



Oak Lawn Elementary School

Cranston

SALT Visit Team Report

March 30, 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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This report is available at www.ridoe.net/schoolimprove/salt

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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 Oak Lawn Elementary School from March 27, 2001 through March 30, 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. Their affiliations are included at the end of the report.

The School Improvement Plan for Oak Lawn 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 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 Oak Lawn Elementary School.

The visit team collected its evidence from the following:

- ◆ *a total of 75 full and partial classroom observations, which totaled over 76-1/2 hours of time, spent in direct classroom observation. All classrooms were visited at least once. Most teachers were observed more than once.*
- ◆ *many observations of the school (outside of classroom)*
- ◆ *following 6 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*
- ◆ *conversations and/or interviews with students, teachers, staff, and 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 the following documents:*
 - *School Improvement Plan for Oak Lawn Elementary School*
 - *district strategic plan*
 - *1999-2000 SALT Survey report*
 - *classroom textbooks*
 - *1998, 1999, 2000 Information Works!*
 - *1998, 1999 New Standards Reference Examination results*
 - *1999, 2000 Rhode Island Writing Assessment result*
 - *2000 New Standards English Language Arts Reference Exam*
 - *2000 New Standards Mathematics Reference Exam*
 - *review of Cranston Public Schools Teacher Evaluation Handbook*
 - *Cranston Public Schools Tier 1 Teacher Evaluation End of the Semester Report*
 - *Compiled Results of Open Space Survey from students, teachers' and parents*

- *Oak Lawn School Family Math Night Notebook*
- *Oak Lawn School Activity Books 1999-2000 and 2000-2001*
- *Rocket Ships to Planets Book*
- *Cranston Public School Detailed Budget Report 2000-2001*
- *Parent Teacher Group of Oak Lawn School Book 2000-2001*
- *District Curricula for: Art K-12; Music K-12; English Language Arts K-5; Health K-12; Science K-12; Physical Education K-12; Social Studies;*

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 24.5 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 Oak Lawn 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 Cranston, and the Rhode Island Department of Education will share that responsibility.

Following your school’s review of this report, use the information provided in this report to consider what changes to make in your school improvement plan. The revised plan will form the basis for negotiating a Compact for Learning with your district. The Compact’s purpose is to ensure that your school and your district work out an agreement about the most important priorities for your school to work and how to best target district support in reaching them. Your RIDE Field Service Team representative will offer some assistance in facilitating the preparing of the Compact.

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 Oak Lawn Elementary School

Oak Lawn Elementary School is one of 18 elementary schools in the Cranston Public School System. It serves students in grades PK-5 for the city of Cranston, Rhode Island. Cranston is a suburban city with a population of approximately 76,000. The present school first opened its doors in 1895. Additions were added in 1950 and 1971.

A seven-member elected school board governs the Cranston Public School District. A mayor and a nine-member city council govern the city. Oak Lawn Elementary School students are served by a professional staff of one administrator, 36 full and part time faculty, 11 aides and support personnel and two custodians.

Oak Lawn Elementary School has an attendance rate of 96 percent. Of the 350 students attending this school, 98 percent are White, less than 1 percent is Hispanic, 1 percent is Asian/Pacific Islander, and less than 1 percent is Black. Eighty-two students totaling 23 percent receive special education services, none are Limited English Proficient and 4 percent applied for and receive free or reduced-price lunch.

During the 2000-2001 school year, Oak Lawn Elementary School has been engaged in a number of initiatives as part of their School Improvement Plan that support and complement the school improvement initiatives of the Cranston Public Schools. These initiatives include: the implementation of a Milken Grant funded program "Healthy Minds, Healthy Bodies"; the Family Night Math Program with a presentation by nationally known lecturer Rachel McAnallen; the schoolwide reading incentive programs "Up and Away with Reading" and "Rockets to Reading"; Parents' Hour, a series of evening programs on topics of educational interest; creating a student managed school website; and expanding the interaction between the school and the Oak Lawn Public Library; among others.

