



# Agnes E. Little Elementary School

Pawtucket

## The SALT Visit Team Report

October 5, 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 Agnes E. Little Elementary School from October 2 – October 5, 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 examined test scores, student work, and other documents related to this school. The school improvement plan for Agnes E. Little Elementary 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 built 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 takes place at Agnes E. Little Elementary School.

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

- ◆ *observing a total of 80 complete and partial classes. The team spent a total of over 90 hours in direct classroom observation. Almost every classroom was visited at least once, and almost every teacher was observed more than once.*
- ◆ *observing the school outside of the classroom*
- ◆ *following seven 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*
  - school improvement team*
  - school and district administrators*
  - students*
  - parents*
- ◆ *talking with students, teachers, staff, and school administrators*
- ◆ *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*

*classroom textbooks and materials*

*provided curricula guides*

*teacher schedules*

*school improvement plan for Agnes E. Little Elementary School*

*district strategic plan*

*Pawtucket School Department evaluation instruments*

*Pawtucket School Department Progress Reports*

*Profile of Agnes E. Little Elementary School*

*Agnes E. Little School Self-Study – August, 2001*

*Proposal Between Agnes E. Little School, the Pawtucket School Department, and the Rhode Island Department of Education*

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

*2000 New Standards English Language Arts Reference Examination School Summary*

*2000 New Standards Mathematics Reference Examination School Summary*

The full team built the conclusions, commendations, and recommendations presented here through intense and thorough discussion. The team met for a total of 21 hours in six separate meetings spanning the four [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.

2.1.

# PROFILE OF Agnes E. Little Elementary School

## Background

Agnes E. Little Elementary School is an urban, Title I, Pre-K-to-grade five school, located in the Quality Hill Historic District of Pawtucket. The school opened in 1967. Agnes E. Little School has a diverse and largely multicultural population of 446 students and 50 staff members, including 36 teachers and a principal. Of the 446 students 69% are white, 14% are black, and 15% are Hispanic. Fourteen percent of the students receive ESL services; nine percent receive special education services.

The school system is administered by a superintendent and a district staff of seven. It is governed by an elected school committee of seven members.

Agnes E. Little Elementary School participates in a wide variety of programs and initiatives. A recent grant from the Rhode Island State Council on the Arts allowed students to create fabric quilts celebrating the school's cultural diversity. The Rhode Island Children's Crusade has provided funds for additional programs for students in grades three and five, including after school programs in writing and reading. The Agnes E. Little School and one of the school's parents have initiated a book project entitled Agnes E. Little Literacy for All with the goal of putting a book into every child's hand. Agnes E. Little School parents also contribute many volunteer hours, assisting in the lunchroom, library, and other needed areas. Additionally, funds from Pepsi and the PTO are used to purchase school agendas for every child in an attempt to improve communication between home and school. This school is a Feinstein participating school that recently raised more than \$1,500 for relief efforts relating to the September 11 tragedy in New York and Washington.

## State Assessment Results for Agnes E. Little Elementary School

On the 1999-2000 New Standards Reference Examination Mathematics subtests, two in five of the fourth graders (40%) met or exceeded the standard in basic skills; one in five (19%) met or exceeded the standard in concepts, and just more than one in 10 (13%) met or exceeded the standard in problem solving. Equity gaps (a difference of more than 15%) exist for special education students on mathematics sub-tests. Students at the Agnes E. Little Elementary School performed at the level of similar students in the state, except in mathematics concepts, where they performed better.

On the 1999-2000 New Standards English Language Arts Reference Examination subtests, three in four of the fourth graders (75%) met or exceeded the standard in Reading: Basic Understanding; three in five (59%) met or exceeded the standard in Reading: Analysis and Interpretation; one in two (53%) met or exceeded the standard in Writing: Effectiveness and three in 20 (15%) met or exceeded the standard in Writing: Conventions. Equity gaps (a difference of more than 15%) exist for special education and LEP students on English Language Arts sub-tests. Students at the Agnes E. Little Elementary School perform better than similar students in the state on all subtests except writing conventions, where they performed on the same level.

