



Western Coventry School

Coventry

The SALT Visit Team Report

October 19, 2001



School Accountability for Learning and Teaching (SALT)

The accountability program of the Rhode Island Department of Education

The findings of this report are those of this SALT visit team. The names and affiliations of the members of the team are in the appendix. The team follows the school visit protocol in the *Handbook for Chairs on Conducting a SALT School Visit*. The team is required to focus on what it observes at the time of the visit and is restricted from comparing the school with any other. This school visit was supported by the Rhode Island Department of Education as one component of its accountability system, School Accountability for Learning and Teaching (SALT).

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This report is available at <http://www.ridoe.net/schoolimprove/salt>

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1. THE PURPOSE AND LIMITS OF THIS REPORT

Overview

This is the report of the SALT team that visited Western Coventry School from October 16 through October 19, 2001. The following features are at the heart of the report:

- ◆ The team seeks to capture what makes this school work, or not work, as a public institution of learning. Each school presents a unique picture.
- ◆ The team does not compare this school to any other school.
- ◆ When writing the report, the team chooses deliberately the words that convey its message best to the school, based on careful consideration of what it has learned about the school dynamics.
- ◆ The team makes its judgment explicit.

The major questions the team addresses are:

- ◆ How well do the students learn at this school?
- ◆ How well does this school teach its students?
- ◆ How well does this school support learning and teaching?

The SALT report creates accountability for improvement by directly connecting its judgments of quality and its recommendations for improvement to the actual work going on in this school at the time of the visit.

The team closely follows the visit protocol in the *Handbook for Chairs of the SALT School Visit*. The Catalpa endorsement certifies that this team followed the protocol and that this report meets all criteria required for a legitimate SALT visit report.

The visit team is made up primarily of teachers and administrators from Rhode Island public schools. The majority of team members are teachers. The names and affiliations of the team members are listed at the end of the report.

Sources of Evidence for This Report

In order to write this report the team examines test scores, student work, and other documents related to this school. The school improvement plan for Western Coventry School was the touchstone document for the team. No matter how informative documents may be, however, there is no substitute for being at the school while it is in session—in the classrooms, in the lunchroom, on the playground, and in the hallways. The team builds its conclusions primarily from information about what the students, staff, and administrator think and do during their day. Thus, the visit allows the team to build informed judgments about the teaching, learning, and support that actually takes place at Western Coventry School.

The visit team collected its evidence from the following sources of evidence:

◆ *observing classes in the school. The team spent a total of over 105 hours in direct classroom observation. Every classroom was visited at least once, and almost every teacher was observed more than once.*

◆ *observing the school outside of the classroom*

◆ *following eight students for a full day*

◆ *observing the work of teachers and staff for a full day*

◆ *meeting at scheduled times with the following groups:*

teachers

Western Coventry School Coordinating Team

school and district administrators

students

parents

Learning Center team

◆ *talking with students, teachers, staff, and the school administrator*

◆ *reviewing completed and ongoing student work*

◆ *interviewing teachers about the work of their students*

◆ *analyzing three years of state assessment results as reported in Information Works!*

◆ *reviewing the following documents:*

district and school policies and practices

records of professional development activities

classroom assessments

Western Coventry School 2001-2002 School Improvement Plan

2000 SALT Survey report

1999, 2000 2001 Information Works!

1998, 1999, 2000 New Standards Reference Examination results

1998, 1999, 2000, and 2001 Rhode Island Writing Assessment results

2001 New Standards English Language Arts Reference Examination School Summary

Bill and Melinda Gates Foundation: "Working Smarter to Help All Students Achieve"

Teacher Evaluation Handbook

Coventry Public Schools and Coventry Teachers' Alliance Agreement

Mentor Guidelines and Mentor Journals

Western Coventry Elementary School PTA booklet

Art Education Improvement Plan for Coventry Schools

The full team built the conclusions, commendations, and recommendations presented here through intense and thorough discussion. The team met for a total of 25 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, school and district administrators, and the Learning Center team.

