



Wickford Middle School

North Kingstown

The SALT Visit Team Report

October 26, 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 Wickford Middle School from October 22 to October 26, 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 deliberately chooses the words that will best convey its message 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 Wickford Middle 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, and in

the hallways. The team builds its conclusions primarily from information about what the students, staff, and administrators think and do during their day. Thus, the visit allows the team to build informed judgments about the teaching, learning, and support that actually take place at Wickford Middle School.

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

- ◆ *observing a total of 187 classes. The team spent a total of over 140 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 eleven students for a full day*

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

- ◆ *meetings at scheduled times with the following groups:*

teachers

union representatives

school improvement team

school and district administrators

students

staff

- ◆ *talking with students, teachers, staff, and school administrators*

- ◆ *reviewing completed and ongoing student work*

- ◆ *interviewing teachers about the work of their students*

- ◆ *reviewing the following documents:*

district and school policies and practices

records of professional development activities

classroom assessments
district strategic plan for North Kingstown
1999, 2000 SALT Survey reports
North Kingstown Long Range Technology Plan
North Kingstown Professional Development Opportunities, 2001-2002
North Kingstown Teacher Evaluation Instrument
North Kingstown Middle School Curricula
North Kingstown Teacher, Paraprofessional and Clerk Contracts
Wickford Middle School SALT Visit Notebook
School improvement plan for Wickford Middle School
Wickford Middle School Self-Study
Wickford Middle School Communications Notebook
1998, 1999, 2000, and 2001 Information Works!
1998, 1999, 2000, 2001 New Standards Reference Examination results
1997, 1998, 1999, 2000, and 2001 Rhode Island Writing Assessment results
2001 New Standards English Language Arts Reference Examination School Summary
2001 New Standards Mathematics Reference Examination School Summary
Wickford Middle School web page

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 five 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 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 deliberately chooses 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 Wickford Middle School

Background

Wickford Middle School, located in the village of Wickford in North Kingstown, Rhode Island, serves students in grades six through eight. The building was originally built in 1931 as a junior/senior high school. Since that time, there have been several additions to the school. In 1954 the building virtually doubled in size with an addition on its north side. In 1974 a gymnasium was added.

The school is part of the North Kingstown School Department. A superintendent and a district staff of five, including four directors and a transportation supervisor, administer the district. The district is governed by a seven-member elected school committee. Wickford Middle School is served by a professional staff of one principal, one assistant principal, one aspiring principal, 37 full- and part-time teachers, two guidance counselors, one nurse, seven para-professionals, three support services personnel, four cafeteria staff, three clerks, and three custodians.

Of the 438 students at Wickford Middle School, 98% are white, 1% is black, and 1% is Hispanic. Approximately 61 students, totaling 14%, receive special education services, 0.005% receives ESL support and approximately 39 students or 9% of the student body are eligible for free or reduced lunch.

Students at Wickford Middle School are involved in various noteworthy programs. Several of these include Industrial Arts Junior Achievement Project, "Wickford Cup," Teleconference with undersea scientists, Project 1-2-Tree, and the Community Atlas Project. All-State Band, Jazz Band, Orchestra, and Chorus also actively involve the students. The Feinstein Good Deeds program is an integral part of Wickford Middle School life. The school placed fourth in the state in the 2001 Science Olympiad; three teams competed in the National Smith Barney Stock Market Game with one team placing third in the country. In 2000 several athletic teams completed and won titles. These include: the girls' basketball team, State Champions; the girls' softball team, State Runners-up and Division Champions; and the boys' cross-country team, Division Champions.

Wickford Middle School participates in several family and community outreach programs including Turkey Trot, "Teaching Steps to Tolerance" Night, and Showcasing Student Work at night. The school is part of the Rhode Island Middle Level Educators Standards Network and a Holmes Partnership school with the University of Rhode Island. Wickford Middle School is one of twelve schools in the state to receive a WSBE Channel 36 video streaming grant and one of ten middle schools in the state to receive a videoconferencing grant. Eight faculty members are Rhode Island Teachers in Technology Initiative trained, one teacher has received National Science Teacher Technology training; and two teachers are participating in the Model Classroom Initiative. Fifteen teachers have received training in Standards Course 1.

