

COMMUNITY SCHOOL

Cumberland, Rhode Island

A REPORT TO THE SCHOOL

PREPARED BY THE SALT VISITING TEAM

February 1-4, 2000



Catalpa Ltd.

Endorsement of SALT Visiting Team Report

Community School,

February 4, 2000

To complete the Catalpa Ltd. report endorsement, I have reviewed this report, observed a portion of the visit and discussed the conduct of the full visit with the Visit Chair. Based on my knowledge derived from these sources of evidence, using the criteria specified in the *Endorsing SALT Visiting Team Reports by Catalpa Ltd.* and using the methodology and procedures specified in the *SALT Visit Handbook – (3rd edition)*, I conclude that:

1. This report was produced by a legitimate SALT Visit that was led by a trained SALT Visit Chair and conducted in a manner that is consistent with SALT Visit procedures.

2. The conclusions and all other content of this report meet the criteria specified for a SALT Visit report.

Accordingly, Catalpa Ltd. endorses this report as a legitimate SALT Visit Report.

Thomas
A.
Wilson,
EdD
Principal
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Ltd.

February 22, 2000

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1. THE PURPOSE AND LIMITS OF THIS REPORT

School Accountability for Learning and Teaching (SALT) is Rhode Island's comprehensive school accountability system. SALT is based on using information to improve learning and teaching so that the learning of all students in the state dramatically improves. The SALT visit and other major SALT

components are designed to aid schools in their ongoing development and implementation of effective School Improvement Plans.

The purpose of the visit to Community School from February 1, 2000 to February 4, 2000 was to draw conclusions about the School in the three focus areas of SALT:

- Student Learning
- Teaching
- The School

The design of the SALT visit ensures that accountability supports improvement of schools by directly connecting judgments of quality and recommendations for improvement to the actual life and work of a school.

This report is built upon the observations and conclusions of the visiting team. The visiting team is composed of Rhode Island school practitioners and a parent. Their affiliations are included in Appendix A.

The School Improvement Plan served as the visiting team's first touchstone in coming to an understanding of the School. However informative written reports may be, there is simply no substitute for being at the school while it is in session ? in the classroom, in the lunchroom, on the playground, and in the hallways. The specific information generated by a team visit is about how the students, staff and administrators go about their day. Thus, this visit allowed professional colleagues and stakeholders to build informed judgments about the teaching and learning that actually takes place at Community School.

The visiting team collected its evidence from the following:

- a total of 115 hours of time spent in direct classroom observation. All classrooms were visited at least once. The majority of teachers were observed more than once
- many observations of the school (outside of classroom)
- following 9 students for a full day
- observing the work of teachers, specialty teachers and staff for a full day
- scheduled meetings with the following groups:
 - the school's School Improvement Team
 - building and district administrators
 - students
 - parents
- conversations and interviews with many staff, students, and school administrators
- examination of student work, including a selection of work collected by the school
- analysis of achievement and equity gaps based on Information Works! Data

- district and school policies
- review of professional development activities
- examination of classroom assessments
- review of the following documents:
 - School Improvement Plan
 - 1998, 1999 Rhode Island Writing Assessment
 - 1998,1999 New Standards Reference Exams
 - 1999 Rhode Island Health Assessment
 - SALT Survey Report
 - curriculum documents
 - *1999 Information Works!* Data Book (1998 scores)
 - *1998 Information Works!* Data Book (1997 scores)
 - classroom textbooks
 - budgets
 - classroom assessments
 - teacher evaluation instrument
 - Community School Self-Study Report
 - professional development plan 1999-2000

The full team has built the conclusions, commendations and recommendations presented here through intense and thorough discussions. The visiting team met for a total of 27 hours in six separate meetings spanning the four days of the visit. This time is exclusive of the time spent in classrooms, with teachers and in meetings with students, parents, and school and district administrators. The team sought to develop conclusions, commendations and recommendations in the three focus areas that, in its judgment, would be helpful to the school as it works to improve teaching and learning.