The team must agree that every conclusion in this report:

- ◆ *is important enough to include in the report.*
- ◆ *is supported by the evidence the team has gathered during the visit.*
- ◆ *is set in the present.*
- ◆ *contains the judgment of the team.*

Using the Report

The team chooses deliberately the words, phrases, and sentences it uses in its conclusions, as well as in the *Portrait* and *Final Advice*. Thus, this report is the team's best attempt to encourage and support the school's continued improvement in strengthening the learning of its students.

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

It is important to note that this report reflects only the week in the life of the school that was observed and considered by this team. The report does not cover what the school plans to do, or what it has done in the past. This report is not prescriptive.

The value of this report will be determined by its effectiveness in improving teaching and learning. By considering the importance to the school of what the team said and why, the school takes its first step in becoming accountable in a way that actually improves learning.

It is important to read and consider this report as a whole. Recommendations and commendations should be considered in relation to the conclusions they follow.

After the school improvement team considers this report, it should make changes in the school improvement plan. The revised plan will form the basis for negotiating a Compact for Learning with the district. The

purpose of the Compact is to ensure that the school and its district work out an agreement about the best way to improve the school and the best way to target district support for the school. A RIDE Field Service team representative will offer assistance in preparing the compact.

2. PROFILE OF Western Coventry School

Background

The Western Coventry School is located in the rural, western section of the town of Coventry, Rhode Island. One of six elementary schools in the town, it serves children in kindergarten through grade six. Western Coventry School is part of the Coventry School District and is currently administered by an interim superintendent and a district staff of six. A five-member elected school committee governs the school district. Western Coventry School is managed under a school-based model approved by both the Coventry School Committee and the Coventry Teachers' Alliance.

The original four-classroom school was built in 1948 to consolidate a number of one-room schoolhouses in the town. Since that time two additions to the building have increased its size to include 17 classrooms, a library, a learning center, a gymnasium, and a cafeteria/auditorium.

This year, in the absence of a principal in the school, the Coventry School District appointed a Dean of Students to carry out the responsibilities of a principal. She and 34 full- and part-time teachers serve the 441 students of the school. Ninety-eight percent of the students are white. The remaining two percent are distributed equally among Hispanic, black, Asian, and Native American students. Six-and-a-half percent of the students are eligible for free or reduced-price lunch. Thirteen percent of the students receive special education services.

The Bill and Melinda Gates Foundation provided a major initiative this year, when it awarded a three-year grant to the entire district for a project entitled, "Working Smarter to Help All Students Achieve." Western Coventry School is using much of its portion of this grant to establish reading, writing, and math academies for students who need extra time and support to reach high levels of learning. The academies meet before the regular school day begins.

Other recent initiatives in the school include several projects with parents. The 2001-2002 school year marks the third year for portfolio-based, parent-teacher-student conferences at Western Coventry School. During these conferences students review their work with their parents and teachers. They then set new goals based on areas, which everyone agrees need improvement. A pilot Exhibition Exchange was held in grade four. Students presented their standards-based work to their parents, who assessed the student work using a rubric. The Western Coventry PTA has embarked upon a \$90,000 fundraising effort to upgrade the school playground. The first in the three-year plan of activities for this project was a financially successful golf tournament.

Another initiative this year is the district piloting of a grade three standards-based report card. Five members of the Western Coventry staff worked on the pilot development committee. During the year feedback will be gathered to determine what modifications need to be made in reporting the progress students have made in meeting standards. To improve student self-esteem and to increase positive student feelings towards the school, Western Coventry School offers a mentorship program for students and parents.

As a result of the Model Classroom Initiative in technology, two classrooms in the school have additional computers for students to use in their learning. This year, as part of the school-to-career initiative at Western Coventry School, teachers are working to move the management of the school store to the students.

State Assessment Results for Western Coventry School

On the 2001 New Standards Mathematics Reference Examination subtests, almost three out of four of the

fourth graders (71%) met or exceeded the standard in basic skills; one out of three of the fourth graders (32%) met or exceeded the standard in concepts; and one out of five of the fourth graders (17%) met or exceeded the standard in problem solving. Assessment data in *Information Works! 2001* (2000 assessment results) show equity gaps (a difference of more than 15%) for poverty and non-poverty students on mathematics tests. The results for 2000 also show that students at the Western Coventry School performed at the same level as or above the level of similar students in the state on mathematics.

