



West Glocester Elementary School

Glocester

The SALT Visit Team Report

November 9, 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/visits.htm>

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1. THE PURPOSE AND LIMITS of this report

Overview

This is the report of the SALT team that visited West Gloucester Elementary School from November 6 through November 9. 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 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 connecting its judgments of quality and its recommendations for improvement directly 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 West Gloucester 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 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 takes place at West Gloucester Elementary School.

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

- ◆ *observing a total of 78 complete and partial classes. The team spent a total of over 89 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*
- ◆ *meetings 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*

West Gloucester Elementary School Strategic Plan

- district strategic plan*
- 1999-2000 SALT Survey report*
- classroom textbooks*
- 1999, 2000, 2001 Information Works!*
 - 2001 New Standards Reference Examination results*
 - 2001 Rhode Island Writing Assessment results*
 - 2001 New Standards English Language Arts Reference Examination School Summary*
 - 2001 New Standards Mathematics Reference Examination School Summary*
 - Gloucester Public Schools Mathematics Curriculum, Grade K-5, 1998*
 - Gloucester Public Schools Manual for Teacher Evaluation, September 1993*

The full team built the conclusions, commendations, and recommendations presented here through intense and thorough discussion. The team met for a total of 19 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. PROFILE OF West Gloucester Elementary School

Background

West Gloucester Elementary School is one of two schools in the Gloucester School Department. The school opened in 1991 as a response to the growing population in the western section of town. It serves students in grades Pre-K through grade five. West Gloucester students attend the Ponaganset Middle School, which is part of the Foster-Glocester Regional School District.

There are 422 students in this school. Of these, 97% are white, 1.6% are black, 1% is Hispanic, and less than 1% is Asian/Pacific Islander. Eleven percent of the school's students are eligible for free or reduced priced lunch.

The students of West Gloucester are served by a professional staff of one administrator, 39 full- and part-time faculty members, 12 aides and support personnel, and three full-time and two part-time custodians.

The Gloucester Schools are part of the Northwest Special Education Region. A director and an assistant director provide guidance and support in special education matters. The school has its own speech/language pathologist, one resource teacher, one special education pre-kindergarten program, two self-contained classrooms each with a teacher assistant, and an adaptive physical education teacher. The Northwest Special Education Region provides the services of an occupational therapist, an occupational therapist assistant, and a physical therapist. Fifteen percent of the students are receiving special education services from one or more of these professionals.

Recent initiatives for West Gloucester Elementary School have focused on the school goals to raise student achievement and improve instruction. The position of Elementary Standards Instruction teacher was created to assist teachers in implementing standards-based instruction. The Four Blocks Curriculum has been implemented in classrooms to provide balanced literacy instruction. "Evidence of Achievement" folders in the areas of reading and writing have been established to collect student work samples and track progress.

This year the school has adopted the theme of "Be the Best You Can Be." The children hear the slogan each morning as they start the day. The banner hanging in the cafeteria reminds everyone of positive behaviors that will help each person to be the best. Mini-lessons that focus on character education are given each morning during the announcements.

State Assessment Results for West Gloucester Elementary School

On the 2000-2001 New Standards Mathematics Reference Examination subtests, eight in 10 of the fourth graders (80%) met or exceeded the standard in basic skills; four in 10 of the fourth graders (41%) met or exceeded the standard in concepts, and just more than one in four of the fourth graders (28%) met or exceeded the standard in problem solving. A notable equity gap (a difference of more than 15%) exists for poverty and non-poverty students in mathematics, with those students who are eligible for free and reduced-priced lunch outperforming those who are not eligible. Students at the West Gloucester Elementary School perform at the same level as similar students in the state for skills and problem solving, and better than similar students statewide in concepts.

On the 2000-2001 New Standards English Language Arts Reference Examination subtests, eight in 10 of the fourth graders (82%) met or exceeded the standard in Reading: Basic Understanding; almost eight in 10 of the fourth graders (77%) met or exceeded the standard in Reading: Analysis and Interpretation; three in four of the fourth graders (76%) met or exceeded the standard in Writing: Effectiveness; and almost eight in 10 of the fourth graders (78%) met or exceeded the standard in Writing: Conventions. Equity gaps (a difference of

more than 15%) exist for multi-racial students in Reading and special education students in Reading and Writing. Students at the West Glocester Elementary School perform at the same level as similar students in the state in Reading: Analysis and Interpretation and Writing: Conventions, and better than similar students statewide in Reading: Basic Understanding and Writing: Effectiveness.

