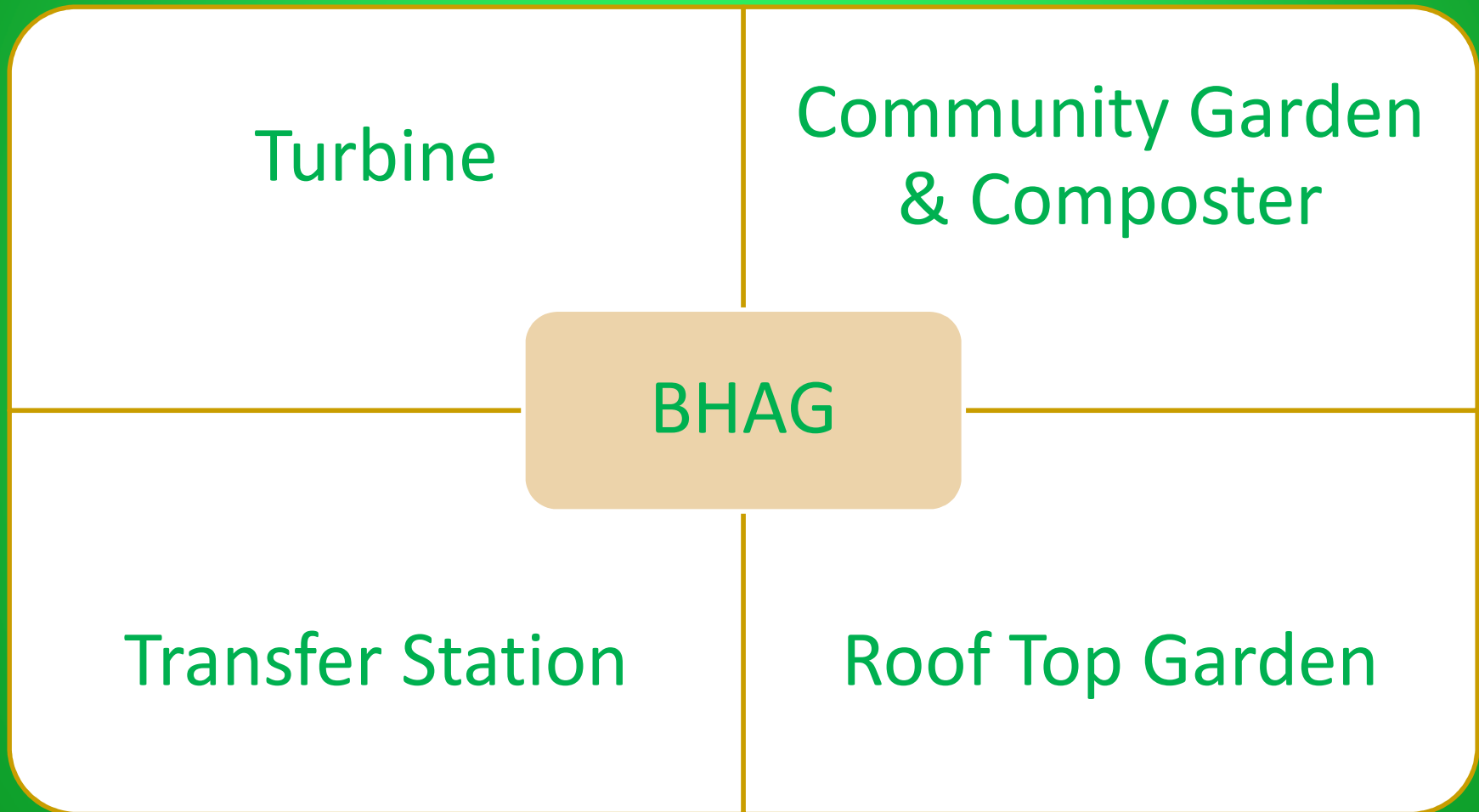
# Going Green

## At RPEL

# **BIG HAIRY AUDACIOUS GOAL**

Reeths-Puffer Elementary School will be the number one community leader in recycling and renewable energy.