The team reached consensus agreement for each conclusion, each recommendation, and each commendation in this report.

It is important to note that this report reflects a “moment” in the life of the school. The conclusions here are different from those that can be made from statewide assessment data or from information collected and analyzed by members of the school. This report is not intended to be prescriptive. Rather, it is a different lens, one not clouded by the daily life of the school. This new lens is one through which the school can look to help focus on important issues resulting in the development of strategies for overall improvement in the teaching and learning process.

The value of this report is not determined by the hard work of the team. The value will be determined by how Community School responds to the report. At first, the critical criteria will be the thoughtfulness of that response and later it will be its actual effectiveness in improving teaching and learning. The response of the faculty and staff will be most critical early on but later there is a shared responsibility to support the school in making progress. The School Department, the citizens of Cumberland, and the Rhode Island Department of Education will share that responsibility.

Following the Team's summary statement, Portrait of Community School at the Time of the Visit, team conclusions, commendations and recommendations are presented for each of the SALT focus areas. The report continues with the team's most important conclusions and concludes with the team's final advice to the school.

It is important to read and consider this report as a whole. Recommendations and commendations should be considered in the context of the conclusions since that is the way they were written.

2. PROFILE OF COMMUNITY SCHOOL

Community School is an elementary school serving grades Pre-K to 5 for the town of Cumberland, Rhode Island. It is one of 5 elementary schools in the Cumberland School System. Cumberland is a suburban town with a population of approximately 30,000. The present school first opened its doors to students in 1927. Additions were added on in 1960, 1963, and 1998.

A seven-member school committee whose members are elected to two-year terms governs the Cumberland Public School District. A Mayor and a seven-member city council govern the town. Community School students are served by a professional staff of one administrator, fifty-five full and part-time faculty, six aides and support personnel, and three custodians.

Of the 630 students attending Community School 97 percent are White, 1 percent are Asian / Pacific Islander, 1 percent are Black, and less than 1 percent are from other ethnic groups. One hundred fifty-five students totaling twenty-four percent receive special education services. This number includes the preschool. Ninety-two students totaling fifteen percent receive special education services K-5. Three percent of students are eligible for free or reduced lunch.

There are a number of important initiatives currently underway at Community School. These include, but are not limited to, the growing use of problem solving standards-based mathematics activities, the Children Learning in the Afternoon (CLEAN) program being run at Community School by parents, the onset of the Four Blocks Literacy Model, the shift to an inclusion model for the gifted and talented program, and the emergent use of rubrics.

3. PORTRAIT OF COMMUNITY SCHOOL AT THE TIME OF THE VISIT

Community School is a friendly school with a wonderful student body. Many of the students come from supportive homes, rich in print literature, with parents actively involved in their children's education. The parents in this school are active, supportive, and willingly share their time and money with this school.

In our current era of accountability Community School shines. This school has many high test scores and its students have scored above the district and state averages. Our visiting team recognizes and honors this achievement. However, just as you can not develop a whole picture of a college student by his/her Scholastic Aptitude Test (SAT) scores, you cannot develop a complete picture of a school simply by its test scores. This school has the capacity to be a great school. Instead it has let itself be hindered by complacency, rather than a true focus on improvement for the good of the learning community. Simply stated, Community School is a teaching and learning environment in need.

There are two distinct school cultures operating within the confines of Community School. Among some of teachers, there is collaboration, the sharing of ideas and materials, a child-centered approach to education, variation of teaching strategies, an emergent focus on standards and rubrics, and a willingness to participate in professional development experiences and adopt new teaching techniques. This culture is less palpable in the upper elementary grades.

Community School does a very effective job of providing a traditional basic education focused on the development of skills and the memorization of facts. Most teachers work in isolation without the opportunity to reflect on their teaching practices. Many teachers seem comfortable with the present level of student performance, and have not actively participated in school improvement efforts, or made substantive changes in instructional practice and curricula to ensure that all students achieve at high levels.