State Assessment Results for Wickford Middle School

On the spring 2001 New Standards Mathematics Reference Examination subtests, seven in 10 of the

eight graders (69%) met or exceeded the standard in basic skills; two of five eighth graders (39%) met or exceeded the standard in concepts, and one in two eighth graders (45%) met or exceeded the standard in problem solving. Using 2001 Information Works! data, equity gaps (a difference of more than 15%) exist for special education students, when compared to regular education students, on the 2000 New Standards Mathematics Reference Examination. Also, students at Wickford Middle School perform at the same level as or below similar students statewide on these subtests.

On the spring 2001 New Standards English Language Arts Reference Examination subtests, seven in ten eighth graders (73%) met or exceeded the standard in Reading: Basic Understanding; one in two eighth graders (45%) met or exceeded the standard in Reading: Analysis and Interpretation; and two in three eighth graders (65%) met or exceeded the standard in Writing: Effectiveness; seven in ten eighth graders (70%) met or exceeded the standard in Writing: Conventions.

Using 2001 Information Works! data, equity gaps (a difference of more than 15%) exist for special education students, when compared to regular education students, on the New Standards English Language Arts Reference Examination. Also, girls outperform boys on this test. Students at the Wickford Middle School perform above, at, and below the level of similar students statewide on the English Language Arts tests.

On the Rhode Island Writing Assessment one in two of the seventh graders (53%) met or exceeded the standard.

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

3. PORTRAIT OF Wickford Middle School AT THE TIME OF THE VISIT

Set back from a busy crossroad, Wickford Middle School presents a welcoming and serene haven for all. Home of the Wickford Wildcats, “cat’s paws” lead one from the front entrance to the main office. Students happily bustle through the corridors, sing patriotic songs during morning activities, and enthusiastically participate in the learning activities that their teachers have prepared.

The teachers are bright and hard working; they truly want their students to succeed. Administrators and staff are approachable and well liked. Mutual respect is evident among members of the school community. All are focused on developing good citizens and learners, who have a strong sense of community.

However, just as the school is positioned at a crossroad, so is its learning community. The administration and faculty have not, as yet, coalesced as a unified collegial team. There are several contributing factors. The new principal has had only one year to establish himself as the educational leader in the building. The schedule does not provide time for effective collaboration among team members and across teams. Talent and skill among the staff are not utilized effectively to improve the quality of instruction throughout the school. The sharing of teachers with other schools in the district and the constraints of the aging facility for matching the needs of well functioning teams also contribute to the less than optimal implementation of a true middle school concept as described in the school improvement plan.

4. FINDINGS ON STUDENT LEARNING

Sources of Evidence

- ◆ *2001 Information Works!*
- ◆ *1997-2001 Rhode Island Writing Assessment results*
- ◆ *2001 New Standards Reference Examination results*
- ◆ *reviewing completed and ongoing student work*
- ◆ *observing classes*
- ◆ *following students*
- ◆ *observing the school outside of the classroom*
- ◆ *meetings with students and parents*
- ◆ *interviewing teachers about the work of their students*
- ◆ *reviewing the Wickford Middle School web page*

Conclusions

Students are enthusiastic learners, responsive to teachers, prepared for class, attentive, and cooperative. They report feeling safe, secure, and comfortable. They like their teachers and are generally respectful to adults and each other. Students work exceptionally well together in a variety of settings that include student-to-student coaching, literature circles, and team projects. Students regularly assess each other's work and are comfortable with the process. They are active participants in their own learning as well as in the learning of others. For the most part students are willing, able, and prepared to do what is asked of them, but they show little evidence that they take risks to go above and beyond what is expected. Also, students report, and their parents concur, that they are capable of taking on greater challenges. (*observing classes, observing the school outside of the classroom, meeting with students and parents, following students*)

Students spend time reading every day. Silent reading is scheduled on a daily basis and most students read eagerly during this time. All sixth graders have a reading class; all seventh and eighth grade students, who do not take a foreign language, are scheduled into the reading classes. Students in these classes are involved in oral reading and pre-reading strategies; they participate in basic comprehension responses. In many classrooms students access a variety of books on various topics

and at various levels. Students read information on the Internet and in novels, textbooks, newspapers and magazines. Students demonstrate their reading comprehension by creating symbolic character analysis boxes, “book bags,” reading logs, poems, journals, and posters of biographies. In many of these activities students show basic understanding of their reading but few demonstrate in-depth analysis and interpretation. This is supported by the 2001 New Standards English Language Arts Reference Examination results that show that 73% of the eighth graders meet or exceed the standard on the Reading: Basic Understanding subtest. However, only 45% meet or exceed the standard on the Reading: Analysis and Interpretation subtest. *(following students, observing classes, reviewing completed and ongoing student work, interviewing teachers about the work of their students, 2001 New Standards Reference Examination results)*

