

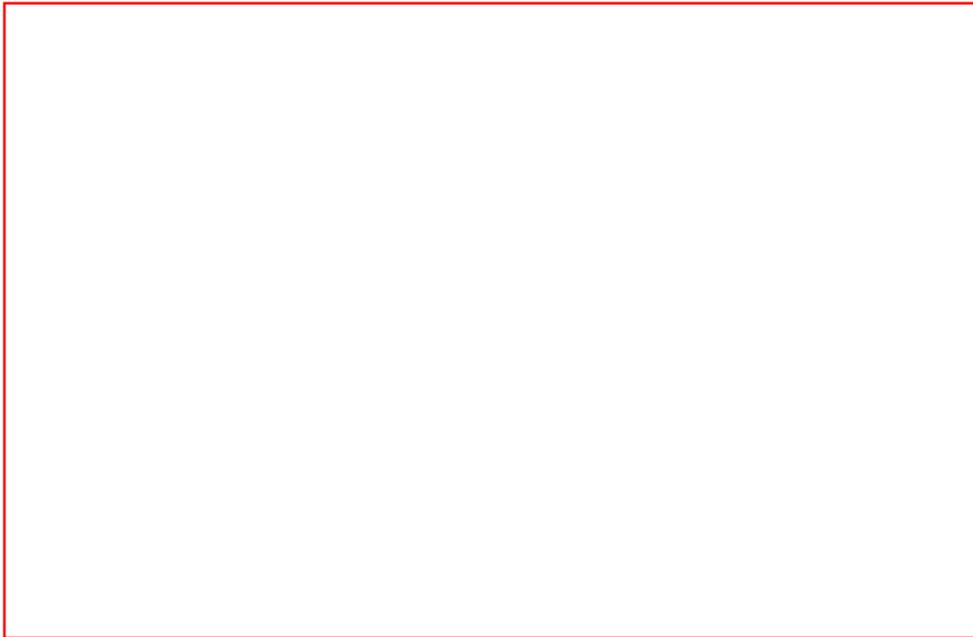


# Lonsdale Elementary School

Lincoln

## 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.**

**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 Lonsdale Elementary School from January 7 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 Lonsdale 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 Lonsdale Elementary School.

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

- ◆ *observing a total of 96 complete classes and partial classes. The team spent a total of over 77 hours in direct classroom observation. All classrooms were visited at least once, and almost every teacher was observed more than once.*
- ◆ *observing the school outside of the classroom*
- ◆ *following 6 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 four 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*

*school improvement plan for Lonsdale Elementary School*

*district strategic plan*

*classroom textbooks*

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

*1998, 1999, 2000, and 2001 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*

*Lincoln School System Writing Curriculum K-6*

*Lincoln School Department Certified Staff Evaluation*

*Mentoring Program binder*

*Arts Grant 2001-2002*

*Fusion Works Proposal*

*Lincoln School District Language Arts Rubrics*

*Teachers' Sample Units of Study*

*Class Newsletters*

*Lonsdale Leopards Writing Express "A Collection of Students' Poetry"*

*Before and After School Programs folder*

*Lauren Wasserman Workshop folder*

*Library Newsletters folder*

*video presentation*

*interview with performing artist*

*grant proposal documents*

*Student Council meeting*

*self study documents*

*Student Handbook*

*Professional Development folder*

*Article 31 budget*

*K-8 Math Standards Grade Level Expectations draft document*

*Portfolio Information binder*

*student portfolios*

*2000-2001 Student Evaluation*

*2000-2001 Annual District Report*

*2000-2001 Annual Lonsdale Elementary Report*

*Lonsdale Parent Literacy Volunteers list*

*Lonsdale Elementary Working Wonders 3 folder*

*District Strategic Plan*

*Lincoln Progress report*

*Lincoln report card*

*Lonsdale Parent Volunteer Tutor Guide and guided reading folder*

*Lincoln School Department budget (2001-2002)*

*Lincoln Teachers' Association Contract*

*Lincoln Self-Study folder*

*Lonsdale Teacher Reflections folder*

The full visit team built the conclusions, commendations, and recommendations presented here through intense and thorough discussion. The team met for a total of 28 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 Lonsdale Elementary School

