The following snapshot is a high-level overview of [Howard C. Reiche Community School](#) that seeks to provide its current school performance, known history, media coverage, and alignment to current academic priorities (instructional leadership and building data-driven instructional cultures). The report ends with a number of next steps (both at the school and district levels) that have been captured to move the academic priorities forward in the transition of academic leadership and the location of a Google Drive folder capturing major artifacts shared by the school with the PPS Academic Office.
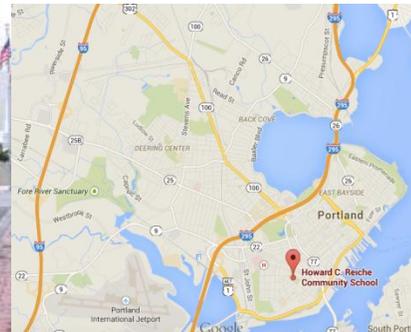
Reiche Community School serves 404 students in grades kindergarten through fifth grade. The school is the first teacher-led and teacher-governed school in the state. Reiche has a variety of educational and artistic partners and an active PTO. Reiche adopted six core principles in March 2011. These "we believe" statements guide the school's vision and values.

School Context

As a teacher-led school, Reiche does not have a traditional principal. Instead, three lead teachers, four committees, and a leadership team work with parents to further the school's vision and values. Reiche has a diverse student body with over twenty-two nations represented and twenty-nine languages spoken. Reiche has a number of community partners providing enrichment, tutoring, and extended day opportunities. These partners include Learning Works, the Portland Symphony Orchestra, Portland Recreation, and ACToR (Arts Come to Reiche). The PTO is involved in the school's leadership team and parents regularly volunteer in the school. Reiche also has a vibrant vegetable garden and outdoor classroom for hands-on-learning.
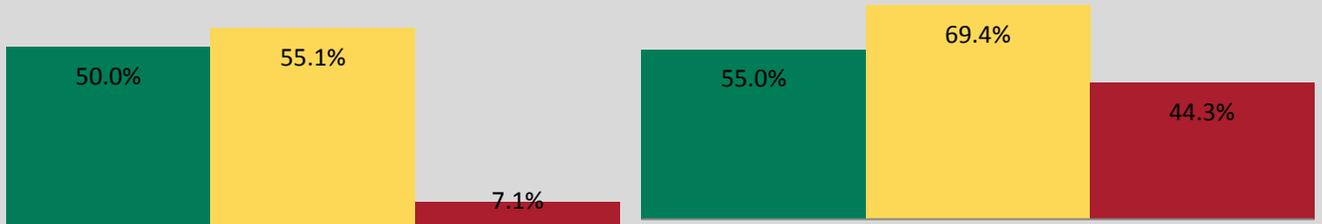
Accountability School Performance Indicators

95.2% Student Attendance

404 Students Enrolled

Student Achievement

Math Proficiency	Math Growth %	Math Bottom 25%	Reading Proficiency	Reading Growth %	Reading Bottom 25%
50.0%	55.1%	7.1%	55.0%	69.4%	44.3%

Alignment to Current Academic Priorities

The following sections aim to summarize conversations prior to January 2015 that captured Reiche's progress against major academic priorities[1]. This summary is NOT evaluative in nature, and instead, seeks to provide the upcoming academic leadership perspective on the work that is progressing within the school to provide context and understanding.

Instructional Leadership

Reiche has an instructional leadership team co-chaired by lead teachers. This team primarily focuses on curriculum development and examines school data. The team is composed of a teacher from every grade level, the math specialist, literacy specialist, a Special Education teacher and an ELL teacher. Grade level teacher representatives share information from this meeting with their peers across the school. The team makes recommendations to the PD committee about weekly PD support to provide during early release time on Wednesday afternoons. The team is also responsible for the success teamwork, examining student growth and teacher practice, and ensuring that students are making adequate gains in reading and math.

Data-Driven Instruction Culture

- **Academics.** Reiche uses NWEA data to set goals with students and help them take ownership for their learning. Reiche tracks school-wide data to see what percentage of students made one or more years progress on NWEA tests. Teachers also meet as grade level teams to monitor students in RtI in 7 week cycles. During the summer institute, teams of teachers examined every student in the school's data.

- **Attendance.** One staff member calls families daily to check on any student who is absent. The guidance counselor and school social worker track chronic absences, meeting weekly with the school nurse. An office assistant is asked to run data as-needed and send letters once a trimester to families.

- **Behavior.** Reiche uses the _Stan-Davis model_ as well as the _Responsive Classroom_ program. The school keeps an office log to examine patterns of behavior referrals but emphasized trying to actively address events before they reached a "crisis level." This practice of proactive intervention has resulted in fewer frequent flyers (as reported by interviewees). Reiche also uses RTI to track social-emotional concerns for students, but leadership acknowledged not inputting data into Infinite Campus frequently.

Grade level teams meet weekly to analyze data and the instructional leadership team analyzes data monthly. Classroom teachers also look at data during PD and use Fountas & Pinnell benchmarks and common formative assessments. Teachers examine data more frequently for students with interventions. Reiche has their own spreadsheet system to capture data and interviewees reported not liking Infinite Campus.

Next Steps

Next Step	Suggested Owner (David Galin recommendations)	Deadline
Formalize timing and technical assistance for reviewing student academics	CAO Database Support Specialist	
Formalize timing and technical assistance for reviewing student attendance	CAO Database Support Specialist Count Me In Starting Strong	

---

[1] Lori Bobinsky, Chris Keegan, and Karen Morton were present representing the school. David Galin, Gail Cressey, Maureen Clancy, and CJ Howard were present representing the Academic Office.

Formalize timing and technical assistance for reviewing student behavior	CAO Database Support Specialist	
Align goal-setting procedures and structures for district and schools	CAO Director of Student Support Director of Multilingual Director of School Performance	
Support for early learning expectations and student support	Beth Spinney	
Provide adaptive leadership support for lead teachers and other leaders	UNASSIGNED	
Provide ongoing representation from Academic Team within school	UNASSIGNED	
Support developing collaborative time for teachers and the best instructional schedule for students	Center for Time and Learning CAO	
Provide the opportunity to share "Predict where your students are/will be" as an instructional leadership strategy	Reiche Data/Literacy Specialist PPS Literacy Specialist	

Artifacts

- Leadership/ Organizational Chart
- School Overview
- Data Charts
- Curriculum Planning Template
- Team Meeting and Early Release Schedule

Media

- http://www.wcsh6.com/story/news/local/portland/2014/10/22/arts-ed-grant/17734965/
- http://bangordailynews.com/2014/10/21/living/a-universal-language-portland-symphony-orchestra-partners-with-local-school-for-music-immersion-program/
- http://bangordailynews.com/2014/06/27/education/feds-award-11-3m-to-maine-school-districts/