The team used the test score information found in *Information Works!* and the 2000 New Standards Reference Exam School Summaries to determine the performance gaps discussed in the student learning conclusions. 2000 New Standards Reference Examination results have been appended to this report. *Information Works!* data for Oak Lawn School is available at www.rido.net.

3. PORTRAIT OF Oak Lawn Elementary School AT THE TIME OF THE VISIT

Nestled in a neighborhood not far from the heavily traveled roads of Cranston stands Oak Lawn Elementary School. It is a school with a sense of community, strong leadership, dedicated faculty and staff, and high parental involvement. There is a tremendous amount of pride in this school and everyone has the best interests of the students at heart.

The principal, teachers, staff, and parents clearly like, support, and take great pride in their school. All parties involved truly care for the children at Oak Lawn School and work together to create a safe, happy, and exciting learning environment. This nurturing, cohesive atmosphere, coupled with the cooperation between the school and community, results in an effective, caring, and academically rigorous environment conducive to learning.

At Oak Lawn School there is a strong emphasis on academic excellence, mutual respect, cooperation, and shared responsibility by faculty, staff, and parents. The staff is friendly, cohesive, and supportive of the students and each other. Teachers are extremely dedicated, professional, and committed to continuous improvement of both the school and their individual skills. They have succeeded in creating a learning community among the adults that provides an excellent model for their students.

Students at Oak Lawn Elementary School welcome challenges, perform well academically, and through the guidance and direction of teachers, function as a community of learners. Teachers have high expectations for their students and exert considerable effort planning and implementing high quality assignments. Children are supported in order to achieve their best through the use of varied instructional practices and techniques.

Oak Lawn Elementary School's child-centered attitude is illustrated through their hands-on and minds-on approach to learning. Students love coming to school, are extremely respectful of themselves and adults, engaged in challenging curricula, and believe in their ability to succeed.

Standards are visible and a part of instruction occurring throughout the school. Rubrics are evident, understood by students, and used throughout all grades in this school. While effective standards-based instructional practices and the use of rubrics are emerging, teachers' knowledge and understanding of these practices varies. Teachers are making great strides to augment very effective traditional practices with new standards-based techniques so students achieve their potential and attain high academic standards. They are, however, in the middle of a journey that will take ongoing effort, training, and collaboration in the years ahead.

Open space classrooms, a throw back to the educational reforms of the seventies, are perceived as a significant obstacle for this school. While teachers have done an admirable job of adapting instructional practices to compensate for the limitations of the physical plant, restrictions presented by this facility are significant.

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

Conclusions

The students at Oak Lawn Elementary School are respectful of themselves, adults, and each other. They actively participate in the learning process and encourage each other to learn and strive to achieve their personal best. Students are very articulate, inquisitive, perceptive, and proud of their school. (*classroom observations, observations of the school, following students, meetings with school improvement team, students, and parents, conversations and/or interviews with teachers, staff, students, and school administrator*)

Students in Oak Lawn Elementary School read very well. Reading is valued and takes place at both home and school. Reading is integrated across the curriculum. Students are motivated and excited about the schoolwide reading incentive program and look forward to seeing their progress on the “Rocket into Reading” bulletin board. Students are actively participating in literature circles to analyze and interpret different genres of literature with an emphasis on connections to real life. This finding is supported by the fourth grade students’ performance on the 2000 New Standards English Language Arts Reference Exam. On this assessment, students at Oak Lawn Elementary School met or exceeded the standard in the following: *Reading Basic Understanding* – 100 percent, *Reading Analysis and Interpretations* – 95 percent. The

students' performance on both reading subtests of the 1999 New Standards Reference Exam is above similar students statewide. (*observations of the school, classroom observations, following students, conversations and/or interviews with teachers, meetings with school improvement team, students and parents, 2000 New Standards English Language Arts Reference Exam School Summary, 1999-2000 SALT Survey.*)