On the Rhode Island Writing Assessment one in 25 of the third graders (4%) met or exceeded the standard.

The most recently available New Standards Reference Examination School Summary has been appended to this report. *Information Works!* data for Agnes E. Little Elementary School is available at [www.rido.net](http://www.rido.net).

3.2.

## PORTRAIT OF Agnes E. Little Elementary School AT THE TIME OF THE VISIT

Upon entering Agnes E. Little Elementary School visitors are drawn to the colorful patterned quilts that celebrate the diversity of this learning community. In this school children are encouraged to respect, support, and care for one another. Adults model these interactions with their peers. Students and parents feel welcomed in this positive climate.

The peaceful and quiet acceptance of this school's cultural diversity does not carry over into its academic environment. While this entire school community of administrators, teachers, parents, and students is committed to the improvement of student learning, there is little agreement about what direction this journey will take. Inconsistencies in policy, goal setting, curriculum initiatives, teaching, and student learning are evident at all levels, from the district administration to the individual classroom teachers.

Like most urban schools Agnes E. Little experiences the challenge of meeting the needs of its very diverse student body. Financial constraints, failed communication between the district administration and teachers, and disagreements about the pace and direction of needed reforms are severely limiting the ability of this learning community to move forward. Most stakeholders are frustrated and are becoming impatient with one another. Uncertainty and anxiety are apparent. At this time a clear and common vision for the future of this school has not been established.

4.3.

## FINDINGS ON STUDENT LEARNING

### Sources of Evidence

- ◆ *1999, 2000, 2001 Information Works!*
- ◆ *1998, 1999, 2000 Rhode Island Writing Assessment results*
- ◆ *1998, 1999, and 2000 New Standards English Language Arts Reference Examination School Summary*
- ◆ *1998, 1999 and 2000 New Standards Mathematics Reference Examination School Summary*
- ◆ *reviewing completed and ongoing student work*
- ◆ *following students*
- ◆ *observing classes*
- ◆ *observing the school outside of the classroom*
- ◆ *meeting with students*
- ◆ *talking with students, teachers, staff, and school administrators*
- ◆ *reviewing classroom materials*
- ◆ *reviewing classroom assessments*
- ◆ *interviewing teachers about the work of their students*
- ◆ *reviewing completed and ongoing student work*
- ◆ *meeting with the school improvement team, school and district administrators, parents*
- ◆ *2000 SALT Survey Report*

### Conclusions

Students at Agnes E. Little School are polite, friendly, and generally well behaved. They respect all members of this culturally diverse community and demonstrate this respect in their work and play.

They encourage and support one another in their learning. Students respond well when they receive positive feedback and reinforcement, but they have a tendency to become discouraged when these positive adult interactions are limited. (*following students, observing classes, observing the school outside of the classroom, meeting with students, talking with students, teachers, staff, and school administrators, 2000 SALT Survey Report*)

Most students are engaged in the process of learning, but at widely varying degrees. Many show enthusiasm and want to take part in their learning. Many students, however, do not understand what they are expected to know and be able to do. Therefore, they distance themselves from their classroom activities. While some students engage in challenging and purposeful learning, others spend too much time engaged in basic skills activities, such as filling in worksheets, copying text, and completing repetitive drills that do not require them to exercise higher order thinking skills. (*following students, observing classes, observing the school outside of the classroom, talking with students, reviewing completed and ongoing student work, reviewing classroom assessments*)

Most students enjoy reading on a daily basis. Some students read well independently, in groups, and with partners, especially when they are presented with materials appropriate to their level. Many students are enticed to read by listening attentively to books on tape. They read a variety of materials, including basal readers, fiction, and nonfiction trade books. Most students are able to identify words in context, analyze unfamiliar words using a variety of strategies, and recall information. Some students are able to interpret, analyze, summarize, and synthesize their reading material. These findings are substantiated by the results from the 2000 *New Standards English Language Arts Reference Examination* where three in four (75%) of the fourth grade students tested met or exceeded the standard in Reading: Basic Understanding, and one in two (59%) met or exceeded the standard in Reading: Analysis and Interpretation. (*2000 New Standards English Language Arts Reference Examination School Summary, following students, observing classes, reviewing classroom materials, reviewing classroom assessments, interviewing teachers about the work of their students*)

