

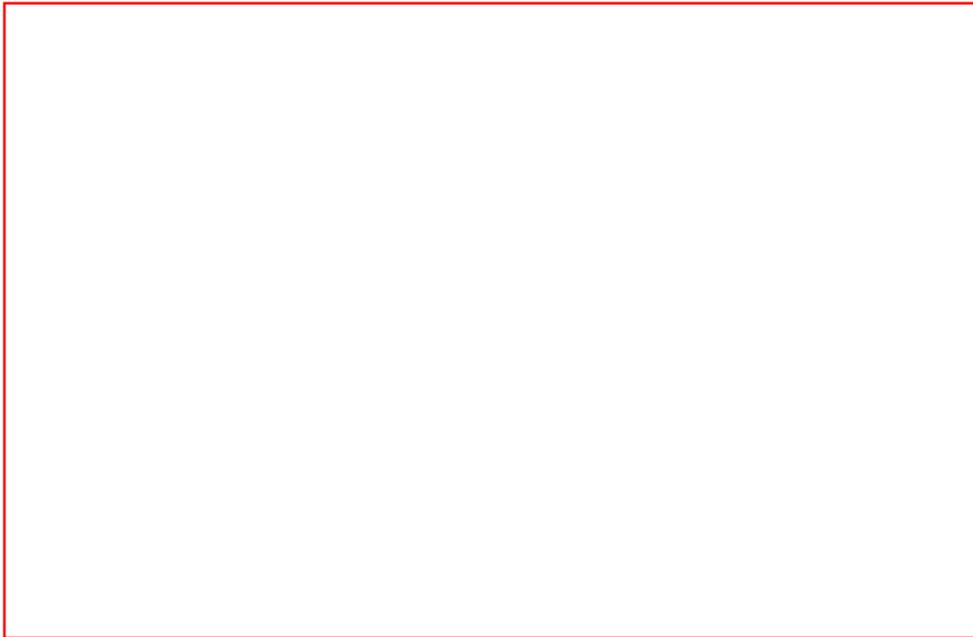


# Graniteville School

Johnston

## The SALT Visit Team Report

January 11, 2002



**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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**For information about SALT, please contact Ken Fish at 401-222-4600, x 2200 or [salt@ridoe.net](mailto:salt@ridoe.net).**

**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 Graniteville School from January 7, 2002 through January 11, 2002. 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 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 findings of the SALT report are presented in six report sections:

*Profile* describes some of the key features of the school and sums up the school's results on state tests.

The team writes *Portrait* as an overview of what it thinks are the most important themes in the conclusions that follow. While *Portrait* precedes the team's conclusions, it is written after they are complete.

The team's conclusions are about how well the team thinks the school is performing in each of the three SALT focus areas: Learning, Teaching and The School.

The team may award commendations in each focus area for aspects of the school that it considers unusual and commendable. The team must make several recommendations to the school for each focus area, drawing on the conclusions for that area. The team may make recommendations to other agencies, e.g. the district.

The team provides the school with some brief comments about how it thinks the school should proceed, in the *Final Advice* section.

The Catalpa Ltd. endorsement of the legitimacy of the report and its conclusions appears on the final page.

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 visit protocol and that this report meets all criteria required for a legitimate SALT visit report.

Members of the visit team are primarily 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 Graniteville 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 Graniteville School.

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

- ◆ *observing a total of 56 complete classes and 45 partial classes. The team spent a total of over 79 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 six 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 schedules*

*school improvement plan for Graniteville School*

*Harcourt Program guides*

*Harcourt Program Manuals and materials*

*student portfolios*

*samples of classroom rubrics*

*teacher classroom schedules*

*Tigger's Den (principal weekly newsletter)*

*individual teacher correspondence*

*Johnston Public School Professional Development Institute Fall 2001*

*Johnston Public School Mentoring Program*

*Johnston Public School Teacher Evaluation checklist*

*district strategic plan*

*1999, 2000 SALT Survey report*

*classroom textbooks*

*1998, 1999, 2000, 2001 Information Works!*

*1998, 1999, 2000 New Standards Reference Examination results*

*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*

The full visit team built the conclusions, commendations, and recommendations presented here through intense and thorough discussion. The team met for a total of 23 hours in six separate meetings spanning the five days of the visit. This time is exclusive of the time the team 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 chose the words, phrases, and sentences it used 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 how important it considers what the team has said and why, the school will take its first step in becoming accountable in a way that actually improves learning.