On the Rhode Island Writing Assessment one in almost two of the third graders (48%) met or exceeded the standard. Equity gaps (a difference of more than 15%) exist for special education students.

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

3. PORTRAIT OF West Gloucester Elementary School AT THE TIME OF THE VISIT

West Gloucester Elementary School is a special place. Its bright and colorful interior reflects the life and energy of this school's culture. The serene and pastoral exterior reflects the comfortable and relaxed atmosphere found throughout the school building. The sounds of excited, enthusiastic, and proud children resonate like music to the ears.

Above all else, this community of learners values its children. In this school children have been likened to a gift wrapped with a golden bow. District and school administrators, members of the professional and support staff, and members of the larger Gloucester community are fully committed to providing the best possible education experience in a safe, secure, and nurturing environment. The committed and dedicated faculty and staff work as a team and model positive behaviors and attitudes for their students.

Not surprisingly, the students love their school. Each day they look forward to the almost limitless possibilities for academic, social, and emotional growth. The school's slogan, "Be the Best at West," truly captures the overriding philosophy of this community, where all children are provided with every resource they need to experience success.

While celebrating its success, this school continually strives to grow in a positive direction. Many of the schoolwide reform efforts that challenge the professional staff have been initiated by the teachers, and many of the teachers have assumed very active leadership roles to make school improvement a reality. The "growing pains" associated with this kind of systemic change are certain to result in some anxious moments, but, undoubtedly, this school community is up to the challenge.

4. FINDINGS ON STUDENT LEARNING

Sources of Evidence

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

Conclusions

Students at West Gloucester are highly motivated and enthusiastic learners. Many understand the purpose of their learning and take pride in their accomplishments. Students persist in the learning process. Many are reflective and are able to identify their personal strengths and weaknesses. Students demonstrate an eagerness to seek knowledge, take risks, and utilize the many resources available to them. This contributes to the positive learning environment that exists in this school. (*following students, observing classes, observing the school outside of the classroom, talking with students and teachers*)

Students in this school are very well behaved. They demonstrate respect for adults and each other. Students respond well to the schoolwide emphasis on character development. They listen well and are willing to share their ideas. Often they compliment, support, and encourage one another. As a result students are able to facilitate each other's learning. (*following students, observing classes, observing the school outside of the classroom, meeting with students*)

Students at West Gloucester Elementary School enjoy writing. They are proud of their work and welcome opportunities to share their products. They write daily across the disciplines for a variety of purposes and audiences. Most students consistently use the writing process and are developing good writing habits. These students are able to write effectively and to utilize the mechanics of writing properly. Students readily use word walls to check and improve their work. Most know how to use rubrics to evaluate their own writing and that of their peers. As a result, most student writing is thoughtful, detailed, and effective. On the 2001 New Standards English Language Arts Reference Examination 76% of fourth grade students achieved or exceeded the standard in Writing: Effectiveness and 78% achieved or exceeded the standard in Writing: Conventions. On the 2001 Rhode Island Writing Assessment 48% of third grade students achieved or

exceeded the standard. *(observing classes, following students, meeting with the school improvement team, students, school administrator, teachers, and parents, reviewing completed and ongoing student work, 2001 New Standards English Language Arts Reference Examination School Summary, 2001 Rhode Island Writing Assessment results 2001 Information Works!)*

Students at West Glocester have many opportunities to read each day. Students strive to meet the school's expectation that all students will read at least 25 books a year. The children read independently, in pairs, and in small and large groups. Students use a variety of strategies to construct meaning from text. Most students have the skills to comprehend and respond to different types of literature. Students are able to identify story elements and to speak knowledgeably about different genres. They keep reading logs and journals, complete book reports, and regularly respond to literature, connecting their reading and writing. Not surprisingly, on the New Standards English Language Arts Reference Examination 82% of the fourth grade students achieved or exceeded the standard in Reading: Basic Understanding, and 77% achieved or exceeded the standard in Reading: Analysis and Interpretation. *(following students, observing classes, 2000 SALT Survey Report, talking with students and teachers, meeting with parents, 2001 New Standards English Language Arts Reference Examination School Summary)*

