



William Winsor Elementary School

Smithfield

SALT Visit Team Report

January 12, 2001



School Accountability for Learning and Teaching (SALT)

The accountability program of the Rhode Island Department of Education

Rhode Island Board of Regents for Elementary and Secondary Education

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For information about SALT, please contact Ken Fish at 401-222-4600, x 2200 or salt@ridoe.net.

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1. THIS REPORT'S PURPOSE AND LIMITS

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 William Winsor Elementary School from January 9-12, 2001 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 visit team. The visit team is composed of Rhode Island school practitioners and a parent. Their affiliations are included at the end of the report.

The School Improvement Plan for William Winsor Elementary School was the touchstone document for the team. 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, and in the hallways. The specific information generated by a team visit is about how the students, staff and administrator 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 William Winsor Elementary School.

The visit team collected its evidence from the following:

- ◆ *a total of 83 full and partial classroom observations which totaled over 91 hours of time spent in direct classroom observation. Most classrooms were visited at least once. Most teachers were observed more than once.*
- ◆ *many observations of the school (outside of classroom)*
- ◆ *following 7 students for a full day*
- ◆ *observing the work of teachers, specialty teachers and staff for a full day*
- ◆ *scheduled meetings with the following groups:*
 - *School Improvement Team*

- *school and district administrators*
- *students*
- *parents*
- ◆ *breakfast meeting*
- ◆ *conversations and/or interviews with many students, teachers, staff, and the school administrator*
- ◆ *examination of student work, including a selection of work collected by the school*
- ◆ *analysis of achievement and equity gaps based on Information Works! data*
- ◆ *review of district and school policies*
- ◆ *review of professional development activities*
- ◆ *review of classroom assessments.*
- ◆ *review of portfolios*
- ◆ *examination of schoolwide displays of student work*
- ◆ *review of the following documents:*
 - *School Improvement Plan for William Winsor Elementary School*
 - *district strategic plan*
 - *1999-2000 SALT Survey report*
 - *classroom textbooks*
 - *1998, 1999, 2000 Information Works!*
 - *2000 New Standards English Language Arts Reference Exam School Summary*
 - *2000 New Standards Mathematics Reference Exam School Summary*
 - *2000 Rhode Island Writing Assessment results*
 - *Language Arts Curriculum grade K*

- *Language Arts Curriculum grade 1*
- *Language Arts Curriculum grade 2*
- *Language Arts Curriculum grade 3*
- *Language Arts Curriculum grade 4*
- *Language Arts Curriculum grade 5*
- *Music Curriculum*
- *Library Curriculum*
- *Visual Arts Curriculum*
- *Elementary Math Curriculum*
- *Science Curriculum*
- *Gender Equity Notebook for William Winsor School*
- *Policy Notebook for Job Descriptions*
- *Parent Workshop Survey Notebook*
- *Performance Assessment Tasks for Primary Grades*
- *Mathematics Assessment Pieces and Info Notebook*
- *English Language Arts Reference Exams Notebook*
- *School Improvement Team Notebook*
- *William Winsor School*
- *Parent Teachers Organization Notebook*
- *Writing Assessment 1st Quarter*
- *William Winsor School 2000-2001 Website Notebook*
- *William Winsor School Picture Portfolio Notebook*

- *William Winsor School 2000-2001 Parents Newsletters / Communications*
- *Administrator's Portfolio 1999-2000*
- *William Winsor School 2000-2001 Staff Communication*
- *William Winsor School 2000-2001 student Communication*
- *Information on Investigations math program*
- *Teachers contract*
- *Para-professionals contract*
- *Smithfield Public Schools Classroom Observation Report*

The full team has built the conclusions, commendations and recommendations presented here through intense and thorough discussions. The visit team met for a total of 30 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 William Winsor Elementary 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 Smithfield, and the Rhode Island Department of Education will share that responsibility.

Following the SALT visit your school will use the information in this report to revise your school improvement plan. The modifications you make to your plan will form the basis for a Compact for Learning with your district. This compact ensures your school benefits from the information in a SALT report by using it to inform your improvement efforts, request the support needed from the district and community, and describe the changes you plan to make in the near future. While your RIDE Field Service Team representative will assist in facilitating your school and district efforts to develop your compact, the responsibility to do this rests with your School Improvement Team.