Students in this school write often in all curricula areas through the use of the writing process. Most students are using rubrics to guide the revision of their work in order to achieve writing proficiency. While most students express their ideas effectively, many students do not successfully apply the rules of grammar and spelling to their writing. This coincides with their performance on the 2000 New Standards English Language Arts Reference Exam. The fourth grade students at Oak Lawn Elementary School met or exceeded the standard in the following: *Writing Effectiveness* – 87 percent and *Writing Conventions* – 49 percent. The students' performance on the subtests of the 1999 New Standards Reference Exam is above similar students statewide in conventions and comparable to similar students in effectiveness. On the 2000 Rhode Island Writing Assessment, 30 percent of the third grade students at Oak Lawn Elementary School met or exceeded the standard on this assessment. (*classroom observations, following students, examination of student work, 2000 New Standards English Language Arts Reference Exam School Summary, 2000 Rhode Island Writing Assessment*)

Students are actively working to strengthen their understanding of mathematics using a wide variety of manipulatives and strategies. Many students realize the importance of mathematics and are able to effectively connect their applications of math to real life situations. They often engage in solving math problems through simulated projects that fortify their aptitude in mathematics. While most students have a strong grasp of mathematical skills, they are less adept with the underlying math concepts necessary to effectively solve problems. Correspondingly, on the 2000 New Standards Mathematics Reference Exam, the fourth grade students at Oak Lawn Elementary School met or exceeded the standard in the following: *Skills* – 87 percent, *Concepts* – 55 percent, *Problem Solving* – 43 percent. In addition, the students' performance on all mathematics subtests of the 1999 New Standards Reference Exam is above similar students statewide. (*review of portfolios, classroom observations, conversations and/or interviews with students, following students, examination of student work, 2000 New Standards Mathematics Reference Exam School Summary*)

Commendations for Oak Lawn Elementary School

The exemplary reading scores

The cooperative and independent work habits of the students

The respect students demonstrate for adults, peers, and themselves

Recommendations for Oak Lawn Elementary School

Examine the “What Students Need” section of the New Standards Reference Exam School Summary reports for the past three years and use that information to guide future instruction.

Use both state testing data and classroom assessments to make judgments about student performance and the instructional needs of students.

Continue connecting students learning to real life experiences

5. FINDINGS ON TEACHING

Sources of Evidence

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

Conclusions

Improving student learning in mathematics is a strong focus of this school. Students are provided multiple opportunities to solve mathematical problems, are effectively taught problem solving strategies, and are encouraged to apply them in many content areas. Teachers concentrate on bringing math to life through models, manipulatives, hands-on experiences and helping students connect math to real life. A number of math assignments and projects are student-centered and standards-based. While most teachers focus on skills and problem solving, less emphasis is placed on underlying mathematical concepts. (*following students, classroom observations, examination of student work, review of portfolios, conversations and/or interviews with teachers and students*)

The teachers are extremely hard working and caring. They devote a considerable amount of time to develop high-quality lessons for their students. Many teachers do a good job of providing detailed oral and written feedback that students can use to improve the quality of their work. Teachers have good questioning skills and appropriate wait time. They are effectively using the limited technology available in the school as a tool to extend and refine knowledge. Their desire to improve professional practice is evident in the numerous and varied professional development experiences they have pursued on their own time. They coordinate, cooperate, willingly share their expertise with each other, and integrate their instruction with itinerants who are embraced as a valuable part of the learning community. They are a cohesive unit of leaders and learners committed to educational excellence, striving to provide the most suitable educational practices for their students. (*meetings with school improvement team, school and district administrators, students and parents,*

following students, conversations and/or interviews with teachers, classroom observations)