It is important to read this report and consider it 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 school 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 Graniteville School

### Background

Graniteville School, built in 1931, had eight classrooms housing students in first through ninth grade. In 1968 a cafeteria was added; then in 1987 two classrooms, a library, and an office were constructed to complete the school as it is today. In 2000 all kindergarten classes were moved to the Early Childhood Center. Today Graniteville School serves 200 students in grades one through five.

The staff at Graniteville School comprises 10 full-time classroom teachers, a nurse, a reading teacher, and two special education teachers. The art, music, library, and physical education teachers are shared with other buildings. There are four teacher aides, a technological aide, a school clerk, and custodial and lunch room staff.

Of the 200 hundred students, 95 percent are White; the remaining five percent are Black, Asian, or Hispanic. Thirty-five percent of the students receive free or reduced-price lunch. Graniteville qualifies as a Title I School. Twenty-three students receive support in the resource special education program; another nine are serviced in a self-contained special education classroom. The reading specialist works primarily with students in grades one through three. Additional student support staff includes a speech and language teacher, a school nurse, a social worker, and an elementary counselor.

Graniteville has partnerships with Rhode Island College, BJ's, and Even Start Literacy Program. Students, staff, and families are involved in activities including Peer Mediation, Reading Recovery Program, Class Meetings, Summer Reading Program, annual Geography Bee and Spelling Bee, and Grade Four Science Fair. Some teachers meet informally on Work a Day Wednesday and Feasty Fridays to share ideas.

### State Assessment Results for Graniteville School

On the subtests of the 2000-2001 New Standards Mathematics Reference Examination eight in 10 of the fourth graders (84%) met or exceeded the standard in basic skills; one in three of the fourth graders (36%) met or exceeded the standard in concepts; and three in 10 of the fourth graders (31%) met or exceeded the standard in problem solving. Students at the Graniteville School perform at the same level as similar students in the state on Mathematics: Problem Solving, but below similar students in the state on the Basic Skills and Concepts subtests. Graniteville scores in Problem Solving show a positive trend from six percent in 1998 to 31 percent in 2001.

On the reading subtests of the 2000-2001 New Standards English Language Arts Reference Examination eight in 10 of the fourth graders (80%) met or exceeded the standard in Reading: Basic Understanding, and three in four of the fourth graders (75%) met or exceeded the standard in Reading: Analysis and Interpretation. Equity gaps (a difference of more than 15%) exist in reading for the special education students. Students at the Graniteville School perform at the same level as similar students in the state on the Reading: Basic Understanding and Reading: Analysis and Interpretation subtests.

On the writing subtests of the 2000-2001 New Standards English Language Arts Reference Examination eight in 10 of the fourth graders (81%) met or exceeded the standard in Writing: Effectiveness, and one in two of the fourth graders (53%) met or exceeded the standard in Writing: Conventions. On the Rhode Island Writing Assessment three in 10 of the third graders (29%) met or exceeded the standard. Equity gaps (a difference of more than 15%) exist in writing for the following groups of students: poverty, multi-racial, and special education. Students at the Graniteville School perform above the level as similar students in the state on Writing: Effectiveness, and below similar students in the state on Writing: Conventions.

The most recently available New Standards Reference Examination results have been appended to this report. Information Works! data for Graniteville School is available at <<http://www.ridoe.net>>www.ridoe.net.

### 3. PORTRAIT OF Graniteville School AT THE TIME OF THE VISIT

Graniteville is a small neighborhood school, where the staff provides a warm nurturing environment for its students. Quality student work adorns the halls and classrooms. Students move around confidently feeling safe, accepted, and loved. They view themselves as learners and come to school excited and ready to learn.

Graniteville teachers create a comfortable, nurturing, learning environment. They genuinely care about their students and are committed to them. Within the past three years the district has adopted new math, reading, science, and social studies programs. Teachers are working very hard to integrate these programs within their classrooms. Many teachers avail themselves of a variety of professional development opportunities provided by the district, as well as those provided within their school. The administrator, who is a very personable, caring, and gracious manager, lacks consistency and does not provide instructional leadership. While the staff is dedicated and hard working, there is an evident lack of consistency in the implementation of curriculum between and within grade levels in teaching style, in the understanding and use of standards and rubrics, and in the allocation of time.

While parents feel their students are happy and safe, they would welcome more opportunities to become more directly involved in the school community.