It is important to read and consider this report as a whole. Recommendations and commendations should be

considered in context with the conclusions. That is the way they were written.

2. PROFILE OF William Winsor Elementary School

William Winsor Elementary School is one of 6 schools in the Smithfield Public School system. It serves students in grades KG-5 for the town of Smithfield, Rhode Island. Smithfield is an suburban town with a population of approximately 19,000. The present school first opened its doors to students in 1930. Additions were added in 1968.

A five member elected school board, governs the Smithfield Public School District. An appointed town manager and a 5-member town council govern the town. William Winsor Elementary School students are served by a professional staff of one administrator, 29 full and part-time faculty, six aides and support personnel, and two custodians, and two cooks.

William Winsor Elementary School has an attendance rate of 96 percent. Of the 315 students attending this school 94 percent are White, 1 percent are Hispanic, and .05 percent are Asian/Pacific Islander. Seventy students totaling 22 percent receive special education services, one student totaling .03 percent is Limited English Proficiency, 10 percent receive speech therapy and 3 percent applied for and receive free or reduced-price lunch.

The team used the test score information found in *Information Works!* and the 2000 New Standards Reference Exam School Summaries to determine the equity and performance gaps discussed in the student learning conclusions. Over the past three years scores have increased on all reading, writing, and mathematics subtests of the New Standards Reference Exam—in one case by more than 40 percentage points. 2000 New Standards Reference Examination results have been appended to this report. *Information Works!* data for William Winsor Elementary School is available at www.ridoe.net.

3. PORTRAIT OF William Winsor Elementary School AT THE TIME OF THE VISIT

William Winsor Elementary School captures the essence of dynamic, powerful teaching, as well as a productive, interactive learning environment. This is a clean, appealing, well-maintained school that is maximizing available space. This child-oriented environment is full of smiles and a warm welcome atmosphere fashioned by the professional manner in which the staff conduct themselves. The principal, teachers, staff, students, and families demonstrate and define the true meaning of respect and concern for others. This culture is a planned part of the learning experiences that take place at this school and has been actively instilled in the students by all parties involved. This message is clearly conveyed to the students through the teachers' cooperation, collaboration, commitment, and dedication.

Under the leadership of a motivated, focused principal, the teachers in this school are providing the students with a wealth of learning experiences designed to help them achieve at higher levels. Standards-based instruction and performance-based assessments are incorporated into the daily learning environment. The professional staff at William Winsor School has adopted these practices to help their students develop a clear understanding of the content, to promote basic and higher order thinking skills, and to foster life-long learners.

The desire for growth and improvement has motivated many teachers to build on their considerable teaching skills and make changes in professional practice designed to improve student performance. The high level of expectation teachers have for students is clearly articulated to the students who in turn respond and often accept ownership for their own learning. Supportive parents round out this community providing both human and financial resources.

Looking through the eyes of a child, one will witness continuous ongoing learning in all areas with a strong concentration on reading, writing, and mathematics. The teaching and learning experiences are exciting, thought provoking, meaningful, and student centered. Students are eager to share their knowledge of rigorous content and concepts with explanations of their work in progress. As the educational process continues, William Winsor School will produce learners that will make a contribution to their community at large.

The entire school has embraced a commitment to continuous improvement. Students and faculty are immersed together in a challenging, enriched, standards-driven learning and teaching environment that inspires motivation and high-achievement. Affirmation of social and learning successes is cultivated in the culture. This school has taken a number of very positive steps toward ensuring that all students reach high standards.

William Winsor possesses many indicators of a great school. This high performing learning community is clearly moving in the right direction and ready to take the next steps in their pursuit of excellence—additional changes in professional practice, job-embedded professional development, safety nets to insure no child is left behind, the integration of technology into the teaching and learning environment, and more meaningful parental involvement.