# Strategies to Accomplish BHAG



# Reeths-Puffer Schools Strategic Plan



**Opportunities in coming year**

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**Threats in coming year**

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CORE VALUES	PURPOSE	3-5 YEAR TARGETS	GOALS (1 YEAR)	PRACTICES/ACCOUNTABILITY
<p><b>STUDENT ACHIEVEMENT</b></p> <ul style="list-style-type: none"> <li>Substantive communication</li> <li>Accountability for learning</li> <li>Adaptability &amp; quality preschool-12 curriculum</li> <li>Community involvement &amp; support</li> <li>Substantive resources</li> <li>Effective communication between all stakeholders</li> <li>Strategic planning</li> <li>Curriculum that prepares all students for a successful future</li> <li>Alignment of curriculum</li> <li>Using data &amp; research in decision making</li> <li>Professional Development</li> <li>Networks that support 21<sup>st</sup> Century learning</li> <li>21<sup>st</sup> Century skills</li> <li>Individual and collective choice that supports staff &amp; student needs</li> <li>Research &amp; application relative to effective instructional strategies &amp; learning</li> <li>Collaboration</li> <li>Using data &amp; research in decision making</li> <li>Best Practices</li> <li>Strategic planning</li> <li>Outcomes to support all learning styles</li> <li>Flexibility to implement new strategies in the classroom</li> <li>The six essential keys to motivation &amp; learning</li> <li>Individual learning strategies &amp; methods that result in achievement for all students</li> <li>Using data &amp; research in decision making</li> </ul>	<p>Coverage of all students able to succeed in 21<sup>st</sup> Century changing 21<sup>st</sup> Century environment</p> <p>Empowering, authentic communication improves customer service and student learning</p> <p>Active and involved students perform higher academically and contribute more to their community</p> <p>A budget free from waste will focus on student learning</p>	<p>All P-P students will progress through curriculum based on mastery of expectations of core reading, writing, math content rather than grade level promotion - No standards</p> <p>R-P will establish 3-5 new business partners to give students who exhibit core curriculum opportunities</p> <p>All P-P students will have a post-secondary plan based on 21<sup>st</sup> Century skills &amp; knowledge by graduation</p> <p>Staff PD time will include 4 hours of both-based communication training, 4 hours grade-level collaboration, &amp; 4 hours of content collaboration (vertical alignment) every year</p> <p>R-P will establish 11 new relationships with a total savings of an annual cost</p> <p>R-P students will increase participation in extra &amp; co-curricular activities by 20% annually (percent of current "non-participants")</p> <p>R-P will increase the number of awards &amp; non-awards opportunities for co-curricular &amp; extra-curricular by 5-10 over 3-5 years</p> <p>Curriculum partnerships that will bring additional valuable resources/expertise in curriculum, co-curricular, &amp; extra-curricular areas</p> <p>Thoughtful for implementation of the strategic plan, keep "students" at the center of budget priorities</p> <p>Curriculum partnerships that will generate revenue equal to 1% per year of R-P budget</p> <p>All staff will reduce resource consumption by 20% in 3 years</p>	<p>R-P students will progress through curriculum based on mastery of expectations of core reading, writing, math content rather than grade level promotion, No standards</p> <p>R-P will establish the new business partner each year to give students who exhibit core curriculum opportunities</p> <p>All P-P students will have a post-secondary plan based on 21<sup>st</sup> Century skills &amp; knowledge by graduation</p> <p>Staff PD time will include 4 hours of both-based communication training, 4 hours grade-level collaboration &amp; 4 hours of content collaboration (vertical alignment) every year</p> <p>100% of R-P families will be engaged in personal contact each learning period with R-P Schools</p> <p>R-P Schools will establish the new relationship with a total savings of an annual cost</p> <p>R-P students will increase participation in extra &amp; co-curricular activities by 20% annually (percent of current "non-participants")</p> <p>R-P will increase the number of awards &amp; non-awards opportunities for co-curricular &amp; extra-curricular by 5 each year</p> <p>Curriculum partnerships that will bring additional valuable resources/expertise in curriculum, co-curricular, &amp; extra-curricular areas</p> <p>Thoughtful for implementation of the strategic plan, keep "students" at the center of budget priorities</p> <p>Curriculum partnerships that will generate revenue equal to 1% per year of R-P budget</p> <p>All staff will reduce resource consumption by 1% annually (1 year), 20% in 3 years</p>	<p>21<sup>st</sup> Century services applicable to R-P by R-P School, Superior and R-P Schools - Teachers, Principals &amp; Curriculum Dept.</p> <p>Identify what is missing for each content area &amp; use performance based measures as a reporting tool - Teachers, Principals, Cur. Dept. &amp; Staff</p> <p>Increase online learning &amp; other devices for learning opportunities for K-12 - Teachers, Principals, Cur. Dept. &amp; Superintendent</p> <p>Expand offerings to meet individual learning abilities &amp; styles (ex. challenge, ex. 100%) - Superintendent, R-P Director, Principals &amp; Teachers</p> <p>Survey area businesses to make sure opportunity &amp; what they might offer to school community - Superintendent</p> <p>Research with study partner - Teachers, Principals &amp; Curriculum Dept.</p> <p>Post-12 plan follows student - Teachers, Coaches &amp; Principals</p> <p>Ongoing, sustained, consistent PD throughout year by providing standards according to use case, timeline, needs - Superintendent, R-P Director, Principals &amp; Teachers</p> <p>Review throughout R-P community - Superintendent &amp; Technology Dept.</p> <p>"Other" needs for teachers - R-P Director</p> <p>Improving online communication with parents - Technology Dept. &amp; Principals</p> <p>Review what our strategic team students to address - R-P Director, R-P Director &amp; Superintendent</p> <p>Create stakeholder contact group to determine practitioners (ex. business, clergy, staff &amp; parents) - Staff</p> <p>Conduct a teacher survey to determine &amp; justify student work - AC, Principals &amp; Teachers, R-P Ad. Rep.