Many students arrive at this school prepared to learn, behave well, and practice what they are assigned. They are compliant participants in the learning process and have too few opportunities to participate in thought provoking learning environments. For many teachers, teaching content appears to be more important than teaching the child. Children infrequently work in-groups, and rarely have opportunities to explore topics in depth and be self-directed learners. Too few classrooms encourage their students to stretch and reach higher levels of understanding.

There are teachers at Community School who have willingly embraced the types of changes in curriculum, instruction, and assessment that this school needs to help all the students in this school develop a deep understanding of concepts, problem solving strategies, and sophisticated levels of writing. With the support of the district they have quietly begun to transform their individual classrooms. Unfortunately, this transformation has not been embraced by the entire school. On the contrary many faculty members have resisted this change and even exerted pressure on their colleagues to maintain the status quo. This is not a school that openly celebrates teacher excellence and innovation. The unwritten rule seems to be “to get along you must go along.”

When reading and reflecting upon this report the school and its community should bear in mind, by design, it is not a celebration of all the wonderful things taking place in this school. Rather, this report is a presentation of those items, that in the visiting team’s judgement, the school and community must focus on if they are to help all students, of all ability levels, perform at high levels.

4. FINDINGS ON STUDENT LEARNING

Sources of Evidence

- *1999 Information Works!* (1998 scores)
- *1998 Information Works!* (1997 scores)
- 1999 State Writing Assessment results
- 1999 New Standards Reference Exam results
- Examination of student work
- Conversations and interviews with teachers
- 1999 Rhode Island Health Assessment

Conclusions

On the 1999 New Standards English Language Arts Reference Exam the fourth grade students at Community School scored exceptionally well by meeting or exceeding the standard in the following: *Reading Basic Understanding* – 95 percent, *Reading Analysis and Interpretations* – 88 percent. These scores are above the state and district scores. (1999 New Standards Reference Exam)

On the 1999 New Standards Mathematics Reference Exam 87 percent of the fourth grade students at Community School met or exceeded the standard on the *Skills* sub-test. However, only 56 percent of the students met or exceeded the standard in *Concepts* and only 35 percent in *Problem Solving*. Nevertheless, these scores are above the state and district scores. (1999 New Standards Reference Exam)

On the 1999 New Standards English Language Arts Reference Exam the fourth grade students at Community School met or exceeded the standard in the following: *Writing Effectiveness* – 65 percent, *Writing Conventions* – 75 percent. These scores are above the state and district scores. (1999 New Standards Reference Exam)

On the 1999 Rhode Island Writing Assessment only 29 percent of the third grade students at Community School met or exceeded the standard on this assessment. This is disappointing in a school with such high levels of literacy. (1999 Rhode Island Writing Assessment, 1999 New Standards Reference Exam)

An equity gap (a difference of 15 percent or greater) exists between regular education and special education students on the 1999 Rhode Island Writing Assessment. Although 16 students with Individualized Education Plans took the exam, none of these students achieved the standard on this assessment (1999 Rhode Island Writing Assessment).

An equity gap (a difference of 15 percent or greater) exists between male and female students on the 1998 New Standards Mathematics Reference Exam. The male population scored higher on the problem

solving subtest of this assessment. (*1999 Information Works!* – 1998 scores)

An equity gap (a difference of 15 percent or greater) exists between male and female students on the 1998 New Standards English Language Arts Reference Exam. The female population scored more than twenty percent higher on this assessment. An equity gap also existed between female and male students on the 1997 Writing Assessment. (*1999 Information Works!* – 1998 scores, *1998 Information Works!* – 1997 scores)

On the 1999 Rhode Island Health Education Assessment only 55 percent of the fifth grade students at Community School met or exceeded the standard on this assessment (*1999 Rhode Island Health Assessment*).