Students at Agnes E. Little Elementary School write every day in meaningful and varied ways. Some students follow prompts to initiate a response. Some students use visual aids, such as word walls, word charts, and personal dictionaries to develop their writing. However, all the steps of the writing process, including brainstorming, writing rough drafts, revising, editing, and publishing are not always evident. Students have limited opportunities to peer and/or self-edit. As a result, final products often contain errors and do not always meet high standards. This may help to explain the results of the 2000 Rhode Island Writing Assessment results, which show that only one in 25 (4%) of the third grade students tested met the standard. Additionally, on the 2000 New Standards English Language Arts Reference Examination only one in six (15%) of fourth grade students tested met the standard in writing conventions and one in two (53%) met or exceeded the standard in writing effectiveness. (*observing classes, following students, reviewing classroom assessments, 2000 New Standards English Language Arts Reference Examination School Summary, 2000 Rhode Island Writing Assessment Results, 2001 Information Works!, reviewing completed and ongoing student work*)

Students at Agnes E. Little School demonstrate limited understanding of mathematical skills, concepts, and problem solving. Many students practice basic skills, but they are not successful in applying them. Many students are unaware of the variety of strategies that can be used in problem solving. Some students use manipulatives, often only for the purpose of developing basic skills.

They rarely employ higher order thinking skills in mathematics. As a result student achievement in mathematics has been disappointing. On the 2000 New Standards Reference Examination two in five (40%) of the fourth grade students tested met or exceeded the standard in mathematics skills, one in five (20%) met or exceeded the standard in concepts, and one in eight (13%) met or exceeded the standard in problem solving. (*observing classes, following students, reviewing classroom assessments, reviewing completed and ongoing student work, interviewing teachers about the work of their students, meeting with the school improvement team, students, school and district administrators, parents, 2000 New Standards Mathematics Reference Examination School Summary*)

## Commendations for Agnes E. Little Elementary School

The polite, respectful nature of the student body

Student appreciation for the cultural diversity of this school community

## Recommendations for Agnes E. Little Elementary School

Provide clear, high, and consistent expectations for your students and engage them in activities that challenge their thinking.

Encourage, recognize, and reward positive student behavior, effort, and achievement.

Emphasize and reinforce the use of problem solving strategies for students at all grade levels.

5.4.

## FINDINGS ON TEACHING

### Sources of Evidence

- ◆ *observing classes*
- ◆ *observing the school outside of the classroom*
- ◆ *following students*
- ◆ *2001 Information Works!*
- ◆ *talking with students, teachers, staff, school and district administrators*
- ◆ *reviewing completed and ongoing student work*
- ◆ *interviewing teachers about the work of their students*
- ◆ *reviewing classroom assessments*

### Conclusions

Teachers at Agnes E. Little School foster a community where students are encouraged to respect, accept, support, and care for one another. They model these behaviors in their interactions with their peers. Their collegiality, kindness towards one another, and willingness to work towards common goals reinforce this positive atmosphere. Many veteran teachers have devoted more than thirty years of their careers to the students in this school. Most teachers agree that students are their number one priority. Many work hard to provide what they believe to be the best possible education for their students. (*observing classes, talking with students, teachers, staff, and school administrators, observing the school outside of the classroom*)

Most teachers in this school identified a need to improve student performance in reading and writing. They work hard to examine both their delivery of instruction and the time they allocated to it. As a result many have instituted reading and writing workshops. These provide students with opportunities to develop literacy skills. Some teachers have designed collaborative working partnerships; participants include reading specialists, special education teachers, and classroom teachers. This collaboration, which provides instruction for students at appropriate instructional levels, results in increased individual attention and higher student achievement. In some cases these approaches have even helped to close the gaps between the performance of special education students and regular education students. (*observing classes, talking with students, teachers, staff, and school administrators, reviewing completed and ongoing student work, interviewing teachers about the work of their students*)