4. FINDINGS ON STUDENT LEARNING

Sources of Evidence

- ◆ *2000 Information Works!*
- ◆ *2000 Rhode Island Writing Assessment results*
- ◆ *2000 New Standards English Language Arts Reference Exam School Summary*
- ◆ *2000 New Standards Mathematics Reference Exam School Summary*
- ◆ *examination of student work*
- ◆ *classroom observations*
- ◆ *following students*
- ◆ *conversations and/or interviews with teachers, students, parents, and the school administrator*
- ◆ *examination of student work*
- ◆ *review of portfolios*
- ◆ *examination of schoolwide displays of student work*
- ◆ *1999-2000 SALT Survey*

Conclusions

Students have a much stronger grasp of mathematical skills than an understanding of concepts and problem solving. They are immersed in investigative hands-on learning in mathematics, applying mathematical skills, discussing approaches, communicating mathematically, learning through trial and error, and making predictions. Students are using these strategies to develop their knowledge of math concepts and competency in problem solving. This finding coincides with their performance on the 2000 New Standards Mathematics Reference Exam. The fourth grade students at William Winsor Elementary School met or exceeded the standard in the following: *Skills* – 94 percent, *Concepts* – 48 percent, *Problem Solving* - 48 percent. While these scores are above district and state averages, the students' performance on the subtests of the 1999 New Standards Reference Exam is below similar students state-wide in concepts and problem solving. (*classroom observations, following students, examination of student work, 2000 New Standards Mathematics Reference Exam School Summary*)

Students at William Winsor School are enthusiastic, skillful, fluent readers. They read several times daily in a variety of genres both in and out of school. Basic understanding, analysis and interpretation of reading are clearly evident in flowing conversation, dialogue, and oral presentations. These reading capacities are also

obvious in written products such as research reports, responses to literature, student summaries, letters, stories, and character analyses. On the 2000 New Standards English Language Arts Reference Exam, the fourth grade students at William Winsor Elementary School met or exceeded the standard in the following: *Reading Basic Understanding* – 95 percent, *Reading Analysis and Interpretations* – 89 percent. These scores are above district and state averages and the students' performance on the subtests of the 1999 New Standards Reference Exam is above similar students state-wide. (*classroom observations, conversations and/or interviews with teachers and students, examination of student work, review of portfolios, following students, 2000 New Standards English Language Arts Reference Exam School Summary, 1999-2000 SALT Survey*)

Many students write effectively in a variety of genres using appropriate conventions. Students are writing daily throughout the school. Great effort is reflected in their writing practices. They are confident and comfortable with writing. Their writing ability is demonstrated across curricula areas in their reports, narrative accounts, responses to literature, journals, and creative writing. Students are learning to employ a number of strategies to improve their writing. These efforts to improve are reflected in the increased number of students who met or exceeded the standard from 1998-2000 on the New Standards English Language Arts Reference Exam. The number of fourth grade students at William Winsor Elementary School who met or exceeded the standard in the following: *Writing Effectiveness* (29 - 38 – 70) percent and *Writing Conventions* (52 - 37 - 68) percent. On the 2000 Rhode Island Writing Assessment, 27 percent of the third grade students at William Winsor Elementary School met or exceeded the standard on this assessment. (*following students, examination of student work. classroom observations, conversations and/or interviews with teachers, students, parents, and the school administrator, 2000 New Standards English Language Arts Reference Exam School Summary, 2000 Rhode Island Writing Assessment*)

Students overwhelmingly display the habits of a genuine community of learners. They consistently display a positive awareness of self and others, and demonstrate skills in communication, cooperation, affirmation, helping each other, and conflict management. Not only are students respectful to adults, they are also respectful to one another. (*following students, classroom observations, examination of student work, conversations and/or interviews with teachers, staff and students, meetings with students, observations of the school*)

Students throughout the school display a clear understanding of performance standards and have high expectations for achieving them. They are actively using and sometimes creating rubrics as they strive to reach benchmarks, standards, and goals. Self/peer evaluation is one of the approaches students employ to assess and evaluate their work for continuous improvement. Students work well in groups, pairs, and individually. (*following students, classroom observations, examination of student work, review of portfolios, conversations and/or interviews with teachers and students, examination of schoolwide displays of student work*)

Commendations for William Winsor Elementary School:

The significant increase in student writing performance

The high level of reading achievement

The cooperative, respectful, caring student body

The eagerness of the students to learn and their willingness to take initiative in their own learning

Recommendations for William Winsor Elementary School:

Continue to nurture the traits of caring, sharing and good citizenship in your students.