The SALT Visiting Team commends Community School for:

Students' performance on both reading sub-tests of the English Language Arts New Standards Reference Exam.

The SALT Visiting Team recommends that Community School:

Focus on critical thinking and problem solving strategies in math to deepen students' understanding of mathematics.

Focus on writing effectiveness to improve the quality of student writing.

5. FINDINGS ON TEACHING

Sources of Evidence

- Classroom observations
- Examination of student work
- Conversations and interviews with many staff, students, and school administrators
- *1999 Information Works!* (1998 scores)
- *1998 Information Works!* (1997 scores)
- 1998, 1999 State Writing Assessment results
- 1998, 1999 New Standards Reference Exam results
- SALT Survey 1999
- Following students
- Review of textbooks
- Review of curricula
- Review of Community School self-study

- Meetings with School Improvement Team, school administrators, district administrators, students, and parents
- Examination of classroom assessments
- Review of professional development plan 1999-2000

Conclusions

Some emergence of standards-based teaching is evident. A standards-based math curriculum has been developed and math standards are posted in most classrooms. Some teachers are starting to incorporate standards and rubrics into their instruction. Although the district has focused on this area and made professional development available to all teachers, there is limited evidence that these practices are incorporated into daily mathematics instruction. (classroom observations, meetings with School Improvement Team, school administrators, district administrators, students, and parents, examination of classroom assessments, review of professional development plan 1999-2000)

The predominant instructional practices in many classes focus on helping one group of students—auditory learners—achieve basic skills. Lessons and instruction are not adapted to meet individual learning styles. Students of all abilities, having difficulty, are given additional instruction that focuses on getting the right answer, not understanding the concepts or processes necessary to arrive at the answer. This one-dimensional instructional focus leads to the passive learning found in most classes and helps to explain the high performance of students on the skills-based sub-tests of the New Standards Reference Exams. However, this focus will do little to help all students improve their performance on concepts, problem solving, and writing effectiveness. (classroom observations, conversations and interviews with many staff and students, examination of student work and classroom assessments)

In many classrooms students are not challenged to deepen their understanding of concepts, solve problems, develop higher-order thinking skills, and take risks. Too many teachers in this school rely on teacher directed lessons, drill, and dittos. While this is an effective practice for some students, some of the time, it does little to challenge students to grow and reach higher levels of understanding, and does not recognize students who learn best by other methods of instruction. (following a student, classroom observations, conversations and interviews with many staff and students, meeting with parents, meeting with students)

Instructional time in many upper elementary grades is frequently lost due to the correction of homework and classwork. Often teachers do not look at this work to identify the misunderstood concepts and processes evident in the work. Consequently, these assignments do little to inform the teacher about the student's understanding of the subject matter. Furthermore, most teachers do not link this activity to the lesson of the day or use this information to structure re-teaching opportunities for students. (following a student, classroom observations, meeting with students, examination of student work and classroom assessments)

An analysis of state testing results and the SALT Survey by the School Improvement Team indicated great need for improvement in the area of writing. Based on these findings the School Improvement Team tried to provide professional development for all staff in this area. It is unfortunate that poor communication by the School Improvement Team and an unwillingness to participate by many members of the faculty resulted in a missed opportunity to improve student writing. Although some faculty members have begun working collaboratively to model good writing practices, the majority of this faculty still is not teaching effective, varied writing strategies. (1998 and 1999 State Writing Assessment results, 1998 and 1999 New Standards Reference Exam results, conversations and interviews with teachers, meeting with School Improvement Team, meeting with parents, classroom observations)

The types of assessment generally used in classrooms primarily assess low-level skills and basic recollection of facts. As a result, teachers and students have little information about the depth and breadth of students' understanding and ability to apply their knowledge in various contexts. (Classroom observations, interviews with teachers, examination of student work and classroom assessments)

The hands-on science activities observed throughout the school, the emergent use of standards and rubrics by teachers, and the developmentally appropriate integrated preschool program are promising practices. They provide opportunities for inquiry and child-centered activities that foster a level of understanding that goes beyond the mastery of basic skills. (meetings with building administration and parents, classroom observations)

The SALT Visiting Team recommends that Community School:

Work to have all teachers participate in standards-based staff development and apply it to classroom instruction.