Some members of this faculty demonstrate outstanding teaching practices. These teachers exhibit strong knowledge of the content areas, provide for the individual needs of their students, and collaborate with their colleagues. Their standards-based approach to the delivery of instruction, combined with meaningful feedback and the use of rubrics, allows students to understand clearly what they are expected to know and be able to do. These teachers use assessments to drive instruction in their classrooms. Consequently, their students are highly engaged and motivated; they experience success. *(following students, observing classes, talking with students, teachers, staff, school and district administrators, reviewing completed and ongoing student work, interviewing teachers about the work of their students, reviewing classroom assessments)*

This high quality of instruction is not consistently provided to all students. In some classrooms teachers do not encourage students to actively participate in their own learning, take risks to enhance their learning, or provide the positive feedback and reinforcement that these children need and deserve. Most activities in these classrooms are teacher-centered. These activities do not encourage cooperation among the students, and they provide few opportunities for students to achieve high standards. Clear and high expectations are not evident. Consequently, some students in these classes become disengaged, frustrated, non-productive, and at times disruptive. This environment is not conducive to optimal student learning. *(following students, observing classes, talking with students, reviewing completed and ongoing student work, reviewing classroom assessments)*

## Commendations for Agnes E. Little Elementary School

The collegial and supportive atmosphere created by the teachers

Collaborative working partnerships among reading specialists, special education teachers, and classroom teachers

Those teachers who consistently demonstrate outstanding educational practices

## Recommendations for Agnes E. Little Elementary School

Participate in needed professional development in the areas of standards-based instruction, performance-based assessments, cooperative learning, teacher collaboration, and positive classroom management.

Encourage risk taking for both students and teachers.

## Recommendations for the City of Pawtucket School Department

Provide needed professional development.

Acknowledge your outstanding teachers and provide opportunities for them to share their talents and knowledge with their peers.

6.5.

## FINDINGS ON THE SCHOOL

### Sources of Evidence

- ◆ *observing classes*
- ◆ *observing the school outside of the classroom*
- ◆ *talking with many students, teachers, staff, and school administrators*
- ◆ *following students*
- ◆ *school improvement plan for Agnes E. Little Elementary School*
- ◆ *reviewing teacher schedules*
- ◆ *reviewing district and school policies and practices*
- ◆ *meeting with the school improvement team, students, school and district administrators*
- ◆ *reviewing completed and ongoing student work*
- ◆ *analyzing three years of state assessment results as reported in Information Works!*
- ◆ *reviewing classroom assessments*
- ◆ *reviewing classroom textbooks*
- ◆ *reviewing provided curricula guides*
- ◆ *reviewing Pawtucket School Department evaluation instruments for tenured and non-tenured teacher*
- ◆ *reviewing records of professional development activities*
- ◆ *reviewing Pawtucket School Department Progress Reports*
- ◆ *profile of Agnes E. Little Elementary School*
- ◆ *reviewing Pawtucket School District Strategic Plan*

- ◆ *reviewing Agnes E. Little School Self Study, August, 2001*
- ◆ *reviewing Proposal Between Agnes E. Little School, the Pawtucket School Department and the Rhode Island Department of Education*
- ◆ *1998, 1999, 2000 New Standards Mathematics Reference Examination School Summary*

## Conclusions

The principal at Agnes E. Little Elementary School has an “open door policy” that creates a welcome and supportive environment. Students and staff appreciate his visible presence in this school. He fosters trust, confidence, and cooperation between and among students, parents, and teachers. He enjoys the support and confidence of all stakeholders, who look to him as their problem solver. He faces the dilemma of following district initiatives while trying to support and lead a staff that is frustrated with many district initiatives and policies. As a result, he is faced with a daunting task. (*following students, observing classes, observing the school outside of the classroom, meeting with the school improvement team, students, school and district administrators, parents, talking with students, teachers, staff, and school administrators*)