## 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*
- ◆ *meeting with students, parents, school and district administrators*
- ◆ *talking to students and teachers*
- ◆ *observing the school outside of the classroom*
- ◆ *observing classes*
- ◆ *interviewing teachers about the work of their students*
- ◆ *student portfolios*

### Conclusions

Students at Graniteville School are confident and happy learners who exhibit pride in their school. They feel safe within their learning environment and trust their teachers in all aspects of school life. They freely take risks and participate in classroom discussions and activities. Within their classrooms they cooperatively and willingly help their peers and are polite and respectful. Students come to school ready and willing to learn. (*following students, observing classes, observing the school outside of the classroom, talking to students, meeting with students, teachers, parents, school and district administrators*)

Students at Graniteville School find reading pleasurable and read confidently. They read an array of genres. Most students read fluently and automatically use a variety of decoding strategies. They successfully complete workbook pages on story elements and answer literal comprehension questions. They predict, retell, summarize, and draw conclusions. Students read to gain information, entertain, persuade, and explain. These positive attitudes will encourage students to become lifetime readers and learners. (*following students, observing classes, meeting with students and parents, 2001 New Standards English Language Arts Examination results, student portfolios*)

Students write well. Many write frequently across the content areas for a variety of purposes and audiences. They write in personal journals. Some students report that they cannot choose their topics, while others state that they can select within a genre. A few students even analyze, discuss, and react to the writing of their peers. Some students effectively use graphic organizers when beginning the writing process. All students edit for conventions, and some revise for content. On the 2001 New Standards English Language Arts Reference Examination an impressive 81% of the students met or exceeded the standard in Writing: Effectiveness, scoring higher than the

district (67%) and the state (61%). In addition students scored higher than similar students statewide on this subtest. (2001 *New Standards English Language Arts Examination results, observing classes, following students, talking to students, meeting with students, observing the school outside of the classroom, reviewing completed and ongoing student work, 2001 Information Works!, student portfolios*)

Students practice mathematical skills and apply concepts while successfully completing workbook pages from their math text and supplemental sources. Some students effectively use manipulatives to solve problems; others report that they infrequently use calculators as a tool. Students are aware of and practice strategies to organize and solve problems. Some students clearly explain solutions orally and in written form. A few even select from a variety of strategies and use multiple ways to solve problems. (*observing classes, reviewing completed and ongoing student work, interviewing teachers about the work of their students, talking to students, meeting with students, student portfolios*)

## Commendations for Graniteville School

Polite, enthusiastic, eager learners

Quality of student writing

## Recommendations for Graniteville School

Give students more opportunities to write on self-selected topics.

Encourage students to revise their work in all areas of the curriculum.

Instruct students to use available manipulatives as an instructional tool.

Provide opportunities for students to engage in rich discussion of literature.

## 5. FINDINGS ON TEACHING

### Sources of Evidence

- ◆ *observing classes*
- ◆ *observing the school outside of the classroom*
- ◆ *talking with teachers and students*
- ◆ *interviewing teachers about the work of their students*
- ◆ *reviewing completed and ongoing student work*
- ◆ *meeting with parents, students, school and district administrators*
- ◆ *following students*
- ◆ *New Standards Reference Examination results*
- ◆ *2001 Information Works!*
- ◆ *SALT Survey 1999-2000*
- ◆ *reviewing Harcourt Program guides*
- ◆ *student portfolios*
- ◆ *reviewing samples of classroom rubrics*
- ◆ *teacher classroom schedules*

### Conclusions

Teachers provide many opportunities for their students to read. They encourage them to read for a variety of purposes. Many teachers are using parts of the Harcourt Program as their core program. Many classroom teachers use running records and literal and inferential questions to evaluate student understanding at the end of a theme; however, teachers do not use these assessment tools to determine student instructional or independent reading levels or to direct their own instruction. This limited use provides insufficient information to evaluate the student's reading behaviors and to teach students at their individual instructional levels. As teachers become more familiar with the new Harcourt Program and use more of the components, they hopefully will tailor their instruction to meet the needs of all learners. (*observing classes, following students, student portfolios, reviewing completed and ongoing student work, talking with teachers*)

Teachers provide many and varied opportunities for students to write across the curriculum. Students frequently write in their journals, selecting topics of interest. While some teachers use process writing, others follow the variety of writing suggestions outlined within the Harcourt Program. Some students have the opportunity to revise

and share their work; many do not. This deprives the students of important peer feedback necessary to improve their writing. It also limits a sense of purpose for writing and does not provide the necessary audience for students. Some teachers even instruct and provide opportunities for their students to use the Internet and additional resources to create narrative, expository, and persuasive writing. Teachers' continued focus and instruction in writing will continue the positive growth in this area. *(talking to students and teachers, observing classes, observing the school outside of the classroom, following students, reviewing ongoing and completed student work)*