Students engage in problem-solving strategies in many ways. They conduct inquiries in science, complete problem solving tasks in mathematics, create hands-on projects in art and industrial arts, find information on the Internet, construct scientific instruments, and develop their own rubrics and quiz questions. Most students know how to locate and use resources to solve their problems. Some students also employ these strategies in conflict resolution. Active student involvement in problem solving coincides with improved performance on the 2001 New Standards Mathematics Reference Examination: Problem Solving subtest that has exceeded the target the school set for itself. *(following students, observing classes, reviewing completed and ongoing student work, interviewing teachers about the work of their students, 2001 New Standards Reference Examination results)*

Many students show proficiency when writing for a variety of purposes in most classes. They write detailed science reports, thorough explanations of math problems, clear procedures for industrial arts projects and science investigations. They reflect thoughtfully in journals, both formally and informally. Students write narrative, biographical, persuasive, expository, and informational pieces, often using the writing process (pre-write, write, revise, edit, and publish). The school’s web site features numerous student-written book reviews. This writing emphasis is reflected in student results on the seventh grade Rhode Island Writing Assessment that have increased steadily in the five years of testing. *(1997-2001 Rhode Island Writing Assessment results, 2001 Information Works!, following students, reviewing completed and ongoing student work, interviewing teachers about the work of their students, reviewing the Wickford Middle School web page)*

Commendations for Wickford Middle School

Enthusiastic and responsive students

Students working cooperatively and effectively in groups

Recommendations for Wickford Middle School

Provide students with more challenging and rigorous learning opportunities across the curriculum.

Study the “What students need” portions of 2001 New Standards English Language Arts Reference Examination School Summary subtest to improve your students’ reading analysis and interpretation. Require more analysis and interpretation of written materials across the curriculum

5. FINDINGS ON TEACHING

Sources of Evidence

- ◆ *observing classes*
- ◆ *following students*
- ◆ *meeting with the school improvement team, students, school and district administrators, parents*
- ◆ *reviewing completed and ongoing student work*
- ◆ *reviewing school improvement plan for Wickford Middle School*
- ◆ *reviewing classroom assessments*
- ◆ *2001 Information Works!*
- ◆ *2000 New Standards Reference Examination results*
- ◆ *reviewing school self study*
- ◆ *reviewing records of professional development activities*
- ◆ *talking with students, teachers, and school administrators*
- ◆ *interviewing teachers about the work of their students*
- ◆ *reviewing district and school policies and practices*
- ◆ *North Kingstown Professional Development Opportunities, 2001-2002*

Conclusions

Many teachers are knowledgeable about standards-based instruction and have participated in standards training. Standards are posted in most classrooms. Teachers are making an honest effort to establish standards-based instruction in their teaching. Some teachers show an excellent grasp of these concepts and apply them extensively. In these classes benchmarks are used to illustrate the standards; rubrics are aligned to standards; and students participate in performance-based tasks. Students also report that clearly defined rubrics help them complete their assignments. However, not

all teachers infuse standards or use rubrics effectively in their instruction. In some classes lessons are still textbook- and worksheet-driven, in addition to being teacher-centered. Requiring little more than rote responses, these lessons result in passive learning. (*observing classes, following students, meeting with the school improvement team, students, school and district administrators, reviewing school improvement plan, reviewing completed and ongoing student work, reviewing classroom assessments, reviewing school self study, reviewing records of professional development activities*)

Academic rigor and teacher expectations for high student performance are not evident in many classes. Some teachers employ innovative and exemplary practices that foster high expectations for students. These include student-designed rubrics, involvement in community projects, web quests, “ask an expert,” inquiry, teleconferencing with scientists, interdisciplinary units, and effective cooperative learning. In many classes, however, teachers are not challenging students to work at their highest level of ability. Also, parents and students report that the students are capable of greater academic challenge. (*observing classes, following students, reviewing completed and ongoing student work, meetings with students and parents, talking with students, teachers, and school administrators, reviewing classroom assessments*)