Several major issues prevent this school from improving the quality of student learning and the teaching that takes place. Disagreements exist between the staff and district administration regarding the development and existence of written curricula, the choice and availability of materials and texts to support academic programs, and the opportunities to share in making decisions that impact daily teaching and learning. These disagreements have led to an atmosphere of distrust and a fragmentation in the delivery of quality education for all learners. (*meeting with the school improvement team, students, school and district administrators, and parents, reviewing school improvement plan for Agnes E. Little Elementary School, reviewing Pawtucket School District Strategic Plan, talking with teachers, staff, and school administrators, reviewing records of professional development activities*)

Comprehensive, standards-based, written curricula guides do not exist for all content areas or for all grades. Additionally, the materials, texts, technology, and supplies needed to support the implementation of curricula are limited and, in some cases, nonexistent. Teachers are expected to generate many of the instructional and assessment materials needed to implement the curricula. This results in a very inconsistent, haphazard delivery of instruction in most content areas, but it especially impacts the teaching of science and social studies. (*following students, observing classes, meeting with the school improvement team, students, school and district administrators, and parents, reviewing classroom textbooks, talking with students, teachers, staff, and school administrators, reviewing provided curricula guides*)

Time is not efficiently used in this school. Teacher schedules are inequitable. Scheduling of some specialists is particularly troublesome. In some cases specialists’ schedules show extra blocks of time for classroom collaborations that are not taking place. Additionally, some specialists are afforded unassigned time that is not equally available to regular classroom teachers. The common planning time for same grade level teachers, which could facilitate collaboration, while limited,

takes place at the teachers' discretion. Instructional time in classrooms is interrupted by whole-class visits to the lavatories and unnecessary public address announcements. In some classrooms valuable learning time is wasted, while students stand in line or sit at desks while their teacher hold conferences with individual students. Some inefficient classroom management practices contribute to additional time being wasted. (*following students, reviewing teacher schedules, observing the school outside of the classroom, talking with teachers, reviewing district and school policies and practices*)

While some teachers are comfortable with the mathematics program that is currently being implemented in this district, many others experience frustration. Parents complain that they are unable to support their children with homework activities, because assignments do not include specific instructions and there is no textbook to support student learning. Many teachers see little progress either in the daily work of their students or on statewide assessments. (*meeting with the school improvement team, parents, school and district administrators, 1998, 1999, 2000 New Standards Mathematics Reference Examination results, talking with students, teachers, staff, and school administrators, reviewing completed and ongoing student work, analyzing three years of state assessment results as reported in Information Works!, reviewing classroom assessments*)

Current teaching practices at this school are inconsistent. The evaluation instruments that are currently being used by administrators are also inconsistent. The evaluation document for non-tenured teachers is a standards-based document designed to support and enhance a teacher's skills; it provides opportunities for pre- and post-evaluation meetings. The document used to evaluate tenured teachers provides a checklist and space for administrator comments, but it does little to provide the type of meaningful feedback that could positively impact the delivery of instruction. (*meeting with school and district administrators, review of Pawtucket School Department evaluation instruments for tenured and non-tenured teachers, talking with teachers and school administrators*)

The report cards used to communicate student achievement and performance do not reflect the actual assessment practices that exist in many classrooms. In many instances they do not accurately reflect what the child knows and is able to do. While the report cards for students in grades K through three reflect a standards-based curriculum with performance-based assessments, not every primary class uses this model. Similarly, report cards in grades four and five do not reflect a standards-based model that is sometimes the model used for instruction. Parents, and some teachers, express frustration in interpreting these report cards. (*review of Pawtucket School Department Progress Reports, talking with teachers, meeting with the school improvement team, parents, school and district administrators, reviewing classroom assessments*)

Although many parents of the children at Agnes E. Little School are eager to participate in the daily life of this school, they feel their opportunities to become involved are limited. They have sought resources and raised funds to enrich the experiences of all students. Although they are very satisfied with the communications they receive from the building principal, they want a consistent level of communication and rapport with their children's teachers. Some parents at Agnes E. Little School are frustrated with the absence of communication that exists between themselves and the district administration. (*meeting with the school improvement team, school administrator, and parents, profile of Agnes E. Little Elementary School*)

The Agnes E. Little School Improvement Team engaged in a variety of self-study activities in preparation for this SALT visit and for the creation of a Compact for Learning with their district.