### Background

Lonsdale Elementary School first opened in 1958. A small school with 11 classrooms, it serves 230 students in grades two through six. Of its 230 students, 206 (90%) are white, six (.03%) are black, six (.03%) are Hispanic, 11 (.05%) are Asian/Pacific Islander, and one is Native American. Thirty-six students receive resource and special education services. Five students receive English as a Second Language instruction. Twenty-six students receive free or reduced-price lunch.

The Lonsdale staff consists of one principal, one secretary, a full-time nurse, 11 classroom teachers, an art teacher, a reading teacher, a librarian, two special education classroom teachers, one full-time resource teacher, one half-time resource teacher, and a half-time physical education and a half-time music teacher. The staff also includes an enrichment teacher, an English-as-a-second-language teacher, a part-time standards coach, a part-time speech therapist, a diagnostic prescriptive teacher, a social worker, a psychologist, and three teacher assistants.

Important initiatives for Lonsdale Elementary School are grants for professional development through “Working Wonders” and the Annenberg Institute. Parents have been trained as Literacy Volunteers in order to implement reading and writing intervention for students who are identified as at risk. Before and after school programs were initiated last year in response to test results in reading, writing, and mathematics. Additionally, Lonsdale has formed partnerships with the Cumberland Lincoln Boys and Girls Club, Lincoln High School, Woonsocket Schools, Davies Vocational School, and the Fusion Works Dance Company, which brings additional arts experiences to the students at Lonsdale School.

### State Assessment Results for Lonsdale Elementary School

On the subtests of the 2000-2001 New Standards Mathematics Reference Examination one in two of the fourth graders (50%) met or exceeded the standard in basic skills; one in two of the fourth graders (48%) met or exceeded the standard in concepts; and three in 10 of the fourth graders (30%) met or exceeded the standard in problem solving. Equity gaps (a difference of more than 15%) exist in mathematics for the following groups: students receiving free and reduced-price lunch and special education students. Students at the Lonsdale Elementary School perform at the same level as similar students in the state on the Basic Skills, Concepts, and/or Problem Solving mathematics subtests.

On the reading subtests of the 2000-2001 New Standards English Language Arts Reference Examination almost nine in 10 of the fourth graders (89%) met or exceeded the standard in Reading: Basic Understanding, and six in 10 of the fourth graders (65%) met or exceeded the standard in Reading: Analysis and Interpretation. Equity gaps (a difference of more than 15%) exist in reading for the following groups: students receiving free and reduced-price lunch, multi-racial students, male students, and special education students. Students at the Lonsdale Elementary School perform at a level slightly below that of similar students in the state on both 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 nine in 10 of the fourth graders (90%) met or exceeded the standard in Writing: Conventions, and almost eight in 10 of the fourth graders (77%) met or exceeded the standard in Writing: Effectiveness. On the Rhode Island Writing Assessment almost one in five of the third graders (49%) met or exceeded the standard. Equity gaps (a difference of more than 15%) exist in writing for the following groups: male and special education students. Students at the Lonsdale Elementary School perform at a slightly higher level than similar students in the state on Writing: Effectiveness, and slightly lower than similar students on Writing: Conventions. There is an upward trend in Writing: Effectiveness.