Reading, writing, and problem-solving instruction is occurring across the curriculum. Most teachers are committed to developing these basic skills regardless of the subject area. Many teachers work hard to make “real world connections” in applying these basic skills. Students perform at the same levels as similar students statewide on the New Standards Mathematics Reference Examination problem-solving subtest. However, many lessons often lack a clear beginning, middle, and end, with the school bell determining closure. Sometimes homework is unassigned, other times it goes unchecked. Students also report that they do not always know what is expected of them. At times these practices lead to fragmented understanding of the lessons being taught. (*2000 New Standards Reference Examination results, following students, observing classes, interviewing teachers about the work of their students, reviewing completed and ongoing student work, meeting with students, talking with students and teachers*)

Some teachers are extending themselves to obtain the training they need to be informed about current best practices and how to implement them. Others do not take full advantage of ample opportunities for professional development. Teachers in this building do not have meaningful opportunities to share their strengths and ideas with colleagues either formally or informally; this valuable resource is not being adequately utilized. (*observing classes, talking with teachers, reviewing school self study, meeting with administrators, reviewing records of professional development activities, and reviewing district and school policies and practices, North Kingstown Professional Development Opportunities, 2001-2002*)

Commendations for Wickford Middle School

Excellent examples of standards-based classrooms

Extensive use of cooperative grouping

Innovative instructional strategies

Recommendations for Wickford Middle School

Provide professional development opportunity for teachers in standards-based teaching and learning to achieve your goal of all teachers trained in New Standards.

Provide meaningful opportunities for teachers to share standards-based units and to observe successful standards-based teaching of colleagues.

Expand student knowledge of standard-based learning by using standards expressed in language students understand; refer to these standards often.

Inform the parents and improve their understanding of standards-based teaching and learning

Communicate high and clear expectations for all students in all classes. Hold students to meeting those high expectations.

6. FINDINGS ON THE SCHOOL

Sources of Evidence

- ◆ *observing classes*
- ◆ *observing the school outside of the classroom*
- ◆ *talking with many students, teachers, staff, parents, and school administrators*
- ◆ *meetings with the school improvement team, staff, students, school and district administrators, parents*
- ◆ *reviewing school self study*
- ◆ *following students*
- ◆ *reviewing completed and ongoing student work*
- ◆ *reviewing school improvement plan*
- ◆ *reviewing district and school policies and practices*

Conclusions

The restrictive schedule causes a series of problems for implementing an effective middle school model. Silent reading time is scheduled into the day, but implementation and practice are inconsistent from class-to-class. Lack of scheduled common planning time for teachers—by team and by subject area—hampers the timely development of interdisciplinary units and the collaboration and sharing of ideas. Teachers sacrifice their individual planning time for team meetings. They have limited time to discuss the educational and emotional needs of their students. In addition, teachers do not always use scheduled instructional time in a flexible manner. The school is not optimally staffed and it shares some of its staff with other schools. This not only hinders its ability to develop an effective schedule, but also limits the amount of instructional time offered in certain subjects. (*following students, observing classes, meetings with school administrators and staff, reviewing school self study*)

Students report that they feel connected to their teachers and the school, which is a fundamental facet of middle school education. Some teams make learning connections through collaborative and interdisciplinary instruction, such as the “One, Two, Tree” Project. Many classes exemplify effective group work such as literature circles. The unique academic, social, and emotional needs of adolescents are met in some areas. However, multiple learning styles are not addressed through differentiated instruction in many classes. For these reasons the benefits of a middle school concept

are not fully realized for all students at this time. (*following students, observing classes, reviewing completed and ongoing student work, meetings with students, parents, school and district administrators, talking with students, teachers, staff, and school administrators*)