Students in this school are able to do basic mathematical calculations, memorize math facts, solve predictable problems in which they choose operations, create and interpret graphs, and sometimes write to explain their mathematical reasoning. Some students use manipulatives for computation and apply their knowledge of math to everyday experiences. Some are able to apply mathematical concepts when solving more complex problems, but few consistently demonstrate higher-level mathematical reasoning. These findings are supported by results on the 2001 New Standards Mathematics Reference Examination on which 80% of fourth grade students achieved or exceeded the standard in Skills, 41% in Concepts, and only 28% in Problem Solving. *(following students, observing classes, reviewing completed and ongoing student work, interviewing teachers about the work of their students, observing classes, 2001 New Standards Mathematics Reference Examination School Summary)*

Commendations for West Glocester Elementary School

Well-behaved, highly motivated and enthusiastic students

Student performance on statewide writing assessments

Recommendations for West Glocester Elementary School

Provide opportunities for students to solve more challenging and complex mathematical problems that require higher level thinking strategies.

5. FINDINGS ON TEACHING

Sources of Evidence

- ◆ *observing classes*
- ◆ *observing the school outside of the classroom*
- ◆ *meeting with the school improvement team, students, school and district administrators, and parents*
- ◆ *talking with students, teachers, staff, and school administrators*
- ◆ *interviewing teachers about the work of their students*
- ◆ *following students*
- ◆ 2001 Information Works!
- ◆ *1999-2000 SALT Survey Report*
- ◆ *reviewing completed and ongoing student work*
- ◆ *reviewing records of professional development activities*
- ◆ *reviewing classroom assessments*
- ◆ *reviewing school improvement plan*

Conclusions

Teachers at West Gloucester genuinely care for their students and work to provide a nurturing and supportive environment. These dedicated teachers model cooperation, respect, integrity and a strong work ethic. Their established routines and high expectations for student behavior result in a safe, orderly, and secure school. Teachers also respect and support one another. Many collaborate on integrated classroom projects, develop rubrics and assessments, discuss best teaching practices, and solve problems together. Many teachers use innovative approaches, work hard to improve their craft, and participate in numerous professional development experiences. Some work as teacher leaders, developing and promoting standards-based instruction and a balanced literacy program. Their energy and tenacity inspire all members of this school community. (*following students, observing classes, observing the school outside of the classroom, meeting with the school improvement team, students, school and district administrators, and parents, 2000 SALT Survey Report, talking with students, teachers, staff, and school administrators, interviewing teachers about the work of their students*)

The majority of teachers in this school use standards-based instructional models. Almost all teachers have been trained in Course I. Standards coaches model and coordinate the standards-based approach to instruction that this school is developing. They collaborate with their peers to design and implement a comprehensive program. Many teachers have worked very hard to create interdisciplinary project-based units that provide opportunities for authentic learning. Because some teachers have yet to embrace the school's reform efforts towards standards-based instruction, continual support and encouragement needs to be provided by the instructional leaders. (*following students, observing classes, meeting with the school improvement team, students, school and district administrators, and parents, talking with teachers and school administrators, reviewing completed and ongoing student work, interviewing teachers about the work of their students, reviewing records of professional development activities, reviewing classroom assessments*)

Teachers in this school have worked hard to improve student performance in writing. A kindergarten writing program has been adopted to establish a structure and instill an enthusiasm for writing. All teachers require their students to write every day. They use a common language to communicate the components of effective writing, such as “hot spots.” Teachers encourage their students to write creatively. They develop and utilize rubrics to evaluate student work. They have integrated writing across the curriculum and are beginning to make significant progress in connecting their students’ reading and writing. As a result, students in this school are becoming effective communicators, who love to write. *(following students, observing classes, meeting with the school improvement team, students, school and district administrators, and parents, reviewing school improvement plan, talking with students, teachers, staff, and school administrators, reviewing completed and ongoing student work, interviewing teachers about the work of their students)*