Writing is effectively integrated across curricula areas. Teachers have high expectations for their students' writing and are working very hard to help their students achieve them. Many teachers are using the writing process to increase students' understanding, to facilitate the thinking and reasoning process, and to capture their ideas. Teachers have students write frequently and provide multiple opportunities to improve the quality of their writing. Less emphasis is placed on creative and self-selected writing, demonstrating mastery of grammar conventions, providing supporting details, and communicating to a particular audience in a logical well-organized manner. *(examination of student work, following students, classroom observations, review of portfolios, conversations and/or interviews with teachers, staff, and students)*

The multi-team approach to reading and home-school-community partnerships creates an extremely effective reading program. This program successfully supports readers of all levels and encourages reading. Teachers augment the existing reading series with a number of award-winning pieces of literature. Reading encompasses multiple genres, techniques, and opportunities for students to read. Effective practices include: partner and independent reading, read-alouds, and DEAR (Drop Everything And Read) time in individual classrooms. Correspondingly, the effective use of literature circles in many classrooms helps students—individually and in groups—analyze and interpret text, make connections to the students' lives, and become more critical life-long readers. *(following students, classroom observations, conversations and/or interviews with teachers and students, observations of the school)*

Standards and performance assessments are an integral part of this learning community. Standards are clearly posted and students can often identify the standards they are working on. Teachers are making a concerted effort to incorporate standards into their daily instruction with varying degrees of understanding and success. Projects and assignments are often loosely aligned to multiple standards without a clear and definitive link to the performance indicators found under each standard. This encumbers teachers' attempts to develop in their students the knowledge and understanding represented by specific standards. *(classroom observations, following students, conversations and/or interviews with teachers, staff, and students, meetings with school administrator, students, and parents, observations of the school)*

The use of rubrics permeates this school. Teachers have exerted considerable effort in the creation, use, and sharing of rubrics. A number of teachers are effectively using rubrics as a tool to guide instruction, the completion of projects and assignments, and student learning. However, many rubrics focus on a wide number of standards and are only loosely linked to the bullets of specific standards. This limits the information teachers and students have about progress toward specific content and performance standards. Some confusion exists regarding the proper role of rubrics as one component of an overall balanced assessment program needed to measure both the depth and breadth of knowledge. Rubrics are sometimes used when a checklist or other form of assessment would be more appropriate. *(review of classroom assessments, examination of student work, examination of the rubrics book, conversations and/or interviews with teachers and students, meetings with school administrator, students, and parents)*

Commendations for Oak Lawn Elementary School

Cohesive, nurturing, and dedicated faculty and staff

Creatively enhancing the academic experiences of students

Setting high academic and social expectations

Learning alongside your students

Recommendations for Oak Lawn Elementary School

Increase the focus placed on underlying mathematical concepts to a level commensurate with skills and problems solving.

Design student tasks with a clear and definitive link to the bullets found under the standards.

Provide additional opportunities for creative and self-selected writing.

Increase the focus on the bullets found in the writing standards such as: conventions and grammar; creating an organizing structure appropriate to specific purpose and audience; or advancing a judgment that is interpretative, analytical, and evaluative.

Continue the extremely effective multi-faceted approach to reading and the school-wide reading incentive program.

Design rubrics with indicators of performance more closely aligned to the bullets of specific standards.

Limit the use of rubrics when checklists and other forms of assessment could be more appropriate.

Provide professional development to increase the schoolwide understanding of standards-based assessment and instructional practices.

Investigate and consider adopting the Principles of Learning developed by the Institute for Learning at the University of Pittsburgh.

Recommendations for Cranston Public School District

Provide the resources and technical assistance necessary to increase the schoolwide understanding of standards-based assessment and instructional practices.