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

### 3. PORTRAIT OF Lonsdale Elementary School AT THE TIME OF THE VISIT

It is apparent to everyone who enters Lonsdale Elementary School that all are welcome. Visitors experience warmth and friendliness as they proceed through the halls and are greeted by the school community. Parents feel comfortable and welcomed, when they approach teachers about issues regarding their children. The school trains parents, who volunteer to assist in classrooms and during recess. All of these elements create a sense of family. The school is bright and well maintained. The sense of pride in student work is evident in displays brought about by the efforts of the student council. The arts integration program is a source of pride. Students look forward to their weekly classes in the arts, where they prepare for a yearly performance that integrates skills in the visual and performing arts, music, poetry, and physical education. Teachers have effectively seized some of the many opportunities for curricular integration. According to the school Mission Statement, the community is committed to ensuring that students are “achieving superior results by providing all students with the skills, opportunities, and resources to meet higher expectations throughout their educational experience.” In order to reach that goal the Lonsdale community must further challenge its students in all academic areas, especially mathematics.

## 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*
- ◆ *meeting with students, parents*
- ◆ *talking with students*
- ◆ *observing the school outside of the classroom*
- ◆ *interviewing teachers about the work of their students*

### Conclusions

Lonsdale Elementary School students are patient, polite, and tolerant of their peers. They are willing to help anyone who is in need. They are supportive and respectful members of their learning community. They enjoy coming to school each day. They follow instructions well and are comfortable in this learning environment. (*following students, observing classes, meeting with students, talking with students, observing the school outside of the classroom, interviewing teachers about the work of their students*)

Between 1998 and 2001 students at Lonsdale School improved substantially in writing effectiveness (from 21% to 90% meeting the standard) and writing conventions (from 50% to 77% meeting the standard). They demonstrate good vocabulary skills and express themselves well. Students use prompts effectively and demonstrate mastery of the writing process from brainstorming to completing final drafts and publishing. Most students readily share their written work. By using descriptive words they help the reader access imagery. As authors, Lonsdale students write for an audience and employ the necessary elements of effective writing. They are able to write for different purposes and incorporate multiple genres well. Most Lonsdale students are truly effective communicators in written language. (*observing classes, following students, reviewing completed and ongoing student work, interviewing about work of their students, New Standards Reference Examination results, meeting with students*)

Most students clearly enjoy reading. They self-select books that encompass many genres and many skill levels. Students share reading with their peers and read independently. They enjoy listening to their teachers read to them. Student fluency in reading is evident. Students are practiced in guided reading. Through the use of re-telling, they are able to bring stories to life for listeners. They read in all content areas and are able to use reading to access information. Some effectively employ strategies such as word attack skills, comparing and contrasting, and making predictions and inferences. Students value reading for personal pleasure. (*observing classes following students,*

*reviewing completed and ongoing student work, meeting with students and parents, interviewing teachers the work of their students)*

Most students have little understanding of mathematical thought or problem solving strategies. They expend little effort to complete rote and unchallenging tasks. Their skills in concepts and basic mathematical computation are very weak. Students do not demonstrate increased levels of skill development from grade to grade. They do not engage much practice to develop those skills. Many students continue to work on tasks at a rudimentary level rather than being given the tools to go to the next level of mathematical understanding. Although some students enjoy mathematics, they do not consistently demonstrate the necessary strategies and skills to meet the standard. On the subtests of the 2000-2001 New Standards Mathematics Reference Examination one in two of the fourth graders (50%) met or exceeded the standard in basic skills; one in two of the fourth graders (48%) met or exceeded the standard in concepts; and three in 10 of the fourth graders (30%) met or exceeded the standard in problem solving. *(following students, observing classes, meeting with students and with parents, talking with students, New Standards Reference Examination results)*

## Commendations for Lonsdale Elementary School

The polite and respectful students

Student achievement in literacy skills

## Recommendations for Lonsdale Elementary School

Increase students' practice time on mathematical skills.

Adopt a consistent approach to mathematics instruction to improve vertical articulation.

Increase the challenge and complexity in mathematical experiences.

## Recommendations for Lincoln School District

Implement the proposed plans for curricular revision and a uniform, scaffolded math program in order to improve student achievement in mathematics.