They have used their findings to identify Tactics and create Action Plans that will move this school forward, but the district has not been forthcoming with its approval and support for these proposals. *(meeting with the school improvement team, parents, school and district administrators, review of school improvement plan for Agnes E. Little Elementary School, review of Agnes E. Little School Self Study, August, 2001, review of Proposal Between Agnes E. Little School, the Pawtucket School Department, and the Rhode Island Department of Education)*

## Commendations for Agnes E. Little Elementary School

The leadership of the building principal

The eager participation of parents in the life of this school

## Recommendations for Agnes E. Little Elementary School

Reevaluate the scheduling of the professional staff to maximize the use of instruction time and resolve inequities that exist.

Minimize unnecessary classroom interruptions.

Design a protocol for parent involvement in the daily life of this school that is comfortable for teachers and satisfying to parents.

## Recommendations for the City of Pawtucket School Department

Develop an effective method of communication between the district and this school community that will establish trust and mutual respect for all stakeholders.

Provide comprehensive, standards-based curricula in all content areas. Support teachers in the implementation of these curricula and design a reporting system that reflects the actual learning that takes place.

Provide materials, texts, technology, and supplies needed to implement a standards-based curriculum.

Reevaluate the effectiveness of the current mathematics program as it impacts student learning.

Engage in meaningful dialogue with the Pawtucket Teachers' Alliance to establish an evaluation instrument for all teachers that will provide feedback that positively impacts the delivery of instruction.

Give careful and immediate consideration to the Compact for Learning that has been created between Agnes E. Little School and the Pawtucket School Department.

7.6.

## Final Advice to the School

This SALT visit team has written a report that is intended to challenge your school. Do not let the many obstacles you may face in meeting this challenge overwhelm you. You have already taken some very positive steps. You have the expertise and level of commitment from your building administrator, staff, and parents that will allow you to continue your ongoing quest for improved student learning.

Your considerable abilities to work collegially and collaboratively will be challenged, when you begin to address those issues that have resulted in some disagreement and frustration. Should difficulties arise, remember that your common goal is to provide the best possible education for the children whose futures depend on you.

The limited resources and time the District makes available to you are serious, frustrating and hinder effective improvement in learning for your students. While the response to your plans from the District administration has disappointed you, do not allow this response to reduce your commitment to the learning of your students. Remember that the members of the Agnes Little School Community are the most important resource you have for improving your school.

# Agnes E. Little Elementary School Improvement Team

Linda DeGraide  
Teacher  
Co-Chair

Gloria Haddad  
Teacher  
Co-Chair

Amy Breault  
Parent

Tracie Bourget  
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Carolyne Carnahan  
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Ann Carroll  
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Linda Church  
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Claire T. Dextrateur  
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Keri Fournier  
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John Haidemenos, Jr.  
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Colleen Johnston  
Teacher

Phyllis Kaczynski  
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Rhonda Polion  
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Estelle Rego  
Teacher

Joanne R. Riley  
Teacher

Karen M. Roberts  
Teacher

Margaret E. Rogers

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Pamela Wamester  
Teacher

Dara Williams  
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## The SALT Visit Team

JoAnn LaBranche, Chair  
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on leave to the Rhode Island Department of Education  
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Patricia H. Marcotte  
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Woonsocket, Rhode Island

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

## Endorsement of Pre-Released SALT Visit Team Report

### **Agnes E. Little Elementary School**

October 5, 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, 1<sup>st</sup> 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.  
October 17, 2001