Teachers instruct their students in the application of problem-solving strategies. Some develop real life problems for students to solve. Some teachers use manipulatives within their classrooms to reinforce skills and concepts, however others do not. Teachers limit students' use of calculators when solving problems. "Problem of the Day" is inconsistently used in classrooms, therefore limiting the opportunity for daily reinforcement of problem solving. An inconsistent time allocation for mathematics between and among grade levels creates an unequal exposure in mathematics

for students. This does result in reducing overall student proficiency. *(teacher's classroom schedules, observing classes, talking to students and teachers, meeting with students and parents, New Standards Mathematics Reference Examination, 1999-2000 SALT Survey data)*

Most teachers at Graniteville School are at the emergent stage in their understanding and utilization of standards and standards-based instruction. There is inconsistency in the use and design of rubrics between and among grades. This inconsistency does not provide clear expectations for students; limits effective dialogue between teachers and hinders parental understanding of how their children are assessed. Many teachers use rubrics merely as a scoring tool, rather than as an opportunity for students to revise their work and bring it to a higher standard. *(samples of classroom rubrics, talking with students, teachers and parents, reviewing completed and ongoing student work, student portfolios, following students, observing the school)*

The Graniteville School teachers provide a comfortable atmosphere for students to learn. Their students feel welcome and at home in their classrooms. Their positive interactions provide a nurturing environment. Teaching styles differ; some classrooms are teacher-directed, while others are student-centered. The latter offer students more choice and opportunity to participate in their learning. *(observing classes, meeting*

*with students, parents, district and school administrators, talking to students and teachers, following students, observing the school outside of the classroom)*

## Commendations for Graniteville School

Efforts in beginning implementation of the Harcourt Collections Program

Nurturing climate in the classrooms

Quality of student writing

Effective integration of reading and writing

## Recommendations for Graniteville School

Continue to provide professional development opportunities for all teachers to develop their understanding of the Harcourt Reading Program and

to establish them at a comfort level in using that program, so it can be uniformly practiced and implemented within the school.

Participate in the Professional Development Institute for Standards Instruction.

Develop consistency in the understanding of and use of rubrics in the classroom and the school.

Use the expertise within your school to provide instructional modeling and school inservice.

Become more consistent in the time allocated for the instruction of mathematics.

Provide students with an opportunity to use manipulatives in mathematical situations.

Move toward child-centered, rather than teacher-directed, instructional practices.

## Recommendations for Johnston School Department

Continue to provide inservice opportunities for teacher as they work toward implementation of the Harcourt Programs and standards-based classrooms.

## 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 students, parents, school and district administrators, school improvement team*
- ◆ *following students*
- ◆ *reviewing completed and ongoing student work*
- ◆ *school improvement plan*
- ◆ *teacher classroom schedules*
- ◆ *Tigger's Den (principal's weekly newsletter)*
- ◆ *individual teacher correspondence*
- ◆ *SALT Survey data 1999-2000*
- ◆ *Johnston Public School Professional Development Institute Fall 2001*
- ◆ *Johnston Public School Mentoring Program*
- ◆ *Johnston Public School Teacher Evaluation check list*
- ◆ *Harcourt Program Manuals and materials*

### Conclusions

Johnston School Department has adopted the *Harcourt Collections Reading Program* and *Harcourt Math Advantage Program* as its core programs. This is the first year of implementation of the very comprehensive *Collections Reading Program* and the third for the *Math Advantage Program*. Teachers are at various levels in their understanding of and use of both of these programs. In many classrooms considerably more time is allocated for reading at the expense of mathematics instruction and problem solving. The district has provided a mathematics specialist who supports initiatives for problem solving. Presently, the roles and responsibilities of this person are unclear. (*examination of program manuals, observing classes, teacher classroom schedules, following students, reviewing completed and ongoing student work, meeting with students school and district administrators*)

Graniteville School special education students are being serviced in resource and self-contained settings. The majority of the services are provided using the pullout model. Due to scheduling, there are limited opportunities for students to be involved within the regular classes. Predominate use of this practice deprives students of peer models, socialization, and the opportunity to perform at higher levels. It limits their participation in areas where differentiation is easily accommodated. *(meeting*