</p> <p>Investigate educational opportunities at elementary level that are free for participants - AC, Principals, Finance, Staff &amp; Parents, Transportation</p> <p>Encourage parents of potential benefits of involvement in various-curricular opportunities - Principals, Teachers &amp; Superintendent</p> <p>Form a group to focus on this goal for 3-5 years - Staff, &amp; AC</p> <p>R-P curriculum re-vamp - Superintendent</p> <p>Bring curriculum to partner in local contractor and provide resources - shoes, uniforms, sports equipment - Principals, Dept. &amp; Staff</p> <p>Partner with businesses, such as Reeths-Puffer, Lakeland Inc., The City, Curves, Reeths-Puffer, Sports Complex - Staff</p> <p>Refinement budget consultant - Office</p> <p>Create a Marketing Department - Superintendent</p> <p>Utility smart energy - Energy Manager &amp; Finance</p> <p>Collect baseline data to see how teachers are currently using consumables to find a more efficient way? - Principals</p> <p>To reduce consumption, other resources (electronics) are needed - Staff (not for all students (small assignments) - Curriculum Dept.</p> <p>Find a way to make the R-P district boundary wireless - Superintendent &amp; Technology Dept.</p>
<p><b>STAKEHOLDER COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>High, timely, accurate, targeted info</li> <li>Online, social, responsive, personal &amp; meaningful</li> <li>Presented in multiple ways</li> <li>Targeted to individual audience</li> </ul>	<p>ON DEMAND, CUSTOMER, and Personalized Communication</p> <p>MAN, Pugged in, Every Child Connected to an "Out of School", Coordinated, Value Added Activity</p>	<p>R-P: 100% Design, 100% Strategic, 100% Team, 100%</p> <p>R-P: 100% Design, 100% Strategic</p> <p>R-P: 100% of Budget</p>	<p>Through the implementation of the strategic plan, keep "students" at the center of budget priorities</p> <p>Research partnerships that will generate revenue equal to 1% per year of R-P budget</p> <p>All staff will reduce resource consumption by 1% annually (1 year), 20% in 3 years</p>	<p>Conduct a teacher survey to determine &amp; justify student work - AC, Principals &amp; Teachers, R-P Ad. Rep.</p> <p>Investigate educational opportunities at elementary level that are free for participants - AC, Principals, Finance, Staff &amp; Parents, Transportation</p> <p>Encourage parents of potential benefits of involvement in various-curricular opportunities - Principals, Teachers &amp; Superintendent</p> <p>Form a group to focus on this goal for 3-5 years - Staff, &amp; AC</p> <p>R-P curriculum re-vamp - Superintendent</p> <p>Bring curriculum to partner in local contractor and provide resources - shoes, uniforms, sports equipment - Principals, Dept. &amp; Staff</p> <p>Partner with businesses, such as Reeths-Puffer, Lakeland Inc., The City, Curves, Reeths-Puffer, Sports Complex - Staff</p> <p>Refinement budget consultant - Office</p> <p>Create a Marketing Department - Superintendent</p> <p>Utility smart energy - Energy Manager &amp; Finance</p> <p>Collect baseline data to see how teachers are currently using consumables to find a more efficient way? - Principals</p> <p>To reduce consumption, other resources (electronics) are needed - Staff (not for all students (small assignments) - Curriculum Dept.</p> <p>Find a way to make the R-P district boundary wireless - Superintendent &amp; Technology Dept.</p>
<p><b>EXTRA &amp; CO-CURRICULAR ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>Under competitive athletic teams, performing arts &amp; programs, &amp; clubs</li> <li>Creating highly qualified coaches &amp; directors</li> <li>Open effective communication between student-athletes, coaches &amp; the community</li> <li>Provide positive parental participation &amp; support</li> <li>Develop strong, physically active people</li> <li>Ask an advocate of the learning environment</li> <li>Maintain and expand quality facilities</li> <li>Ask an advocate of the learning environment</li> <li>Strong sponsorship &amp; integrity</li> <li>Leadership involvement, dedication &amp; hard work from coaches/athletes &amp; student-athletes</li> </ul>	<p>Green &amp; Clean, Environmentally &amp; Economically Independent</p>	<p>Leading for learning</p> <p>Maximizing individual potential</p> <p>Increasing participation</p> <p>21<sup>st</sup> Century skills</p> <p>Substantive, ongoing, professional development</p> <p>Increased customer service</p> <p>Increased outside relationships</p> <p>Increased participation</p> <p>Alignment of programs</p> <p>Creation of partnerships</p> <p>Student centered learning</p> <p>Increased generation of revenue</p> <p>Resource consumption</p>	<p>Teachers working</p> <p>Personalization of learning</p> <p>Instructional technology</p> <p>Communication Practices</p> <p>Survey &amp; analysis of interest &amp; offerings</p> <p>Increase participation</p> <p>Energy Management</p>	<p><b>KEY INITIATIVES</b></p> <p>Teachers working</p> <p>Personalization of learning</p> <p>Instructional technology</p> <p>Communication Practices</p> <p>Survey &amp; analysis of interest &amp; offerings</p> <p>Increase participation</p> <p>Energy Management</p>
<p><b>FINANCE AND OPERATIONS</b></p> <ul style="list-style-type: none"> <li>Maintain an appropriate R-P balance</li> <li>Apply relative to the allocation of resources and responsibilities of funds</li> <li>The principle of responsibility and accountability as they relate to school finance</li> <li>The open sharing of school district financial information</li> <li>Growth as it relates to budgets, reserves, programs &amp; activities</li> </ul>	<p><b>GRAND FICARISE</b></p> <p>R-P Schools</p> <p>A Great Place to Learn, Contribute and Complete</p>	<p><b>KEY TARGETS</b></p> <p>Through the implementation of the strategic plan, keep "students" at the center of budget priorities</p> <p>Research partnerships that will generate revenue equal to 1% per year of R-P budget</p> <p>All staff will reduce resource consumption by 1% annually (1 year), 20% in 3 years</p>	<p><b>MISSION STATEMENT</b></p> <p>The Mission of Reeths-Puffer Schools, as a community leader, is to maximize the potential of all students and prepare them to compete and contribute as caring, knowledgeable citizens in our rapidly changing world.</p>	<p><b>MISSION STATEMENT</b></p> <p>The Mission of Reeths-Puffer Schools, as a community leader, is to maximize the potential of all students and prepare them to compete and contribute as caring, knowledgeable citizens in our rapidly changing world.</p>