Continue to provide students with opportunities to develop responsibility for their own learning.

Continue to investigate new strategies for improving students' abilities in problem solving and knowledge of mathematical concepts.

Investigate and implement new strategies to increase students' performance on the 3rd grade Rhode Island Writing Assessment.

5. FINDINGS ON TEACHING

Sources of Evidence

- ◆ *classroom observations*
- ◆ *observations of the school*
- ◆ *conversations and interviews with many students, teachers, staff, and the school administrator*
- ◆ *following students*
- ◆ *scheduled meetings with school improvement team, school and district administrators, students, and parents*
- ◆ 1999-2000 SALT Survey
- ◆ review of classroom assessments
- ◆ review of portfolios
- ◆ examination of student work

Conclusions

Teachers are effectively using a balanced approach to reading and writing. This has been enhanced by a new language arts series, which integrates these two processes and cuts across the curriculum. Reading instruction is rich and varied and integrated throughout the curriculum. Teachers are encouraging and reward reading in many formats everyday: partner reading, silent reading, read-aloud, group reading, and choral reading. The apparent strength in the teaching of reading is now evident in writing instruction. There is a clear school wide focus on writing. Teachers are effectively ensuring that students write often and in a variety of genres. They are successfully teaching students a number of strategies to use at different phases of the writing process to increase students' use of conventions and effectiveness when writing. The reading portion of the language arts program often sets the foundation for much of the writing that is taking place in this school. (*examination of student work, conversations and/or interviews with teachers, students and staff, classroom observations, review of portfolios*)

Teachers inspire and invigorate students by bringing standards-based instruction and assessment alive in a variety of interesting formats. They effectively use standards and rubrics to provide students with the proper tools they need to grasp essential knowledge as well as to produce better work. Each learning activity is connected to a standard, which clarifies the purpose for learning. The rubrics that accompany these activities provide clear indicators of high quality work. Teachers place high expectations on students, encouraging them to use rubrics to plan, self-reflect, and redirect themselves with hands-on activities. This practice succeeds in actively engaging students in their learning. Teachers model inquiry in a rich environment that promotes discovery, exploration, and risk taking. The enthusiasm, commitment and professionalism of the teachers are contagious. The students reflect this through their achievement and in their desire to attend school everyday and succeed. The connection between the teachers and students is outstanding. This use of

standards and rubrics significantly contributes to the challenging nature and high quality of instruction in the building. Unfortunately, the lack of a standards-based report card is hindering the teachers' ability to effectively report on students' progress toward the standards. (*following students, classroom observations, conversations and/or interviews with teachers, students, and staff, meetings with school improvement team, school and district administrators, students and parents*)

An extraordinary culture of respect permeates this school community. Teachers at William Winsor School are very dedicated and committed to the academic and social well-being of their students. They work hard to create a safe, nurturing environment that fosters learning and high achievement. Teachers exhibit a considerable willingness to change professional practices, and most have made substantial changes to improve the quality of teaching and learning in this school. Teachers are actively working to develop the skills students will need to be effective communicators, problem solvers, and decision-makers. They consistently set high and clear expectations, challenging their students to become life-long learners. (*classroom observations, following students, examination of student work, meetings with, students, parents, school and district administrators, observations of the school*)

While many powerful instructional strategies are in place, the effective use of technology as both an instructional and learning tool is not occurring on a schoolwide basis. Some teachers use computers as another tool for teacher presentation of new ideas as well as production of student work. A few teachers motivate and challenge students to make connections that require communication, decision-making, and problem solving through the use of technology. In some instances teachers support student learning through the use of content area software. Teachers' attempts to use technology with larger groups are hindered by limited equipment. There are insufficient examples of teachers augmenting existing practices with technology to reinforce learning and to help students more effectively conduct research, organize their thoughts and findings, analyze and present information, publish their writing. (*classroom observations, following students, examination of student work, observations of the school*)