Follow the new standards-based mathematics curriculum provided by the Cumberland School District.

Engage in a variety of instructional strategies—flexible groups, conferencing, problem-based learning, hands on activities, etc.—to meet the learning styles and individual needs of all students.

Encourage students to take risks in their academic thinking.

Develop writing assignments to explain thinking, respond to literature, write to an audience, analyze a problem, persuade, debate an issue, etc.

Decrease the amount of classtime used to correct and do homework.

Limit the amount of worksheets and other low-level activities used in class.

Reduce the use of multiple choice, true and false, and fill in the blank quizzes, and devise more sophisticated ways to measure what students know and are able to do.

The SALT Visiting Team recommends that the Cumberland School District:

Continue to provide professional development regarding the development and use of authentic and performance-based assessments and rubrics.

Continue to develop standards-based curricula and district-wide efforts to implement these standards

6. FINDINGS ON THE SCHOOL

Sources of Evidence

- Classroom observations
- Examination of student work
- Conversations and interviews with many staff, students, and school administrators
- 1999 Information Works! (1998 scores)
- 1998 Information Works! (1997 scores)
- 1998, 1999 State Writing Assessment results
- 1998, 1999 New Standards Reference Exam results
- SALT Survey 1999
- Following students
- Review of textbooks
- Review of curricula
- Meetings with School Improvement Team, school administrators, district administrators, students, and parents
- Review of classroom assessments
- Meeting with School Improvement Team
- Teacher evaluation instrument
- Review of budgets
- Review of Community School Self-Study
- School Improvement Plan

Conclusions

The parent involvement at Community School is extensive. This involvement is a positive, motivating,

enriching force that has made substantive contributions to this school. Many parents are active partners in the learning process. The teachers and administrator welcome this support. (meetings with parents, students, and administrators, conversations and interviews with many teachers, review of Community School Self-Study)

Ineffective communication between and among staff, building administration, and the School Improvement Team is a significant problem. This ineffective communication and limited collaboration are cited by all stakeholders as the greatest obstacle to moving the school forward. These problems stifle the energy and enthusiasm of the learning community and also prevent Community School from improving teaching and learning. (meetings with staff, parents, administrators and the School Improvement Team, conversations and interviews with many teachers)

The administration, School Improvement Team, and faculty members have not come together to provide effective leadership in this school. Teachers are often not involved in the decision making process, have chosen not to participate when given the opportunity, and sometimes pressure others not to participate. This lack of effective leadership, cooperation, and acceptance of responsibility by some parties has affected professional relationships and hindered the ability of this school to move forward in a commonly agreed upon direction. (meetings with staff, administrators and the School Improvement Team, conversations and interviews with many teachers)

The present teacher evaluation system is not sufficient to improve the process of teaching and learning in this school. This deprives everyone of an opportunity to improve instruction, affect change, understand the school, and develop a relationship between faculty and administration. (meeting with building administrators, conversations and interviews with many teachers, teacher evaluation instrument)

The town of Cumberland is not supporting education in a way commensurate with its property tax capacity. The amount of resources available for classroom materials is insufficient to adequately deliver an appropriate educational program. Although many teachers and parents provide the supplementary resources for classroom materials, these resources are not sufficient to address the deficiencies in district funding. (classroom observations, conversation and interviews with many teachers, meeting with district administration, review of budgets, 1999 Information Works!)