6. FINDINGS ON THE SCHOOL

Sources of Evidence

- ◆ *classroom observations*
- ◆ *observations of the school*
- ◆ *conversations and/or interviews with many students, teachers, and staff*
- ◆ *scheduled meetings with school improvement team, school and district administrators, students, and parents*
- ◆ *School Improvement Plan for Oak Lawn Elementary School*
- ◆ *review of Cranston Public Schools Teacher Evaluation Handbook*
- ◆ *Cranston Public Schools Tier 1 Teacher Evaluation End of the Semester Report*
- ◆ *Compiled Results of Open Space Survey from students, teachers' and parents*
- ◆ *Oak Lawn School Family Math Night Notebook*
- ◆ *Oak Lawn School Activity Books 1999-2000 and 2000-2001*

Conclusions

The facilities of Oak Lawn Elementary School are in need of upgrading and attention. Teachers, parents, students and administrators have all expressed serious misgivings about the present open space classrooms and facilities. Although intact, these facilities are inadequate to deliver the desired educational program and activities. (*Parents' Open Space Survey, Students' Open Space Survey, Teachers' Open Space Survey, meetings with school improvement team, school and district administrators, and parents, classroom observations, observations of the school*)

Oak Lawn Elementary School embodies a true learning community. The supportive, visible, accessible, and visionary leadership of the school principal guides the school community. The school is actively working to augment effective traditional teaching and learning with standards-based instructional practices. Faculty and staff are extremely dedicated and committed to improving professional practices. The learning community that exists among the adults provides an excellent model for their students. All members of this learning community are committed to the continuous improvement of both the school and student performance. (*meetings with school improvement team, school and district administrators, students and parents, conversations and/or interviews with teachers, staff and students, observations of the school, classroom observations*)

The parents and teachers are true partners in the education of the children at Oak Lawn Elementary School. Parents play an active and effective role in this school that goes far beyond providing financial support to ancillary school activities. The 26 member School Improvement Team—with 15 parents and additional ad-

hoc volunteers—is effectively setting the strategic direction of this school. The School Improvement Team (SIT) has created a detailed and comprehensive School Improvement Plan complete with strategic goals, objectives, and action plans. Additionally, ad hoc committees to the SIT and the Parent Teacher Group (PTG) coordinate and run several co-curricular academic events—including the schoolwide reading recognition program, math night and many other activities. (*meetings with school improvement team, school administrator, parents, conversations and/or interviews with teachers and staff, review of School Improvement Plan, observations of the school, Oak Lawn School Family Math Night Notebook, Oak Lawn School Activity Books 1999-2000 and 2000-2001*)

Computers, supporting peripherals, other technology, and technical personnel are insufficient to meet the information literacy needs of students. The present Macintosh-based platform, limited access to the internet and inadequate technological tools restrict students' ability to access information. Furthermore, it impedes the technological literacy necessary to acquire, organize, analyze and present information. (*classroom observations, observations of the school, conversations and/or interviews with teachers, meetings with school and district administrators*)

The teacher evaluation system for Cranston Public Schools is built around four broad teaching domains, which are broken into twenty-two specific categories for evaluation. Each category has clear indicators for performance, which guide the evaluation process and provide effective information about different elements of the teachers' performance in each domain. (*meetings with school and district administrators, review of Cranston Public Schools Teacher Evaluation Handbook, Cranston Public Schools Tier 1 Teacher Evaluation End of the Semester Report*)

Commendations for Oak Lawn Elementary School

- Welcoming parents into your learning community
- The positive school culture
- The dedication and involvement of the parents
- The effective leadership and shared decision-making
- The common, focused direction to the school improvement efforts

Recommendations for Oak Lawn Elementary School

- Investigate options for additional classrooms and physical space to deliver the desired educational program and activities.
- Maintain the atmosphere of sharing and respect that fosters a community of life-long learning.
- Include measurable indicators of accomplishment, where appropriate, in the School Improvement Plan
- Acquire PC-based computers, software, printers, video equipment, LCD projectors and scientific probes necessary to develop the informational and technological literacy of your students.

Recommendations for Cranston Public School District

- Improve the facility and address the open-space concerns at Oak Lawn School.
- Provide the resources and technical assistance necessary to acquire and maintain the technology identified

above.