Teachers are working to effectively implement a new math program, *Investigations*, as a positive step toward developing their students' mathematical abilities. In an attempt to improve student performance, they have adopted this program that emphasizes problem solving and hands-on experiences. Many are supplementing this program with additional strategies to address skill that need further development. This is still a developmental process and teachers are working hard to understand the program and adopt new instructional practices with varying degrees of success. (*following students, examination of student work, classroom observations, Examination of new math program, conversations and/or interviews with teachers and staff*)

Teachers at William Winsor School do a terrific job of providing detailed and focused verbal feedback to their students. Expectations are clear and analytical rubrics are used to both guide instruction and to inform students how well they demonstrate proficiency with the various parts of the assigned activities. Teachers rely heavily on rubrics and one-on-one conferencing to provide students with feedback that students can use to improve their work. Some are also doing an excellent job of augmenting these practices with detailed diagnostic written feedback. However, in most cases teachers written comments are less informative and more supportive in nature. (*examination of student work, review of classroom assessments, review of portfolios, classroom observations, following students*)

Commendations for William Winsor Elementary School:

The staff's dedication, commitment, respect, and willingness to learn and try new approaches

The clear and high expectations

Bringing standard-based instructional practice alive

The positive learning environment which fosters relationships among children

Recommendations for William Winsor Elementary School:

Continue the focus on standards-based writing and reading.

Investigate the Principles of Learning and use them to enhance existing standards-based practices.

Examine the effectiveness of the current mathematics program and develop additional strategies to supplement this program.

Continue to work toward understanding the current mathematics program and adopt new instructional practices in mathematics.

Implement the action plans in the school improvement plan to increase access to and the effective use of technology as both a teaching and learning tool.

Augment existing instructional practices with technology to help students effectively communicate, conduct research, organize their thoughts and findings, analyze, present information, and publish their writing.

Enhance existing oral feedback with more informative, detailed, diagnostic written feedback designed to help students improve their performance and to better inform parents about expectations and progress.

Recommendations for the Smithfield School District:

Provide the resources and support necessary for William Winsor School to implement action plans focusing on technology.

Develop a standards-based report card that enables teachers to effectively report on students' progress toward the standards.

6. FINDINGS ON THE SCHOOL

Sources of Evidence

- ◆ *classroom observations*
- ◆ *observations of the school*
- ◆ *conversations and/or interviews with many students, teachers, staff, parents, and the school administrator*
- ◆ *scheduled meetings with school improvement team, school and district administrators, students, and parents*
- ◆ *following students*
- ◆ School Improvement Plan for William Winsor School
- ◆ district strategic plan
- ◆ breakfast reception
- ◆ 1999-2000 SALT Survey
- ◆ examination of the Smithfield public schools Classroom Observation Report,

Conclusions

William Winsor School is a pleasant place to be. It fosters a positive teaching and learning environment for adults and children alike. This atmosphere is created by a highly dedicated principal, faculty, staff, and families. Shared leadership and decision-making among staff at all levels permeates the school and contributes to high job satisfaction. The principal and staff recognize they have a mutual responsibility for continuous improvement. Staff are encouraged to share the leadership, and a significant number of staff embrace this challenge. The principal and teachers of this school have established supportive relationships built on clear mutual expectations, ongoing recognition for their efforts and constructive, useful feedback. *(meetings with school improvement team, school and district administrators, conversations and/or interviews with teachers, staff, and parents. 1999-2000 SALT Survey, breakfast reception, observations of the school, classroom observations)*

Although teachers have a strong sense of teaching efficacy, there is a need and desire for more common planning time and professional development opportunities and offerings. Teachers are effectively using the time they have recently designated to discuss process and progress of daily teaching and learning, share ideas and resources, and refine strategies to help students meet the standards. Staff's eagerness to collaborate, share, review student work, and coordinate instructional practices, expectations and assessment between and among grades, including specialists, is inhibited by the limited time available for planning and job-embedded professional development. Each teacher is allowed to attend one outside professional development opportunity a year and communicate the findings to the rest of the faculty. Although teachers have attended a

number of workshops on standards-based instruction, performance assessments, reading, writing, mathematics, and science training, ongoing job-embedded professional development is still needed to further refine practice, support differentiated instruction, meet the needs of all children, and to integrate technology into daily teaching and learning. *(conversations and/or interviews with teachers and staff, meetings with school and district administrators, SALT Survey 1999-2000, classroom observations)*