# **Connections to the Strategic Plan**

**Student Achievement**

**Stakeholder Communication**

**Extra & Co-Curricular Activities**

**Finance and Operations**

# **What's Happening Now?**

**Michelle Wahlberg – Second Grade  
Teacher and project leader....**

**Now –**

**Next Steps –**

**Board Support –**



































**Questions??**

**Thank you for your continued support!!**

**Go Rockets!**

# Reeths-Puffer Elementary School

## School Improvement Goals:

- Reading

- Writing

- Math

- Positive Behavior (Not a current reportable goal)

# READING

- Rocket Readers

Data

Reader's Workshop

Dibels Next

Running Records

SRI

Re-Grouping – focused instruction

Rocket Readers(new)

# **RPEL Connections to the Strategic Plan**

- **Student Achievement**
- **Stakeholder Communication**
- **Extra & Co-Curricular Activities**
- **Finance & Operations**

# WRITING

- **Lucy Calkins**

**Data**

**Writing Prompts**

**Vertically & Horizontally Aligned  
Curriculum**

# **RPEL Connections to the Strategic Plan**

- **Student Achievement**
- **Stakeholder Communication**
- **Extra & Co-Curricular Activities**
- **Finance & Operations**

# MATH

RPEL added Math goal language in 2010 - 2011 after analyzing our school-wide math data. We wrote a very generic goal and embarked on a mission to “discover” our needs in math, the result – Delta Math.