On the 2001 New Standards English Language Arts Reference Examination subtests, nine out of ten of the fourth graders (88%) met or exceeded the standard in Reading: Basic Understanding, and three out of four of the fourth graders (77%) met the standard in Reading: Analysis and Interpretation. Four out of five of the fourth graders (83%) met or exceeded the standard in Writing: Effectiveness, and two out of three of the fourth graders (64%) met the standard in Writing: Conventions. Assessment data in *Information Works! 2001* (2000 assessment results) show equity gaps (a difference of more than 15%) for white, multi-racial, special education, general education, poverty, non-poverty, male, and female students on English Language Arts tests. The results for 2000 also show that students at the Western Coventry School perform at the same level as similar students in the state on one of the subtests and above the level of similar students in the state on three of the subtests in English Language Arts.

On the Rhode Island Writing Assessment almost three out of five of the third graders (57%) met or exceeded the standard.

The most recently available New Standards Reference Examination results have been appended to this report. *Information Works!* data for Western Coventry School is available at www.rido.net.

3. PORTRAIT OF Western Coventry School AT THE TIME OF THE VISIT

Throughout the Western Coventry School bold and numerous examples of student work, set in frames, attract the eye. Colorful, detailed murals that depict American life line several walls of the school. The school is the focal point of this rural part of the town of Coventry. The students, teachers, the administrator, and many parents all contribute to the strong sense of community that is the culture of the school. Students are friendly, polite, and respectful of each other and of adults. They love school and come ready to learn. The teachers and the Dean of Students are dedicated, hard-working professionals, who care deeply for students and their learning. Parents feel welcomed; many involve themselves in the life of the school. Adults within the school and in the wider school community contribute to the development of students' confidence in themselves as learners.

Teachers here are learners also. Professional development is an integral part of the culture of Western Coventry. Teachers incorporate their own learning into their daily practice to increase student learning. Despite the lack of common planning time teachers manage to share their strategies. They work hard to provide students with consistent experiences within and across grades.

High standards for student performance have been adopted at Western Coventry. Visual reminders of standards are posted throughout the school; teachers routinely incorporate them into student assignments. Many students work comfortably with rubric criteria as they learn. At the same time however, much teacher instruction provides students with few discovery experiences. Most students actively participate in classes, but often much of that participation is restricted to large group activities that are teacher directed and managed. Most students have few opportunities to make their own learning choices.

A common code of conduct is practiced throughout the school. Although all students know the code—and they know why those rules are necessary—teachers spend much class time reminding them of the code.

Literacy, particularly writing, is the focus of much of the teaching and learning at Western Coventry School. Student writing is prolific throughout all classes. Teachers often use reading as a springboard to writing.

Western Coventry School is far more than a warm, welcoming place. Consistency provides students with equal opportunities for learning throughout much of the school. Teachers share a common belief about what students need to learn and how they, as teachers, need to teach. Many of their students learn and perform well. Yet, some teachers still rely too heavily on telling students what to learn rather than providing students with opportunities to explore and experiment in their own learning. Teachers do want all their students to achieve high levels of performance; they are close to accomplishing it.

4. FINDINGS ON STUDENT LEARNING

Sources of Evidence

- ◆ *1999, 2000, and 2001 Information Works!*
- ◆ *1998, 1999, 2000, and 2001 Rhode Island Writing Assessment results*
- ◆ *2001 New Standards English Language Arts Reference Examination School Summary*
- ◆ *reviewing completed and ongoing student work*
- ◆ *following students*
- ◆ *observing classes*
- ◆ *interviewing teachers about the work of their students*
- ◆ *Western Coventry School 2001-2002 School Improvement Plan*
- ◆ *talking with students, teachers, staff, and the school administrator*
- ◆ *meetings with the Western Coventry School Coordinating Team, students, the school administrator, and parents*
- ◆ *2000 SALT Survey report*