Parents at William Winsor School are thrilled and feel privileged to have their children be a part of a safe, respectful, and academically challenging environment. They are well-informed about changes in assessment, upcoming events, and behavioral concerns. Parents appreciate the significant amount of positive reinforcement their children receive through the Magical Mailbox (highlighting written and artistic work, and “Sheroes” and Heroes) the daily message, ongoing recognition from teachers and staff, and school assemblies. The parents are welcome in the school and respond with many positive contributions. There is a need to increase the parents’ understanding and awareness of standards, their child’s daily learning activities, why the school is heading in its present direction, and more frequent sharing of what is in their child’s portfolio, therefore providing them with additional opportunities to assist their children academically. *(classroom observations, conversations and/or interviews with teachers, students and parents, meetings with school improvement team, school and district administrators, students and parents, observations of the school)*

The teacher evaluation system for the Smithfield Public Schools is an ineffective tool for improving professional practice and supporting professional growth. The present instrument lacks measurable indicators of performance and is woefully inadequate to evaluate the planning, instructional, and assessment practices found in a standards-based classroom. This evaluation system is currently being redesigned. *(examination of the Smithfield public schools Classroom Observation Report, meetings with school and district administrators, conversations and/or interviews with teachers)*

William Winsor School has made a spirited effort to design its own future and is taking the necessary steps to ensure that its plans become a reality. This school is moving forward under the umbrella of a school improvement plan, established in collaboration with parents, which describes shared beliefs, a mission, student-focused objectives, tactics and action plans. At the heart of Winsor’s School Improvement Plan are high student achievement and data-based decision-making. Led by a committed school improvement team of faculty and parents, implementation of the plan is in full swing. The school uses the academic and social performance of its students to measure its progress and adjust its plans. The members of this school community have a clear focus for taking deliberate steps forward to achieve its mission and objectives. These steps have manifested themselves in the wholehearted adoption of standards-based instructional practices, the serious attention paid to the new Language Arts series and mathematics program, and the alignment of many classroom activities with the district’s standards-based curricula. The overall structure of daily teaching and learning practices is consistent throughout the school. Because writing is a major component of the Language Arts series, it is integrated into daily lessons. The mathematics program is hands-on, investigative and connected to real world experiences. Language Arts and mathematics assessments are performance-based resulting in a clear picture of student performance. *(review of School Improvement Plan, review of the district strategic plan, meetings with school improvement team, school and district administrators, observations of the school, conversations and/or interviews with teachers, classroom observations)*

Commendations for William Winsor Elementary School:

The alignment between the school improvement plan and the district strategic plan

The genuine sense of community and positive, respectful learning environment

The focus on continuous improvement

The shared leadership

The parental support

Recommendations for William Winsor Elementary School:

Increase all parents' understanding of standards, rubrics, and their connection to where the school is heading.

Provide the parents with additional opportunities to assist their children academically by routinely sharing the contents of their children's portfolios.

Continue with programs that recognize students' positive social behaviors and academic achievements.

Create additional professional development opportunities that support staff's capacities in differentiating instruction, developing students' understanding of mathematical skills, concepts, and problem solving, and integrating technology into the curriculum.

Recommendations for the Smithfield School District:

Work with the teachers' association to develop a teacher evaluation system, aligned with the Rhode Island Beginning Teacher Standards, that includes clear indicators for performance and supports standards-based teaching and learning.

Reexamine the existing district strategic plan to ensure that it results in increased student access to technology and stronger infusion of technology into the daily teaching and learning process.

Recommendations for the Smithfield Teachers Association:

Work with the designee of the school committee to develop a teacher evaluation system, aligned with the Rhode Island Beginning Teacher Standards, that includes clear indicators for performance and supports standards-based teaching and learning.

7. Final Advice to the School

The principal, teachers, staff, parents, and students of William Winsor School have all combined to create a fine example of a learning community. Respect, high quality teaching and learning, strong leadership, a commonly understood vision, tolerance, kindness, and a focus on continuous improvement are the hallmarks that make this school a positive place for the students it serves.