Many upper elementary classrooms are bereft of displays of writing and student work that celebrate literacy and student achievement. Furthermore the library—although an attractive facility—is not a media / electronic research center. (following a student, classroom observations)

Students are often under-supervised during recess, doors to the building are sometimes left unlocked, and student sign-outs at dismissal are not closely monitored. This poses an unacceptable risk for children. (following a student, meeting with parents and students, school-wide observations)

Teachers participated in self-study for the SALT Visit. This is a good first step in the continuous process

of school improvement planning. (meeting with administrators, review of School Improvement Plan, review of Self-Study)

The SALT Visiting Team commends Community School for:

The outstanding parental involvement.

The SALT Visiting Team recommends that Community School:

Add parents to the self-study groups and have these groups serve as action teams that work through the School Improvement Team. Use this report to develop a shared vision and shared objectives for this school with action plans to support them.

Schedule common planning time for teachers to plan, collaborate, and share work.

Establish a culture that allows teacher leadership to emerge.

Use the meeting time provided in the contract for faculty to improve communication, discuss issues on a school-wide basis, engage in staff development and work on curriculum.

Allocate a portion of the budget to classroom teachers to purchase supplemental materials that support a standards-based instruction.

Reconstruct the School Improvement Team to be an effective agent for change.

The SALT Visiting Team recommends that the Cumberland School District:

Increase the funding available to schools.

Help the School Improvement Team reorganize and provide training and on-going support to help them become an effective agent of change.

The SALT Visiting Team recommends that the Cumberland School District and Cumberland Teachers Association:

Work collaboratively to ease the restrictions on School Improvement Team membership and encourage greater participation and representation from both school and the community.

7. SUMMARY OF FINDINGS

Most Important Conclusions

The parent involvement at Community School is extensive. This involvement is a positive, motivating, enriching force that has made substantive contributions to this school. Many parents are active partners in the learning process. The teachers and administrator welcome this support. (meetings with parents, students, and administrators, conversations and interviews with many teachers, review of Community School Self-Study)

The administration, School Improvement Team, and faculty members have not come together to provide effective leadership in this school. Teachers are often not involved in the decision making process, have chosen not to participate when given the opportunity, and sometimes pressure others not to participate. This lack of effective leadership, cooperation, and acceptance of responsibility by some parties has affected professional relationships and hindered the ability of this school to move forward in a commonly agreed upon direction. (meetings with staff, administrators and the School Improvement Team, conversations and interviews with many teachers)

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The predominant instructional practices in many classes focus on helping one group of students—auditory learners—achieve basic skills. Lessons and instruction are not adapted to meet individual learning styles. Students of all abilities, having difficulty, are given additional instruction that focuses on getting the right answer, not understanding the concepts or processes necessary to arrive at the answer. This one-dimensional instructional focus leads to the passive learning found in most classes and helps to explain the high performance of students on the skills-based sub-tests of the New Standards Reference Exams. However, this focus will do little to help all students improve their performance on concepts, problem solving, and writing effectiveness. (classroom observations, conversations and interviews with many staff and students, examination of student work and classroom assessments)

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with students)

An analysis of state testing results and the SALT Survey by the School Improvement Team indicated great need for improvement in the area of writing. Based on these findings the School Improvement Team tried to provide professional development for all staff in this area. It is unfortunate that poor communication by the School Improvement Team and an unwillingness to participate by many members of the faculty resulted in a missed opportunity to improve student writing. Although some faculty members have begun working collaboratively to model good writing practices, the majority of this faculty still is not teaching effective, varied writing strategies. (1998 and 1999 State Writing Assessment results, 1998 and 1999 New Standards Reference Exam results, conversations and interviews with teachers, meeting with School Improvement Team, meeting with parents, classroom observations)

Final Advice to the School

The SALT process is designed to allow teachers, parents, and the local community greater knowledge, information, and control over what happens in their schools as they struggle to make schools the most effective learning institutions possible for our children.