Conclusions

Most students write every day throughout the day in all classes and for a variety of purposes. Some examples include writing original stories and poems in language arts, keeping track of their heart rates in physical education journals, writing persuasive letters in health class, composing nature haiku in science, and explaining problem-solving procedures in math. They relate their writing to real-life situations. Students demonstrate a clear understanding of the stages of writing. They not only know how to improve their writing, many students do improve their work by peer editing and by using praise, question, and polish (PQP). Many also assess their own work with rubrics. Student writing results on state assessments show steady improvement. (*following students, observing classes, reviewing completed and ongoing student work, interviewing teachers about the work of their students, reviewing Western Coventry School 2001-2002 School Improvement Plan, 1998, 1999, 2000, and 2001 Rhode Island Writing Assessment results, 1999, 2000, 2001 Information Works!*)

Students read often during the day as part of their classwork; most of them also take advantage of opportunities to read independently in class for a variety of purposes. Many students enthusiastically engage in meaningful conversations with each other about their reading. They demonstrate the habits of successful readers, such as making connections and drawing conclusions. Student performance in reading on the 2000

New Standards English Language Arts Reference Examination is strong. *(following students, observing classes, interviewing teachers about the work of their students, talking with students, and teachers, reviewing completed and ongoing student work, 2001 New Standards English Language Arts Reference Examination Summary, 1999, 2000, 2001 Information Works!)*

Students are excited about mathematics. They regularly engage in hands-on activities that include the use of a variety of manipulatives to solve problems and to provide concrete examples of mathematical skills and concepts. Younger students participate in calendar activities to demonstrate number sequence and to recognize shapes, patterns, and Roman numerals. Students throughout all grade levels predict and estimate using concrete and visual artifacts. They apply their skills by solving the Problem of the Day, designing and drawing graphs, creating their own addition and subtraction examples, experimenting with regrouping numbers, and creating their own patterns. Students are beginning to develop a math vocabulary. *(following students, observing classes, interviewing teachers about the work of their students, reviewing completed and ongoing student work, talking with students, teachers, staff, and the school administrator, Western Coventry School 2001-2002 School Improvement Plan)*

Students at Western Coventry are confident learners. They are enthusiastic, polite, and very friendly. They are respectful of each other, adults, and their environment. They love their school. *(following students, observing classes, meetings with the Western Coventry School Coordinating Team, students, the school administrator, and parents, 2000 SALT Survey report)*

Commendations for Western Coventry School

The confident learners at Western Coventry School

Those students who write effectively

Recommendations for Western Coventry School

Expand student writing activities to include all students in all classes throughout all grades.

Enable all students in all grades to develop the habits of successful readers.

Continue to look closely at the strengths and limitations of the new math program to determine whether it meets all the math learning needs of Western Coventry School students.

5. FINDINGS ON TEACHING

Sources of Evidence

- ◆ *observing classes*
- ◆ *observing the school outside of the classroom*
- ◆ *talking with students, teachers, and the school administrator*
- ◆ *interviewing teachers about the work of their students*
- ◆ *meetings with the Western Coventry School Coordinating Team, students, the school administrator, district administrator, and parents*
- ◆ *following students*
- ◆ *2000 SALT Survey report*
- ◆ *reviewing school policies and practices*
- ◆ *Western Coventry School 2001-2002 School Improvement Plan*

Conclusions

Most teachers are consistent within and across grade levels in their use of teaching strategies, assessment criteria, and classroom management practices. This consistency provides their students with a level of comfort that contributes to the development of confident learners. (*following students, observing classes, observing the school outside of the classroom, meetings with students and parents, talking with students, teachers, and the school administrator, reviewing school policies and practices, 2000 SALT Survey report*)

Most teachers clearly communicate the requirements for successful student work through the extensive use of rubrics. Teachers provide students with opportunities to self-assess the quality and completeness of their work in order to improve their products. Some teachers use rubrics as instructional tools, in addition to using them as assessment tools. They annotate student work, emphasizing what the student does well, in addition to indicating what the student needs to do to reach the next level of proficiency. A few teachers include student input into the designing of rubrics. (*following students, observing classes, Western Coventry School 2001-2002 School Improvement Plan, interviewing teachers about the work of their students, 2000 SALT Survey report*)

Teaching is predominantly a large group activity that is directed and managed by the teacher. Although most teachers seat children in small groups, they often design lessons that fail to utilize the opportunity to challenge all students to work collaboratively and to explore concepts collaboratively. This practice does not serve all the needs of all students, nor does it allow students to benefit from the exchange of ideas that can ignite new ideas and insights. (*following students, observing classes, 2000 SALT Survey report*)

Some teachers plan a schedule of activities that often does not provide enough time for students to move from their desks throughout the day. Their students sit for too long; they lose opportunities to move around and release their pent up energy, which can then enable them to refocus. This immobility often leads students to off-task, negative behaviors and teachers to repeatedly enforcing the code of conduct. It also limits good instructional time for students. (*following students, observing classes*)

Teachers at Western Coventry are hardworking, dedicated, and caring professionals. They are strong contributors to the school culture in which students learn and teachers teach. (*following students, observing classes, meetings with the Western Coventry School Coordinating Team, students, the school administrator, district administrator, and parents*)

Commendations for Western Coventry School

The hardworking, dedicated, caring teachers in Western Coventry School

The consistent application of rubrics as instructional and assessment tools

Recommendations for Western Coventry School

Examine your classroom practices around student mobility within the classroom and time on task. Review current research regarding developmentally appropriate activities in these areas. Develop a plan of effective strategies, and implement those strategies in all classes.

Engage in professional development around inquiry-based learning. Implement activities that engage students in large- and small- group learning at all grade levels.

Recommendations for the Coventry School District

Support Western Coventry School with the resources necessary for the school to engage in professional development around inquiry-based learning and developmentally appropriate practices for student mobility within the classroom.

6. FINDINGS ON THE SCHOOL

Sources of Evidence

- ◆ *observing classes*
- ◆ *observing the school outside of the classroom*
- ◆ *talking with students, teachers, staff, and the school administrator*
- ◆ *interviewing teachers about the work of their students*
- ◆ *meetings with the Western Coventry School Coordinating Team, students, the school administrator, district administrator, and parents*
- ◆ *following students*
- ◆ *Western Coventry School 2001-2002 School Improvement Plan*
- ◆ *Western Coventry Elementary School PTA booklet*
- ◆ *Art Education Improvement Plan for Coventry Schools*
- ◆ *Bill and Melinda Gates Foundation: "Working Smarter to Help All Students Achieve"*
- ◆ *Teacher Evaluation Handbook*
- ◆ *Coventry Public Schools and Coventry Teachers' Alliance Agreement*
- ◆ *Mentor Guidelines and Mentor Journals*
- ◆ *2000 SALT Survey report*

Conclusions

Adults in the entire Western Coventry School community have worked hard to establish a school culture that supports students and adults alike. The administrator and teachers enable students to be confident learners. Many students take advantage of school programs before and after school. Many parents involve themselves in activities that contribute to this strong sense of community. (*observing classes, meetings with the Western Coventry School Coordinating Team, the school administrator, district administrator, and parents, talking with students, teachers, and staff, Western Coventry Elementary School PTA booklet*)

The current classroom schedule does not meet the needs of the students or the teachers. Art classes are scheduled only every other week. Recess and lunch breaks for some students are scheduled at close intervals.

The library/media center is under-utilized because of the library schedule. Common planning time for teachers is not included in the schedule. This forces them to communicate, plan, and coordinate activities together on the fly. The lack of scheduled common planning times restricts their ability to collaborate and plan within grades and across grade levels. This dilutes the power of the consistency in learning and teaching. (*interviewing teachers about the work of their students, meetings with the Western Coventry School Coordinating Team and the school administrator, observing classes, observing the school outside of the classroom, 2000 SALT Survey report, Art Education Improvement Plan for Coventry Schools*)

Western Coventry School provides many avenues to help students achieve. The Gates Grant school plan targets reading, writing, and math through academies that take place before school. An extended kindergarten program services students one-hour before the regularly scheduled kindergarten session begins. Reading Recovery and remedial reading programs are also available to students who meet the criteria. The total literacy program in the school, however, is limited because of the lack of appropriate literature and teaching materials. (*talking with students, teachers, staff, and the school administrator, interviewing teachers about the work of their students, observing classes, following students, Western Coventry School 2001-2002 School Improvement Plan, Bill and Melinda Gates Foundation: "Working Smarter to Help All Students Achieve"*)