What is Delta Math????

# **Rocket Math**

**Rocket Math – it is the intentional re-grouping of students based on intervention data from Delta Math.**

# **RPEL Connections to the Strategic Plan**

- **Student Achievement**
- **Stakeholder Communication**
- **Extra & Co-Curricular Activities**
- **Finance & Operations**

# POSITIVE BEHAVIOR

Reeths-Puffer Elementary has been an established positive behavior building for seven years. It is a part of our culture. After our last IPR visit the staff removed the goal from our School Improvement initiatives but decided that we will always have PBS as a part of our culture.

Respect Pride Effort Learn

# **RPEL Connections to the Strategic Plan**

- **Student Achievement**
- **Stakeholder Communication**
- **Extra & Co-Curricular Activities**
- **Finance & Operations**

# Thank you!!

Questions???

View our school-wide data on my Blog at [www.reeths-puffer.org](http://www.reeths-puffer.org) – click on the Reeths-Puffer Elementary drop down and then on my Blog.

Happy Thanksgiving

# Reeths-Puffer Elementary School

School Board Presentation

11-21-11

Visit [www.reeths-puffer.org](http://www.reeths-puffer.org) for the  
entire presentation



# Brand Promise

Reeths-Puffer Schools – Good To Great



# RPEL Staff Demographics

- 26 Professional Teaching Staff
- 5 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

453 TOTAL STUDENTS

230 GIRLS

223 BOYS

		GIRLS	BOYS
28	K1	18	10
84	K2	43	41
81	FIRST GRADERS	40	41
87	SECOND GRADERS	41	46
92	THIRD GRADERS	51	41
81	FOURTH GRADERS	38	43