Community School is not confronted with many of the obstacles facing other schools in Rhode Island. There are few problems resulting from poverty, English as a Second Language barriers, and student mobility. There are high levels of literacy, strong parental involvement, a hard working School Improvement Team, a competent professional staff, opportunities for professional development, and a district working to provide leadership and support. It is the visiting team's strong belief that this school, although obtaining high test scores, is capable of accomplishing so much more with, and for, all the students it serves.

Our children are our most valuable resource. We encourage them to dream, and make sacrifices to ensure that their dreams come true. All the stakeholders at Community School now possess the opportunity to come together and recognize the importance of your students' dreams and the role good educators and child-centered learning environments play in helping students achieve them in the future. Unfortunately, our visiting team leaves Community School with a concern that this school will not effectively use this report because the faculty has not accepted the leadership role a School Improvement Team should play in the process of continuous school improvement.

Use the School Improvement Team as the vehicle for change. The improvements that need to be made depend on a shared vision and greater communication, unity, focus, and participation by teachers. Actively work as a team—that encourages, supports, and learns from, not hinders, each other—to move this school forward. Teachers need to become active and willing participants in the continuous cycle of school reform. You must work collaboratively with all stakeholders to select and train representatives to the School Improvement Team that will speak to both the faculty and student needs. Encourage each other to attend these meetings, devise a plan for improvement using this report, be vocal, be heard, and

be agents for change. The Cumberland Teachers Association should play a role in this effort by identifying and encouraging members of this faculty to take positive leadership roles in this school, and supporting them in this difficult, time-consuming work.

The faculty also should take a more active role in the planning of professional development activities, participate in them when offered, and then incorporate them into their classrooms so students can succeed in all areas of learning. In your classrooms, celebrate the work of your students. Challenge them to pursue new knowledge and to do more than expected. Have students write, speak, and engage in projects, problems, and activities that teach them new knowledge, concepts, and the ability to apply them. Require them to demonstrate this understanding in a variety of ways.

You have the essential building blocks in your teachers, students, and parents. Community School needs to find a way to come together and embrace the strength, experience, and knowledge of its professional staff. You need to build on the considerable talent that exists in this school. Find ways to meet, plan, and learn from those teachers who have already started to make the changes recommended in this report.

The strong foundation for a learning community is clearly evident. If all parties worked collaboratively to develop a child-centered school with an increased emphasis on all types of writing and higher-order thinking skills, this school could be a great school and truly meet the needs of each child attending Community School.

APPENDIX

MEMBERS OF THE SCHOOL IMPROVEMENT TEAM

Name	Title
Sue Dalton	Teacher
Christina Davidson	Principal
Kieth Davignon	Parent
Kathy Kenwood	Teacher
Paula Michaud	Parent
Diana Seaver	Parent
Bob Vartanian	Custodian

MEMBERS OF THE VISITING TEAM

Dr. Michael S. Barnes, Technology Education / Department Chairperson
Ponaganset Middle / Senior High School, Foster-Glocester, Rhode Island
(on leave to Rhode Island Department of Education to serve as a SALT Fellow)
Chair of the Team

Carol Belair, Grade 4
Wilbur and McMahon Schools, Little Compton, Rhode Island
(on leave to Rhode Island Department of Education to serve as a SALT Fellow)

Susan Birch, Grade 1
Dunn's Corners Elementary School, Westerly, Rhode Island

Kathy Clark, Grade 2
Hope Highland Elementary School, Cranston, Rhode Island

Martha Condon, Parent
Fogarty Memorial School, Glocester, Rhode Island

Jill Dunn, Grade 2
W. Glocester Elementary School, Glocester, Rhode Island

Cara McDermott, Primary Special Education
Melrose Elementary School, Jamestown, Rhode Island

Paula Paluch, Grade 6
Northern Lincoln Elementary School, Lincoln, Rhode Island

Carolyn Rabidoux, Principal
Lonsdale Elementary School, Lincoln, Rhode Island

Dr. Thomas A. Wilson,
Catalpa Ltd., Providence, Rhode Island
Coach to the Team