The Western Coventry School 2001-2002 School Improvement Plan is a comprehensive document, which can advance the learning and the teaching of the entire school community. The self-study is thorough and indicates the staff has a clear understanding of the strengths and challenges that face Western Coventry. (*Western Coventry School 2001-2002 Improvement Plan, meetings with the Western Coventry School Coordinating Team and the school administrator*)

The teacher evaluation tool used at Western Coventry School is based upon a process of four domains: planning and preparation, classroom environment, instruction, and professional responsibility. Ongoing self-reflection, professional development, and development of the professional portfolio are contained within this process. This is a good tool that provides feedback to teachers, which can improve their craft and practice. All new teachers are assigned a mentor and trained through the Coventry Mentoring Program. Other mentors are assigned on a case-by-case basis. Professional development for all teachers is encouraged and personal choice is allowed in so far as those choices comply with the school action plan and the teacher evaluation tool. This does not always support teachers' true desire to seek professional development in areas of their interest. (*Teacher Evaluation Handbook, Coventry Public Schools and Coventry Teachers' Alliance Agreement, Mentor Guidelines and Mentor Journals, interviewing teachers about the work of their students, meetings with the Western Coventry School Coordinating Team, the school administrator, and the district administrator*)

Commendations for Western Coventry School

The strong sense of community in the Western Coventry School community

The plan for the use of the Gates Grant

The thorough self-study from which the Western Coventry School 2001-2002 School Improvement Plan was written

Recommendations for Western Coventry School

Include objectives and action plans for writing in the school improvement plan that address the areas of weakness that appear in the school's off-grade testing results.

Include inquiry-based learning in the plan.

Rework the schedule to make the library/media center accessible.

Rework the schedule to include common planning time for teachers.

Provide appropriate literature for a balanced literacy program.

Recommendations for the Coventry School District

Provide the support necessary for Western Coventry School to incorporate in the schedule common planning time for teachers and accessibility to the library/media center.

Provide the resources necessary for Western Coventry School to fully implement a balanced literacy program.

Support the Art Education Improvement Plan for the school.

7. Final Advice to the School

The word "continue" sums up much of the advice that the SALT visit team gives to the Western Coventry School. Continue to foster the strong culture of learning among adults and children alike, which permeates this school. Continue to examine the latest research that supports learning and teaching. As you have done in the past, apply that research in developing the strategies that will enable all of your students to become successful learners. Continue your efforts in professional development. Expand your understanding of inquiry-based learning and small-group learning so that your students can become self-initiating learners, learners who work together to explore and experiment collaboratively. Continue to support and nurture all students in the school so that they are comfortable in taking learning risks. Continue the programs that work to increase the learning of all students in the school.

Continue your practice of working together whenever you can squeeze out the time to provide consistency for yourselves and for your students. Use your positive results with students to push for regularly set planning time to be set into your school schedule so that this work can be expanded.

Continue to involve parents as partners in the work of the school. Find ways to give all parents a voice in the work of the school.

Your challenge is a difficult one. Many of your students already perform well; yet, they, like every other student, need to learn how to work and learn together, as well as how to take charge of their own learning, if they are to grow and become independent. You must continue to accept the charge to bring your students to higher levels of learning. Although you have set new academies in place to support those students who are not meeting success, you should make no assumptions. Monitor the progress of students involved in those academies, as well as the progress of all struggling students. Continue the practices that yield positive results and rework those that do not.

You have the elements you need to become a cutting edge school. Continue to work with your students, to study what the research has found, to try different approaches, and to evaluate them carefully. Western Coventry School can become a truly exemplary school in which all students achieve high levels of learning and become lifelong learners.

Western Coventry School Coordinating Team

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Grade 5 Teacher/Teacher Facilitator

Janine Carcieri
Grade 2 Teacher

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Dawn Lavoie
Grade 3 Teacher

Earlene Madonna
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The SALT Visit Team

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New Standards Reference Examination and RI Writing Assessment Results (2001)

Endorsement of SALT Visit Team Report

Western Coventry School

November 7, 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.
November 7, 2001