*with students, parents, district and school administrators, teacher classroom schedules, following students, observing classes, talking to students and teachers)*

Graniteville School is a well-managed building. Teachers receive emotional support and the necessary supplies and opportunities for professional development; they are allowed autonomy within their classrooms by the building administrator. While granting teachers autonomy respects their professionalism, teachers require the guidance of leadership to create a learning environment that meets the learning needs of the entire school community. Communication and expectations vary; these are inconsistent and unclear. Dialogue between all groups is ineffectively facilitated. Expectations are ambiguous throughout the school with regard to the delivery of instruction, the continuity of program, discipline, and the utilization of classroom aides, thus creating a lack of cohesion within the school. *(following students, observing classes, observing the school outside of the classroom, talking to staff, meeting*

*with parents, school and district administrators SALT Survey Data 1999-2000)*

There is a lack of parental involvement within Graniteville School. Parents and community members have limited opportunities to work within the school. Parents report that they do not know what their level of involvement within the school could be. Communication between home and school is limited to *Tigger's Den* (a weekly newsletter from the principal), memos, and some individual teacher home-school correspondence. Lack of communication inhibits parent participation and involvement within the school community and limits the development of the home-school connection. *(meeting with parents, school improvement team, district and school administrators, Tigger's Den, individual teacher correspondence, talking to staff)*

The Johnston Public School Teacher Evaluation tool, which is not standards-based, is in need of revision. Teacher mentoring is provided for teachers upon request. Teachers report that the program meets their needs. Johnston Public School provides an extensive professional development menu for its teachers. The Graniteville School administration supports and encourages teacher attendance at professional development sessions. *(meeting*

*with school improvement team, district and school administrators, talking to teachers, Johnston Public School Professional Development Institute, Johnston Public School Mentoring Program, Johnston Public School Teacher Evaluation tool)*

Graniteville School Improvement Plan does not reflect an in-depth self-study. It does not provide the necessary guidance or direction for the school to move forward. *(school improvement plan, meeting with the school improvement team)*

## Commendations for Graniteville School

Child centered, nurturing atmosphere

Involvement in professional development

## Recommendations for Graniteville School

Conduct a thorough self study, use the findings of SALT Visit Report, and develop a new school plan that will guide improvement.

Develop a school-wide focus and improve communication among all staff to gain collaboration to build consistency within the school.

As a unified team, revise the school schedule to meet the educational needs of all students.

Clarify the role of the math specialist.

Look for effective vehicles of communication between school and home and opportunities to involve parent volunteers within the school.

## Recommendations for Johnston School District

Review teacher evaluation tool.

Clarify and inform Graniteville School of the role of the math specialist.

## 7. Final Advice to the School

We celebrate with you the progress that you have made to develop a higher standard for your students. You are a “work in progress” as you strive to improve the learning of your students and to develop a learning community.

Your students are eager and willing. Empower them to become more active learners throughout your school. Continue your focus in language arts, but provide more consistent mathematics instruction.

“Work a day Wednesday” has given teachers an opportunity to share and learn from each other. Continue to expand on this concept. Your ultimate strength will surface, when you effectively collaborate and communicate.

As stated in your Mission Statement, collaboration of students, staff and parents will strengthen your school family. Broaden the involvement of each of these groups.

Define your focus. Work together as a unified group to develop communication, collaboration, and consistency.

We hope that these conclusions, commendations, and recommendations will guide you as you continue to strive toward a cohesive learning community. Good luck.

## The Graniteville School Improvement Team

Susan DeConte,

Grade 5 Teacher

Rose Filocco,

Grade 1 Teacher

Angela Hoopis

Grade 5 Teacher

Mary Pesaturo

Parent

Keri Rainone

Grade 2 Teacher

Paula Ranucci

Grade 1 Teacher

Keith Welch

Principal

## The SALT Visit Team

Donna H. Reinalda  
Chair of team  
Multi-age Teacher Grades 1-3  
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On leave to RIDE as a Salt Fellow

Nancy Connors  
Grade 5 teacher  
Sherman School  
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Liz Guest  
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Betty Jordan  
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Colleen Murphy  
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East Providence, Rhode Island

Kenneth Rassler  
Principal  
Steere Farm Elementary School  
Burrillville, Rhode Island

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

## Endorsement of SALT Visit Team Report

**Graniteville School**

January 11, 2002

Graphic: Catalpa  
Logo

***Endorsement made when final report is reviewed by Catalpa.***

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.  
January 28, 2002: