



Wilbur & McMahon Schools

Little Compton

SALT Visit Team Report

May 11, 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 Wilbur & McMahon Schools from May 8-11, 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 Wilbur & McMahon Schools 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, in the hallways, and on the playground. 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 Wilbur & McMahon Schools.

The visit team collected its evidence from the following:

- ◆ *a total of 82 full and partial classroom observations, which included the following of six students for a full day. These observations totaled over 68 hours of time spent in direct classroom observation. All classrooms were visited at least once. Many teachers were observed more than once.*
- ◆ *many observations of the school (outside of classroom)*
- ◆ *following six 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*
- *teams*
- ◆ *conversations and/or interviews with students, teachers, staff, mentor coordinators, 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*
- ◆ *review of district and school policies*
- ◆ *review of professional development activities*
- ◆ *review of classroom assessments.*
- ◆ *review of the following documents:*
 - *Wilbur & McMahon Schools School Improvement Plan 2000-2001*
 - *Little Compton School District Strategic Plan 2000-2003*
 - *English/Language Arts Working Wonders III documents*
 - *East Bay Educational Collaborative Math Focus School documents*
 - *Rhode Island Literacy Program document*
 - *Wilbur & McMahon Weekly Packets*
 - *Letter from ELA Working Wonders III consultant*
 - *Wilbur & McMahon Schools Language Arts Continuum 1999*
 - *Wilbur & McMahon Schools Math Continuum 1999-2000*

- *1999-2000 SALT Survey report*
- *1998 Information Works!*
- *1999 Information Works!*
- *2000 Information Works!*
- *1998, 1999, 2000 New Standards Reference Examination results*
- *1998, 1999, 2000 Rhode Island Writing Assessment results*
- *2000 New Standards English Language Arts Reference Exam School Summary*
- *2000 New Standards Mathematics Reference Exam School Summary*

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 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, teams, 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 Wilbur & McMahon Schools respond 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 Little Compton School District, the citizens of Little Compton, 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 on which your school needs 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 Wilbur & McMahon Schools

Wilbur and McMahon Schools are the only public schools in the rural community of Little Compton, Rhode Island. A single building houses both the elementary and middle schools, which serve students in kindergarten through grade eight. Little Compton students in grades nine through twelve attend high school in the neighboring town of Middletown. A part-time superintendent administers the Little Compton School District, and an elected, five-member school committee governs the district. Wilbur & McMahon Schools are members of the Newport County Regional Special Needs Program and share that program's resources and personnel with the three other communities in the county.

Wilbur & McMahon Schools opened in 1929. Two additions have been made to the building, the first in 1973, the second in 1992. During non-school hours, Wilbur & McMahon are the focal point for community activities and sporting events seven days a week. The Little Compton community has donated a greenhouse, a gazebo, and a kinder-court to the school.

One principal, one head teacher, who is also one of the schools' physical education teachers, 35 full and part-time teachers, nine classroom and lunch aides, as well as a total of 16 clerical staff, bus drivers, and custodial staff serve the 338 students of Wilbur & McMahon Schools. Ninety-nine percent of the students are white; nineteen percent receive special education services; and seven percent are eligible for free or reduced-price lunch.

Twelve teachers at Wilbur & McMahon Schools are in the third and final year of a Working Wonders III Instruction and Assessment Grant in reading and writing. The work of this group is being used to help improve student writing and reading skills, to offer teachers opportunities to reflect on good teaching practices, and to develop a common understanding throughout the school community about the educational expectations for students. During this year this team of teachers has focused on the study and dissection of student work and will continue their work into the summer.

A teacher in the schools wrote the application, initiated and won a second grant, which focuses on diversified instruction and learning styles. It provides teachers with the tools and time to collect and analyze data, to learn effective teaching strategies, and to reflect upon their classroom practices in order to help students become stronger learners.

A third grant, the East Bay Educational Collaborative's Focus School for Math and Science Grant, enables teachers at Wilbur & McMahon Schools to participate in on-site training. This year the schools have focused on the selection of a new elementary math program. After hundreds of hours studying and piloting various programs, teachers selected Investigations Math. Additional East Bay Collaborative training is provided to teachers in the area of science. After recent training at the Smithsonian Institution the middle school science teacher is piloting new hands-on programs designed specifically for middle school science learning.

Other recent initiatives at Wilbur & McMahon Schools include the hiring of additional staff to support the special needs students, a Champlin Grant for overhead projectors and calculators, and various community grants for homework clubs, reading, and film projects. An activity period (SPARK) for grades six through eight is incorporated into the school schedule. SPARK activities include Mock Trial, State Legislature, Drama, Band, Art Gallery Walks, Reading Circles, Math Clubs, and Greenhouse and Plant Care.

Between 1998 and 2000 fourth grade student performance on the New Standards Reference Exam shows increases between 12 percent and 25 percent on the four reading and writing subtests. Their performance on the three math subtests shows no clear trends. Equity gaps of 15 percent or more exist between males and females on the fourth grade Math Skills and Problem Solving subtests with males outperforming females.

Third grade student performance on the Rhode Island Writing Assessment between 1998 and 2000 has dropped slightly with 18 percent achieving the standard in 2000.

Between 1998 and 2000 eighth grade student performance on the New Standards Reference Exam shows increases between 23 percent and 29 percent on the three math subtests. Their performance on the two reading subtests and on the Writing Effectiveness subtest does not show clear trends. Results on the Writing Conventions subtest during the same time period show an eight percent increase with 93 percent of students achieving the standard in 2000. An equity gap of more than 30 percent exists between males and females on the eighth grade Writing Effectiveness subtest with females outperforming males. Eighth grade student performance on the Rhode Island Writing Assessment between 1998 and 2000 shows no clear trends with 40 percent of students achieving or exceeding the standard in 2000.

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 this report. However, shortly after the team completed its analysis of equity gaps, *Information Works! 2001* was published. The latest information reveals equity gaps that differ from the information available to the team at the time of the visit. 2000 New Standards Reference Examination results have been appended to this report. *Information Works!* data for Wilbur & McMahon Schools is available at www.rido.net.

3. PORTRAIT OF Wilbur & McMahon Schools AT THE TIME OF THE VISIT

The building that houses Wilbur & McMahon Schools sits tranquilly just beyond the peaceful town common in Little Compton. However, this deceptively quiet image is shattered when visitors enter the building. Wilbur & McMahon are schools on the move. The front doors swing open and shut all day long and into the night as students, parents, and community members enter and leave the schools' building. The tangible energy that permeates these schools pulls everyone into its power. Good teaching and solid learning take place here every day. Parents have trust in these schools. They are not only informed of what's happening here; they are included as partners in their children's learning.

For some time teachers at Wilbur & McMahon persevered through difficult days. They filled the void created by poor leadership by taking the initiative to increase their own skills and knowledge to better serve their students. They worked hard to keep these schools from floundering.

Today, a new and focused principal recognizes the hard work of teachers and strives to support and guide them as she and they all work together to move Wilbur & McMahon students forward. Although few obstacles remain in the schools to reach consistent high levels of learning for all students, there are obstacles. Is Wilbur & McMahon, in fact, one school or is it two separate schools existing under the same roof? The two schools do not share a common view of their identity, which is vital if all students are to be challenged to consistently high levels of learning. Continued efforts in professional development for teachers and support personnel, a formal teacher mentoring program that includes long-term substitutes, and the development of a curriculum that is aligned with standards are essential if all students in Wilbur & McMahon Schools are to become skilled lifelong learners.

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*
- ◆ *following students*
- ◆ *classroom observations*
- ◆ *scheduled meetings with school improvement team, students, and parents*
- ◆ *conversations and/or interviews with teachers, and students*
- ◆ *1999-2000 SALT Survey report*

Conclusions

An all-encompassing reading culture exists at Wilbur & McMahon Schools that creates a habit of mind in which students see themselves as readers. Books are everywhere in the schools and students are actively involved in reading throughout their school day. They use reading for pleasure, to gain meaning, and to gather information. They apply reading skills to a variety of purposes across the curriculum and across grade levels. Their skills in reading are reflected in fourth grade student performance on state assessments: ninety-five percent achieve or exceed the standard on the Reading Basic Understanding subtest and 84 percent achieve the standard on the Analysis and Interpretation subtest of the New Standards Reference Exam. (*following students, classroom observations, 2000 New Standards English Language Arts Reference Exam School Summary, 1999-2000 Salt Survey report*)