Most teachers have adopted some components of the Four Blocks model for balanced literacy instruction. Word walls, read alouds, self-selected reading, and some form of guided reading are found in most classrooms. Many teachers instruct their students in the effective use of comprehension strategies such as predicting, sequencing, questioning, inferring, and summarizing. Teachers hold their students accountable for the expectation that all students will read at least 25 books per year, and provide many opportunities and resources for reading. While some teachers group and regroup for instructional level reading, flexible grouping is not consistently employed. Some students, who are reading at high levels, are not presented with books that fully challenge them within the instructional setting. As a result, not all students have opportunities to reach even higher levels. *(following students, observing classes, meeting with the school improvement team, students, school and district administrators, and parents, reviewing school improvement plan, talking with students, teachers, staff, and school administrators, reviewing completed and ongoing student work)*

Most teachers work collaboratively to create rubrics and establish high standards and consistent criteria for student work. Teachers also make efforts to develop a variety of assessment tools. These assessments are often used to determine student achievement, but valuable information that can be obtained from them is not always used to inform and improve instruction. As a result, teaching practices in some classrooms have not been altered or varied to meet the diverse needs of all students. *(observing classes, reviewing classroom assessments, talking with students, teachers, staff, and school administrators, reviewing completed and ongoing student work, interviewing teachers about the work of their students)*

Commendations for West Glocester Elementary School

The dedicated, hardworking, and caring teachers

Collaborative efforts to improve student learning and instruction

Use of innovative approaches and promotion of standards based instruction

Recommendations for West Glocester Elementary School

Continue to support and encourage all teachers to use a standards-based approach to instruction.

Encourage all teachers to develop and implement interdisciplinary project-based instructional units.

Adopt all components of the Four Blocks model for balanced literacy.

Develop and use assessment tools to inform and improve instruction.

Alter and vary your teaching practices to meet the diverse needs of all students.

Continue to encourage teachers to exercise their leadership qualities.

Recommendations for the Glocester School District

Provide professional development opportunities for teachers in the areas of balanced literacy instruction, assessment practices, and differentiated instruction.

6. 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*
- ◆ *meeting with the school improvement team, students, school and district administrators, and parents*
- ◆ *following students*
- ◆ *West Gloucester Elementary Strategic Plan*
- ◆ *reviewing records of professional development activities*
- ◆ *1999-2000 SALT Survey Report*
- ◆ *reviewing completed and ongoing student work*
- ◆ *analyzing three years of state assessment results as reported in Information Works!*
- ◆ *reviewing classroom assessments*
- ◆ *reviewing Gloucester Public Schools Mathematics Curriculum, Grade K-5, 1998*
- ◆ *reviewing Gloucester Public Schools Manual for Teacher Evaluation, September 1993*
- ◆ *reviewing classroom textbooks*

Conclusions

West Gloucester Elementary School is a clean, attractive, and spacious building that helps to create a very positive environment. Separate rooms for art, music, occupational therapy, computer technology, and physical education make it possible to have comprehensive programs in these areas. Considerable office and workroom space alleviates congestion and allows the work of the faculty and staff to take place in an organized and efficient manner. (*following students, observing classes, observing the school outside of the classroom*)

The principal, teachers, and support staff in this school work together as a team. Mutual respect is evident on all levels. The district administrator and members of the community-at-large value the work of the faculty and staff. Parents are pleased with the education that their children are receiving and welcome opportunities to participate in the life of the school. Their community organization and support of after-school programs greatly enhances the academic, social, and emotional well being of the students. The district and building administrators are supportive of teacher initiatives and acknowledge their professionalism. Teacher aides are also valued. They, as well as parent volunteers, are given opportunities to attend workshops. This results in a learning community where all members are honored. (*following students, observing classes, observing the school outside of the classroom, 1999-2000 SALT Survey Report, talking with students, teachers, staff, and school administrators, reviewing records of professional development activities*)