The school improvement plan, as written, has worthy goals. However, it is not an updated, living document. Although they are generally aware of the goals of the plan, teachers are not always clear about how to achieve them. Some parents report a lack of knowledge of the plan. Some of the action target dates within the plan have not been met. For example, Goal 1.1 “all teachers will participate in staff development for standards instruction,” with a target date of June 2001, is not yet realized. Furthermore, the action plans are neither sufficient nor clear as to how they contribute to improved student performance and achievement. The constitution of the school improvement team lacks the voice of all in the school community. The School Advisory Committee (SAC) also serves as the School Improvement Team (SIT). This has caused some confusion about the roles and responsibilities of, and the representation on, the SIT. The team does not appear to have a clear charge in school improvement. The lack of a strong SIT and a strong improvement plan seriously weaken the school’s efforts to facilitate a unified and effective approach for improved student achievement and performance. (*reviewing school improvement plan, reviewing district and school policies and practices, meetings with the school improvement team, students, school administrators, district administrators and parents, reviewing school self study*)

Classrooms exhibiting student work are cheery and colorful despite the fact that the building is old and lacks adequate space. The facility sometimes stifles the daily functions and operations of this school and limits aspects of some programs and services. Some rooms are too small to allow for maximum activity. Others afford little privacy and compromise confidentiality. Building maintenance and repair are not always addressed in a timely fashion. The staff reports concerns about cleanliness and sanitation. In spite of these shortcomings, technology is up-to-date and widely available; the library is current; and classrooms have sufficient materials and equipment to support educational programs. (*observing classes, observing the school outside of the classroom, following students, talking with students, teachers, staff and parents*)

School leadership by administrators occurs in various ways within the building. The principal, assistant principal, and aspiring principal are out and about the building every day. Shared leadership roles provide opportunities for administrators to be visible and accessible to students, parents, and staff. They mentor teachers around discipline issues. They “fill in” when needed as classroom teachers. Teachers are also encouraged to take on leadership roles at the district level. In so doing, they become resources for this school. Also, this allows other teachers to fill leadership roles at the building level. (*observing classes, observing the school outside of the classroom, following students, meetings with administrators and parents, talking with students, teachers, staff, and school administrators*)

Commendations for Wickford Middle School

A strong sense of community

A safe and comfortable environment

Voluntary use of individual teacher planning time for team meetings

Recommendations for Wickford Middle School

Study the “Things to Look for in a Standards-Driven School” document (Exhibit II) in your school self study to guide you toward successfully completing your school goals.

Address the scheduling of staff that are shared with other schools.

Provide common and individual planning time for teams and within disciplines.

Encourage teams to use shared instructional time flexibly.

Clarify and expand the roles and responsibilities of, and representation on, the school improvement team.

Revisit and revise the school improvement plan.

Recommendations for North Kingstown School District:

Support the school as it implements the recommendations of this report.

Work with the SIT to address issues in the areas of staffing, scheduling, and facilities.

7. Final Advice to the School

The Wickford Middle School community is hard at work in providing its students with the best it has to offer. Your students, teachers, staff, and administrators are generally optimistic in spite of the shortcomings of the building, staffing, and scheduling.

Along with the leadership of your new principal, a new direction is emerging, as well as new teacher leaders. Many teachers are risk takers; a few are loath to change. Your learning community is poised at a crossroad; most within it are ready to plan a new course for the school. You must develop a common vision of what you truly want this middle school to become. Use your excellent self-study document and the conclusions and recommendations found in this report to guide you. Develop a new school improvement plan that clearly delineates the path to follow and the directions to take as you move to accelerate student learning. Invite all stakeholders to share in the venture. Keep parents informed and encourage them to participate in the school improvement process.

Celebrate the excellence that is in your midst. Utilize the talent and resources of your colleagues, who are engaged in high quality, standards-based instruction. Observe, discuss, and learn from each other. Take risks; challenge yourselves to be better learners, as well as better teachers. Your seriousness of purpose will encourage your students to follow your lead. Focus on differentiating instruction so your students' various learning styles and abilities are addressed and all students are truly engaged in your learning community. Utilize all your internal resources as you raise the bar for your students and yourselves. Good luck to you as you continue your journey toward excellence.

Wickford Middle School Improvement Team

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Health Teacher

Mary Ann Cooney
Parent

Robin D'Errico
Parent

Susan Murphy
Media Specialist

Judy Pardoe
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Robert Schillaber
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Joan Crothers
Aspiring Principal

Tyler Page
Principal

The SALT Visit Team

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

Endorsement of SALT Visit Team Report

Wickford Middle School

November 16, 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 16, 2001