# ETHNICITY

CAUCASIAN – 404 - 89%  
208 GIRLS 196 BOYS

AFRICAN-AMERICAN – 33 - 7%  
12 GIRLS 19 BOYS

HISPANIC – 12 - 3%  
6 GIRL 6 BOYS

AMERICAN-INDIAN - 3 - .4%  
1 GIRL 2 BOY

# ETHNICITY

ASIAN – 3 - .6%

2 GIRLS

1 BOY

Multi Racial - 0 - 0%

0 GIRLS

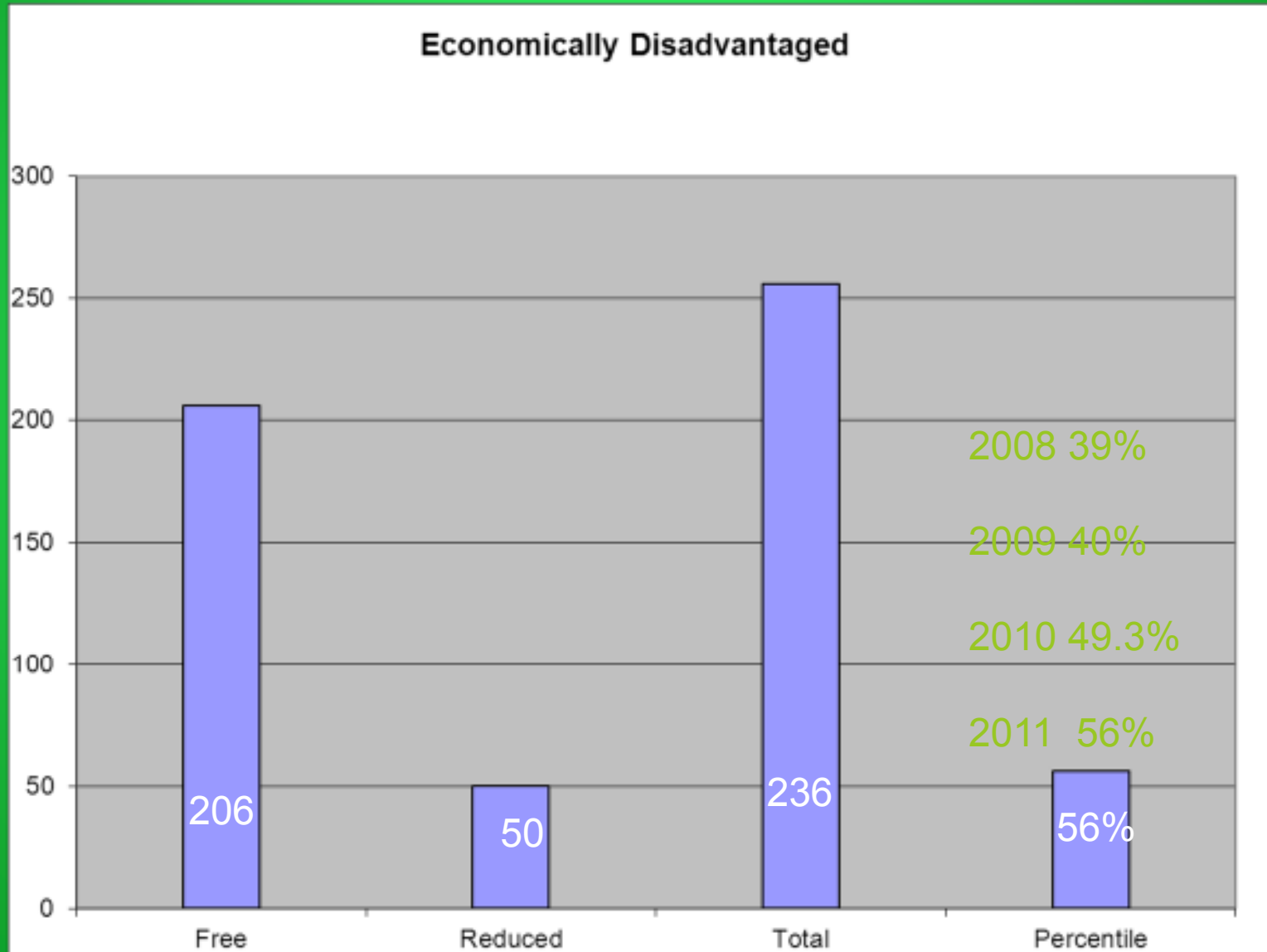
0 BOY

TOTAL – 453

229 GIRLS

224 BOYS

# Free and Reduced Lunch



# PROGRAMS

## SPECIAL EDUCATION

11% OF STUDENT POPULATION RECEIVES SPECIAL SERVICES/PROGRAMMING - 11/12 school year

- 4 K1
- 6 K2
- 11 FIRST GRADERS
- 10 SECOND GRADERS
- 6 THIRD GRADERS
- 15 FOURTH GRADERS
  
- 52 TOTAL
  
- 44 Speech & Language Students – 10% OF STUDENT POPULATION

# PROGRAMS

## TITLE I

15.7% OF STUDENT POPULATION DESIGNATED TITLE

- 14 K2
  - 27 1<sup>ST</sup> GRADE
  - 18 2<sup>ND</sup> GRADE
  - 12 3<sup>rd</sup> Grade
  - 0 4<sup>th</sup> Grade
- 
- 71 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
	RPEL	88%	53%	78%
2008	District	90%	62%	82%
	State	86%	63%	79%
	RPEL	94%	92%	89%
2009	District	91%	77%	86%
	State	90%	71%	84%
	RPEL	83%	57%	80%
2010	District	88%	58%	83%
	State	87%	62%	80%

# MEAP Data

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

		ALL	Special	Ed. ED
	RPEL	87%	67%	82%
2008	District	87%	63%	78%
	State	83%	55%	73%
	RPEL	83%	50%	74%
2009	District	89%	61%	82%
	State	84%	58%	76%
	RPEL	94%	69%	87%
2010	District	85%	59%	78%
	State	84%	54%	78%

# 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 Goal

- 2010 / 2011 School Year
- RPEL is in the process of investigating the math data to develop a Math Goal (in place as of 11/11)

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

		All	Special Ed	ED
	RPEL	98%	88%	97%
2008	District	95%	79%	93%
	State	91%	80%	86%
	RPEL	99%	100%	100%
2009	District	98%	95%	97%
	State	95%	88%	92%
	RPEL	100%	100%	100%
2010	District	97%	93%	96%
	State	95%	89%	93%

# Math 4th Grade

		All	Special Ed	ED
2008	RPEL	90%	74%	88%
	District	90%	73%	86%
	State	88%	68%	80%
2009	RPEL	91%	72%	88%
	District	96%	81%	94%
	State	92%	80%	88%
2010	RPEL	96%	85%	92%
	District	94%	82%	90%
	State	91%	77%	87%