Students write in all classes in all grades. In a majority of classrooms they write regularly for meaningful purposes. They use writing to explain their thinking in content areas; they use life experiences to write narratives; they write letters. Students often use their reading as a springboard for their writing. They respond to literature, compare and contrast stories, use literature as a model for their own writing, and reflect upon and respond to their reading through journal entries. Students follow a multi-step process to develop their writing. During this process teachers provide them with feedback; however, this often focuses on mechanics rather than on ways to improve the quality of the writing. Too few students are given multiple opportunities for revising and improving a single piece. Consequently, most students have not yet internalized an understanding of what good writing is. (*following students, classroom observations, examination of student*

work, scheduled meeting with school improvement team, conversations and/or interviews with teachers and students, 2000 Rhode Island Writing Assessment results)

Students engage in a variety of hands-on, exploratory, investigative, and real-world problem-solving activities in math. Their strengths in basic computational skills are reflected in their performance on state assessments. Students talk mathematically. They regularly and correctly use appropriate and progressively complex math vocabulary from one grade to the next to explain their thinking and reasoning. They collect, visually represent, and interpret data in multiple ways. They are comfortable sharing problem-solving strategies with one another. Students like math. The continuation of these practices will help students improve their math performance. On the 2000 New Standards Reference Exam 79 percent of fourth grade students and 86 percent of eighth grade students achieve or exceed the standard in the Mathematics Skills subtest. On the same assessments, 16 percent of fourth grade students and 51 percent of eighth grade students achieve or exceed the standard in Mathematical Concepts. Twenty-five percent of fourth grade students and 56 percent of eighth grade students achieve or exceed the standard on the Problem Solving subtest. *(following students, classroom observations, 2000 New Standards Mathematics Reference Exam School Summary, conversations and/or interviews with teachers and students)*

While 19 percent of students at Wilbur & McMahon receive special education services, too few students are assessed to appear in state assessment data. The lack of this information prohibits the schools from determining and addressing gaps that may exist between special education students and their peers. *(2000 Information Works!, scheduled meeting with parents)*

Students at Wilbur & McMahon Schools see themselves as learners and teachers. They help each other without prompting. They respect and encourage one another, support each other's efforts, and use kind words. They are a community of learners who are beginning to assess, for the purpose of improving, their own work and the work of their peers. They do so without ridicule. Students display an I-can-do attitude in a safe environment that encourages risk-taking-- a necessary part of real learning. However, as students move up through the grades, they take fewer risks. They just want to get-it-right. This trend will limit their growth as learners. *(following students, classroom observations, examination of student work, conversations and interviews with students and teachers, scheduled meeting with students)*

Commendations for Wilbur & McMahon Schools

Students who see themselves as learners and teachers

An all-encompassing reading culture

The quantity of student writing and the I-can-do attitude

Recommendations for Wilbur & McMahon Schools

Expand and enrich the environment that supports risk-taking and real learning to include all students in all grades.

Continue to emphasize meaningful writing in all classes in all grades.

Provide students with multiple opportunities to revise and improve a specific piece of writing in order to develop a deeper understanding of what good writing is and how they can produce it.

Engage in focused and sustained professional development that supports the newly adopted mathematics programs in the schools. Implement the strategies learned from this professional development in all math

classes to ensure higher achievement for all students.

Use your individual student state assessment data to determine any equity gaps that may exist between special education and general education students. Use this data to inform your decisions concerning the learning of those students.

5. FINDINGS ON TEACHING

Sources of Evidence

- ◆ *classroom observations*
- ◆ *observations of the school*
- ◆ *conversations and/or interviews with students, teachers, staff and school administrators*
- ◆ *following students*
- ◆ *scheduled meetings with school and district administrators, students, and parents*
- ◆ 1999-2000 SALT Survey report
- ◆ *examination of student work*
- ◆ English/Language Arts Working Wonders III documents
- ◆ East Bay Educational Collaborative Math Focus School documents
- ◆ Rhode Island Literacy Program document
- ◆ Wilbur & McMahon Weekly Packets

Conclusions

Most teachers take the initiative to research and participate in appropriate professional development opportunities that directly respond to identified student needs. They share their learning with their colleagues and apply it in their daily practice. They model a commitment to lifelong learning for their students, colleagues, and community. (*conversations and/or interviews with teachers, scheduled meetings with school and district administrators and parents, Wilbur & McMahon Weekly Packets, English/Language Arts Working Wonders III documents, East Bay Educational Collaborative Math Focus School documents, Rhode Island Literacy Program document*)