Recommendations for Cranston School Committee

Provide the resources necessary for Oak Lawn School to improve the facility, address the open-space concerns, and acquire the recommended technology.

7. Final Advice to the School

Oak Lawn Elementary School is a school with a common goal of providing a high quality education to children. Each member of this learning community plays a valuable role in the school. This is evident in the rich and complex interactions and joint projects that occur between and among classroom teachers and the co-curricula itinerant teachers. Continue to foster these relationships and build on the educationally sound curriculum and instructional practices you have worked so hard to achieve.

There is considerable expertise in this school. Continue to model for each other, share with each other, and learn from each other. These are practices that have served both you and your students well. Similarly, there are a number of very effective instructional and assessment practices that could and should be shared with people from other schools at the Cranston Professional Development Institute and/or through other venues.

Adopting standards-based instructional practices is a central focus of this school. As you continue to design standards-based projects, remember the project itself is really unimportant. It is the learning that completing the project is designed to develop and demonstrate that is the important part. Correspondingly, when designing rubrics remember the goal is not to guide the form or contents of the final project. The goal is to ensure that the project or activity generates the evidence you need to make accurate assessments about how well students understand the learning represented in the standards guiding the project. Keeping those thoughts in mind, which are only minor departures from existing practice, will yield their own benefits in student learning.

When working with this report, you will notice a common thread interwoven in many of our conclusions and recommendations regarding the multitude of standards-based practices occurring in this school. Focus more closely on the performance indicators (bullets) found under the main standard(s) you are trying to address. Look for opportunities, in all disciplines, to devise one or two-day tasks specifically designed to develop student mastery of specific performance indicators either as a planned part of long-term projects or as stand-alone tasks.

Your school resembles a close knit caring family. Everyone in your school community cares about and supports each other. This type of environment has clearly made an impact on your students and their learning. You have created a culture of excellence at Oak Lawn Elementary School that should be preserved. As your staff matures and changes, mentor your new colleagues not only on teaching techniques, standards, and academics, but also to carry on the traditions that this school has developed. Continue to celebrate the wonderful learning and people that already exists at Oak Lawn school. Use the resources you have from within to nurture the students and support each other.

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.

When working 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.

Oak Lawn Elementary School Improvement Team

Linda Bello Teacher	Cherly Glick Parent
Christopher Barnett Parent	Jodi Joseph Teacher
Pauline Catauro Parent	Amy Merlino Teacher
Kathleen Cook Teacher	Robert Motta Parent
Michaila DeCataldo Parent	Joyce Motta Parent
Denise Fitzgerald Parent	Julie Pelto-Dimeo Parent
Philip Foster Parent	Laurie Petitpas Parent
Jennifer Foster Parent	Walter Reis Principal
Virginia Frazier Teacher	Cheryl Rossi Parent
Verna Gabellieri Teacher	Mary Ruggieri Parent
Mary Gavek Teacher	Sharlene Silberman Teacher
Denise Gentile Parent	Christine Smedberg Parent
Kathleen Giorgi Teacher	Claire Wilcox 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

Geraldine Capotosto
Principal
M. I. Robertson Elementary School
Central Falls, Rhode Island

Kelley Cerbo
Grade 5 Teacher
Thornton Elementary School
Johnston, Rhode Island

Lynette Clifford
Science Specialist (retired)
Holliman Elementary School
Warwick, Rhode Island

Catherine Maguire
Grade 2 Teacher
Warwick Neck Elementary School
Warwick, Rhode Island

Christine Petrarca
Grade 4 Teacher
Metcalf Elementary School
Exeter-West Greenwich, Rhode Island

New Standards Reference Examination and RI Writing Assessment Results (2000)

Endorsement of SALT Visit Team Report

Oak Lawn Elementary School

March 30, 2001

To complete the Catalpa Ltd. report endorsement, I discussed the conduct of the visit with the Visit Chair while it was in process and I have reviewed this report. 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.
May 1, 2001