The building principal is a true facilitator. She has sought the resources necessary to ensure that all staff and students have the opportunity to succeed. She has created a schedule that supports instruction, incorporates common planning time for grade level teachers, includes a project block, and minimizes wasted time. Her quiet and calm manner sets a tone that is conducive to learning. She has high expectations for herself, the

staff, and the students. She provides educational leadership but also encourages teachers to exercise their leadership qualities. As a result, this school functions smoothly and effectively. *(observing the school outside of the classroom, meeting with students, school and district administrators, and parents, talking with students, teachers, and staff)*

The professional staff at West Gloucester Elementary School has identified a need for improvement in the area of mathematics instruction. A fully developed standards-based curriculum is not being implemented. Some teachers are using mathematics texts as curriculum. While most students are competent in basic math skills, teachers realize that applying mathematical concepts and problem solving is a weak area for most students. As a result, they have made the improvement of student learning in mathematics a schoolwide goal. *(observing classes, following students, meeting with the school improvement team and 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 Gloucester Public Schools Mathematics Curriculum, Grade K-5, 1998)*

The community of Gloucester fully supports comprehensive educational opportunities for all of its students. Special Education programs fully support the needs of the students who require those services. The school library is a welcoming, vibrant, print-rich environment that fully involves the students. The computer room is available for technology instruction, as well as for research and special projects. While the number of computers may be limited, it is evident they are used as effective instruction tools. Overall, all instructional materials, personnel, and facilities needed to maintain high quality education are provided. *(observing classes, following students, observing the school outside of the classroom, talking with students, teachers, staff, and school administrators)*

While this school does not have a large number of non-tenured teachers, the current mentoring program is not comprehensive or fully implemented. Mentor teachers are not provided for all new teachers. Informal mentoring takes place, but consistent and formal support is not available. Additionally, neither district and building administrators nor teachers consider the current teacher evaluation instrument effective. Plans to revise it are being discussed. As a result, opportunities for all teachers to experience professional growth and development through mentoring and teacher evaluation are limited. *(reviewing Gloucester Public Schools Manual for Teacher Evaluation, September, 1993, meeting with the school improvement team, district and school administrator, talking with teachers and school administrator)*

Fully developed curricula guides for science and social studies do not exist. Resources and materials to support instruction are not available. While there are pockets of effective instruction in these areas, it is not consistent or coordinated between and among grade levels. As a result, not all students have the opportunity for a full range of learning experiences. *(following students, observing classes, meeting with school and district administrators, talking with teachers, reviewing classroom textbooks)*

Commendations for West Gloucester Elementary School

The clean, attractive, and spacious school

Community support for comprehensive educational opportunities for all students

The school library

Mutual respect and support for all members of this learning community

The leadership of the building principal

Recommendations for West Glocester Elementary School

Continue to support teacher initiatives and acknowledge their professionalism.

Continue to support and encourage leadership among the teaching staff.

Use available data, such as assessment results and teacher and student surveys, to guide the reform and restructuring of your mathematics program.

Recommendations for the Glocester School District

Develop and implement comprehensive, standards-based curricula for mathematics, science, and social studies.

Review the effectiveness of the district mentoring program and provide mentors for all new teachers.

Review and revise the teacher evaluation instrument for the Glocester School District.

7. Final Advice to the School

As members of this learning community, you should take time to appreciate and celebrate your significant accomplishments. You are providing the students of West Glocester Elementary School with a very high quality education. Continue to foster the caring, nurturing, and supportive environment that make this school so special.

As you continue to learn and grow together, keep your focus on the “all kids agenda” that is part of your school philosophy. This will necessitate that you utilize teaching practices that differentiate instruction to meet the learning needs of all students. Continue to engage in self-study to determine what those needs might be. Focus on curriculum development that is aligned with the National Center on Education and the Economy Performance Standards that you have adopted, especially in those areas addressed by this report.

You have made a sincere effort to promote standards-based instruction. Continue to support and encourage all teachers to use this instructional model.

Your vision for this school is clear and definite. Stay focused and determined so that it becomes a reality and all students can “Be the Best at West.”

West Gloucester Elementary School Improvement Team

Debbie Coburn
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Parent

Denise DeMagistris
Standards Teacher

Dianne Dulude
4th Grade Teacher

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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

West Gloucester Elementary School

November 9, 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 30, 2001