Teachers are deliberate and thoughtful in creating classroom environments that are literacy rich and promote students' ownership of, and investment in, their reading and writing. Teachers provide clear structures and routines that support the growing independence of students. Word walls, posted student work, criteria lists, rubrics, word lists, organizational and instructional charts, desks arranged in groups that facilitate student-to-student dialogues, and baskets and baskets of books, sorted by levels, authors, themes, and genres, all contribute to students' vision of themselves as readers and writers. This makes it possible for students to achieve higher levels of learning. (*following students, classroom observations, observations of the school, conversations and/or interviews with teachers, scheduled meeting with students*)

Teachers provide many opportunities throughout the day for students to write. Many use written criteria checklists and rubrics to guide students in the development of their work. Some teachers take student work to the next level by providing students with focused feedback. A few teachers even require that students use this feedback to revisit and improve their work. Many students are beginning to assess their own work independently. However, most students are not yet able to use this information to improve their work. *(following students, classroom observations, examination of student work, conversations and/or interviews with teachers)*

Most teachers routinely employ a variety of effective instructional strategies that engage their students throughout the day. They provide direct instruction in whole and small group settings. At times, they ask students to work independently. As teachers move from group to group and student to student, they facilitate individualized learning. Too often, however, they do not challenge students to work at higher levels. They give students information rather than guide them in making their own discoveries. Often, teachers miss opportunities to stretch students' thinking and deepen their understanding. *(following students, classroom observations, conversations and/or interviews with teachers and students, scheduled meeting with parents, 1999-2000 SALT Survey report)*

Commendations for Wilbur & McMahon Schools

The deliberate and thoughtful attention to creating literacy-rich classroom environments

Individual and collaborative teacher initiative around their professional growth

Recommendations for Wilbur & McMahon Schools

Continue to provide an environment in the schools that promotes student achievement and provides professional growth for teachers and staff.

Examine existing instructional practices to ensure that teachers challenge students at all levels of achievement.

Engage in professional development that enables teachers to assist students in assessing and improving their written work.

Recommendations for Little Compton School District

Provide sufficient resources for teachers at Wilbur & McMahon Schools to engage in professional development that will address and improve the performance of all students.

6. FINDINGS ON THE SCHOOLS

Sources of Evidence

- ◆ *classroom observations*
- ◆ *conversations and/or interviews with students, teachers, mentor coordinators, and school administrators*
- ◆ *scheduled meetings with school improvement team, school and district administrators, students, and parents*
- ◆ *Little Compton School District Strategic Plan 2000-2003*
- ◆ *Wilbur & McMahon Schools School Improvement Plan 2000-2001*
- ◆ *letter from ELA Working Wonders III consultant*
- ◆ *following students*
- ◆ *examination of student work*
- ◆ *Wilbur & McMahon Schools Language Arts Continuum 1999*
- ◆ *Wilbur & McMahon Schools Math Continuum 1999-2000*

Conclusions

Good things are happening at these schools. Many of the necessary pieces that can move Wilbur & McMahon forward are already in place. Students are ready and willing to learn. Teachers are lifelong learners who reflect upon and improve their practice as a means to strengthen student learning. Parents partner with the schools and participate in their children's learning. The principal provides the final necessary piece that will help these schools perform at the highest levels. Wilbur & McMahon Schools have "blossomed" under new leadership. The principal has refocused the entire community, both in and out of the schools, on raising the level of student learning. (*scheduled meetings with school improvement team, school and district administrators, parents and students, conversations and/or interviews with teachers and students, following students, classroom observations*)

As an agent of change the current School Improvement Plan is weak. It lacks clear direction. It does not reflect a plan for improvement in the areas of curriculum, professional development, and student achievement. As it currently exists, this plan is not a tool that can effectively address gaps in student learning. (*Little Compton School District Strategic Plan 2000-2003, Wilbur & McMahon Schools School Improvement Plan 2000-2001, scheduled meeting with school improvement team*)

Much informal sharing of ideas and materials takes place in the schools and many teachers actively and

independently participate in personal professional development. The School Improvement Plan identifies the need for a formal mentoring program. However, existing structures and practices in the schools do not ensure professional development or provide a formal mentoring program for personnel. This results in the inconsistent delivery of instruction and unequal opportunities for learning. (*letter from ELA Working Wonders III consultant, Wilbur & McMahon Schools School Improvement Plan 2000-2001, Little Compton School District Strategic Plan 2000-2003, scheduled meeting with school administrator, conversations and/or interviews with teachers and mentor coordinators*)