William Winsor School is actively working to develop the children in this school into young men and women of character and academic prowess. There is no doubt great work is being done at this school, but there is always room for improvement. Take advantage of the strong foundation for student learning your current efforts have produced to deepen the teaching and learning that occurs in all disciplines. Celebrate your strengths but do not overlook the areas that require improvement. The areas of concepts and problem solving in mathematics and conventions and effectiveness in writing will need continued, focused attention. Continuously look at the performance of your students, using data from both and the state and teachers' assessments. Use this information to make appropriate changes in the educational program, instructional practices, and the supports provided to students.

As you continue to increase the rigor of your academic program, a challenge for this school will be to investigate and implement safety nets and ramp-up programs that are needed to ensure no student who needs more time, a different approach, or intensive short-term intervention is left behind. These intensive, short-term programs—whether offered after school, on Saturdays, in the summer, or during school hours—should be available to all students and designed to specifically to small groups with common gaps in their learning.

Continue to work at increasing parents' knowledge and understanding of standards and provide them with strategies for helping their children academically. Sharing student work with parents more frequently, providing them with more opportunities and strategies to assist their children academically, and increasing their understanding of standards will yield its own benefits in increased student performance and garner support for your future efforts. Work with the community to develop meaningful business/education partnerships.

The respect and tolerance present in this school are a testament to the positive role models at William Winsor School. Capitalize on the mutual respect that exists among the principal, staff, students, and families as you continue to strive for excellence in teaching and high student achievement. Keep setting high expectations for students through standards, rubrics, performance assessments, and work to improve the overall academic program and superior respect that exist at this school. Encourage each other to stay the course in the face of ongoing challenges for William Winsor School is clearly moving in the right direction.

While a SALT visit report is designed to promote productive action, it is the school improvement team, not the visiting team that decides what that action should be. How the school and community respond to the report is much more important than what the report says about the school. It is your response that shapes the action you will take and determines how likely you are to reach your objectives. Thus, it is important for the school to consider the information in this report carefully and decide deliberately how to modify the School Improvement Plan, based on the insights the report generates. As you work with this SALT report we hope you realize our conclusions, commendations, and recommendations are designed to help you make this strong learning community better meet the needs of your students. For that is, unquestionably, the intent of our team.

William Winsor Elementary School Improvement Team

Leslie Brague
Parent

Carolyn Cafferty
Teacher

Susan Caputo
Principal

Darlene Carr
Parent

Patricia Carter
Teacher

Donald Chabot
Parent

Jennifer Corrigan
Teacher

Peg D'Amato
Teacher

Kristin Dohoney
Teacher

Lisa Dunphy
Parent

Celine Forte
Teacher

Clare Fortin
Parent

Holly-Anne Keenan
Teacher

Dawn Matteo
Parent

Donna Meizoso
Teacher

Cheryl Niquette
Teacher

Maureen Riley
Teacher

Stephen Rocco
Parent

Cecile Rubiano
Parent

Martha Schwartz
Teacher

Kathy Walsh
Teacher

The SALT Visit 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

Denise Bilodeau
Technology Teacher
Springfield Street Elementary School
Providence, Rhode Island

Ludovia Glaudin
Parent
PTO President
Bridgham Middle School
Providence, Rhode Island

Louise Kane
Principal
West Glocester Elementary School
Chepachet, Rhode Island

Judith McLaren
Grade 2 Teacher
William L. Callahan Elementary School
Burrillville, Rhode Island

Sally Radford
Education Specialist
Office of Special needs
Rhode Island Department of Education
Providence, Rhode Island

Debbie Sgambato
Grade 5 Teacher
Winsor Hill Elementary School
Johnston, Rhode Island

New Standards Reference Exam and Rhode Island Writing Assessment Scores (2000)

Endorsement of SALT Visit Team Report

William Winsor Elementary School

January 12, 2001

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 Visit team Reports by Catalpa Ltd.*, and using the methodology and procedures specified in the *Handbook for SALT Visit Chairs, 1st 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
Catalpa Ltd.
February 8, 2001