# School Improvement Positive Behavior Goal

## Goal Statement:

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

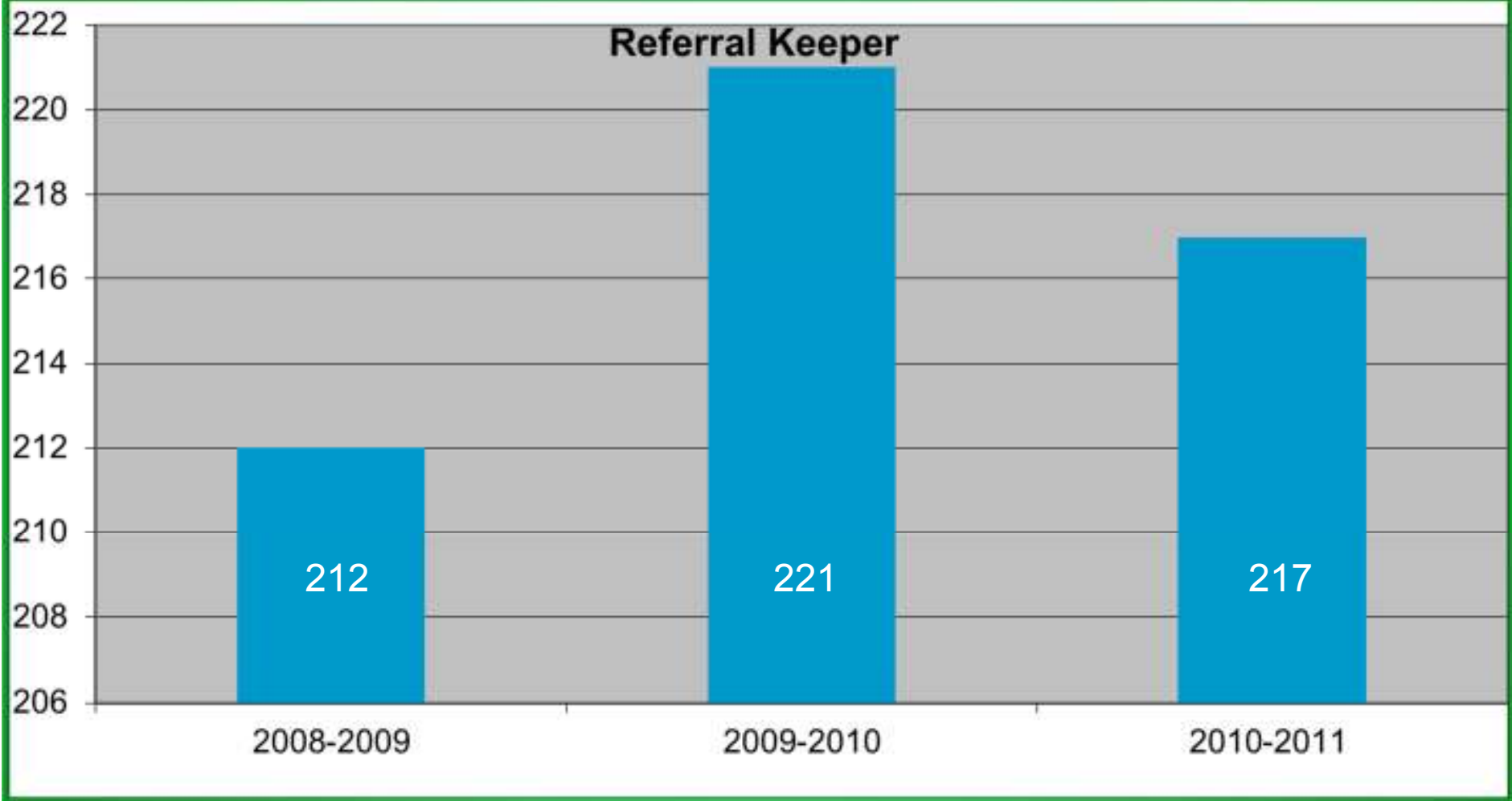
## Targets:

- 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

**2007-2008                      225 Referrals**

**2008-2009                      212 Referrals**

**2009-2010                      221 Referrals**

**2010-2011                      217 Referrals**

# 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

[klimszap@reeths-puffer.org](mailto:klimszap@reeths-puffer.org)