Wilbur & McMahon Schools do not share a common view of who they are. Teachers, parents, and even the school improvement team cannot articulate whether this is one or two schools. The name itself adds further to the confusion. The lack of a clearly defined identity limits the schools' ability to develop and implement a K-8 focus. This focus is essential if Wilbur & McMahon are to create a seamless curriculum that provides for continuity in instruction and assessment and that will also support team building throughout the schools for staff and students. (*scheduled meetings with school improvement team and school administrator, conversations and/or interviews with teachers*)

While Wilbur & McMahon Schools have begun work on curriculum mapping, the schools lack a tangible, systemic curriculum. Teachers use textbooks and district and teacher-selected programs and materials to plan and implement their instruction. The resulting eclectic mix creates a lack of continuity and consistency of teaching and learning both within and across grade levels. (*conversations and/or interviews with teachers, scheduled meeting with school administrator, following students, classroom observations, examination of student work, Wilbur & McMahon Schools Language Arts Continuum 1999, Wilbur & McMahon Schools Math Continuum 1999-2000*)

A plan for school-wide professional development that addresses student improvement in reading, writing, and math does not exist. While most teachers initiate and participate in self-selected professional development opportunities, the lack of a delineated professional development plan hinders sequential and continuous improvement for teachers. Thus, the schools cannot ensure that all students experience equitable learning opportunities. Nor can they ensure that all teachers share a common language and understanding about their instructional practice. (*following students, classroom observations, conversations and/or interviews with teachers and school administrator, scheduled meetings with parents, school and district administrators, and school improvement team, Wilbur & McMahon Schools School Improvement Plan 2000-2001*)

Commendations for Wilbur & McMahon School

The strong educational leadership that is focused on the needs and learning of all students

Recommendations for Wilbur & McMahon Schools

Define and clearly articulate Wilbur & McMahon Schools identity as a K-8 school.

Revise the School Improvement Plan so that it effectively addresses curriculum and gaps in student learning. Make it a tool that will guide the schools to increase their students' achievement.

Continue the work already begun to develop curriculum across all grades in all subjects. Align the curriculum with standards.

Develop and implement a written plan for professional development throughout the schools that addresses student improvement in reading, writing, and math.

Vigorously develop and implement a formal mentoring program that supports the growth of all personnel.

Recommendations for Little Compton School District

Assist the Wilbur & McMahon Schools community as they define and articulate their identity as a K-8 school.

Provide the schools with the resources that will enable them to develop and implement curriculum for all subjects and across all grade levels, a professional development plan that encompasses Kindergarten through grade eight, and a formal mentoring program.

7. Final Advice to the Schools

As we on the SALT visit team immersed ourselves in the Wilbur & McMahon Schools community, we discovered a faculty and principal determined to rise to every occasion, willing to overcome obstacles, vested in professional growth, and collegial in spirit and intent. We met students who come to school ready to learn, accepting of others, and willing to take risks. We found parents, not only interested in, but committed to, the continued educational growth of their children. The visit team now knows that you have a strong foundation on which to build one, or two, great school(s). Take the time to celebrate your accomplishments; then use them to move forward.

It is critical that you develop a common view of exactly who you are. Work together immediately to accomplish this task. With a clearly defined identity established, you can then develop a focused School Improvement Plan that will be a clear guide for the increased learning of Wilbur & McMahon students.

Expand your efforts in curriculum design. For all subjects establish clear, standards-driven curricula that are seamless from kindergarten through grade eight. The implementation of a focused and formal professional development plan throughout both schools, as well as a formal mentoring program, will ensure that all teachers in the school develop the skills necessary to challenge all students to high levels of learning.

Once these efforts are realized, other schools will look to Wilbur & McMahon Schools as the exemplar of a high-performing, standards-driven school.

Wilbur & McMahon Schools Improvement Planning Team

Suzy Shaw

3rd, 4th, and 5th grades Resource/Special Needs Teacher
SIT Chairperson

Carol Belair

4th grade Teacher

Constance Allen

Family and Consumer Sciences/Reading Teacher

Dorie Freeman

Kindergarten-1st grade Multiage Teacher

Tracie Coristine

Parent

Janet Fraser

Parent

Colleen Jermain

Principal

Diane MacGregor

3rd grade Teacher

The SALT Visit Team

Sandra L. Olson
7th grade English Language Arts Teacher/Team Leader
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New Standards Reference Examination and RI Writing Assessment Results (2000)

Endorsement of SALT Visit Team Report

Wilbur & McMahon Schools

May 11, 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 30, 2001