## 5. FINDINGS ON TEACHING

### Sources of Evidence

- ◆ *observing classes*
- ◆ *observing the school outside of the classroom*
- ◆ *talking with students*
- ◆ *interviewing teachers about the work of their students*
- ◆ *meeting with students, parents, school and district administrators, the school improvement team*
- ◆ *following students*
- ◆ *reviewing completed and ongoing student work*
- ◆ *2001 Information Works!*
- ◆ *New Standards Reference Examination results*
- ◆ *SALT Survey 1999-2000*
- ◆ *Lincoln K-6 writing curriculum*
- ◆ *reviewing student portfolios*
- ◆ *reviewing grant folders*

### Conclusions

It is evident that Lonsdale teachers care deeply about their students. They are calm, kind, and soft spoken with their students. They maintain a gentle classroom environment. Their behavioral expectations and classroom procedures are clear and reassuring to their students. (*following students, observing classes, meeting with students, parents, school and district administrators, and school improvement team, talking with students, observing the school outside of the classroom*)

Teachers at Lonsdale Elementary School are at various stages of implementing standards-based instruction. Some teachers effectively use standards-based instruction to improve student learning. They empower their students to make choices in their learning. They effectively differentiate their instruction to meet learner needs, explain the purpose and real life application of learning, refer to benchmarks in order to assist students, allow students to learn from each other, rather than just from whole group instruction, and provide a rich, student-centered learning environment. (*observing classes, following students, reviewing completed and ongoing student work, interviewing teachers about the work of their students, meeting with parents and school administrator*)

Teachers use a variety of assessments such as checklists, oral presentations, observations, running records,

anecdotal records, multiple choice tests, chapter tests, conferencing, project-based assessments, written assessments, reflections and retellings, and some integrated performance assessment. In addition, all teachers use rubrics. However, rubrics are not often used optimally. A few teachers view rubrics as an effective tool and use them regularly to assist students in improving their work, but many use rubrics only in the final stage of evaluation. As a result, students have limited opportunities to revise and improve their work. Although the rubrics in use are uniform in nature, they are infrequently modified to reflect child input and language. Students report that they use rubrics as checklists for assignment completion, rather than as part of the process to improve their work. Some teachers report that they view rubrics as little more than a tool for a final grade. Assessment is final, rather than ongoing. This limits learner growth. *(following students, observing classes, interviewing teachers about the work of their students, talking with students, meeting with parents, reviewing completed and ongoing student work, Lincoln K-3 writing curriculum)*

Teachers at Lonsdale have focused extensively on competence in literacy as a goal for their students. They have willingly engaged in many professional development activities in order to improve their instruction in language arts. By employing writer's workshop, reader's workshop, peer editing, conferencing, literature circles, guided reading, and other tools, they afford their students broad opportunities to grow in literacy. Although some teachers challenge students to employ critical thinking skills through expert questioning, most teachers do not push this development. Students are ready to be challenged to a higher level of competency in writing, reading, and comprehension. *(following students, observing classes, reviewing student portfolios, reviewing completed and ongoing student work, grant folders, interviewing teachers about the work of their students, meeting with students, parents, school and district administrators and school improvement team)*

Teachers freely acknowledge the need to improve math instruction. There are great inconsistencies in how they apply mathematical procedures and problem solving strategies and how they use materials in problem solving strategies and assessment. Additionally, teachers have been offered few professional development opportunities that address the skills they need to improve their mathematical instruction. Students' lack of achievement in mathematics is reflected accordingly. *(talking with students, teachers, observing classes, meeting with parents, school and district administrators, reviewing completed and ongoing student work, New Standards Reference Examination results)*

## Commendations for Lonsdale Elementary School

The caring and kindness modeled by teachers

## Recommendations for Lonsdale Elementary School

Re-examine the use of rubrics in order to improve their use.

Allow and encourage students to revise and improve their work.

Empower your students to participate in the design of rubrics in order to deepen their understanding and increase their commitment to their own learning.

Challenge your students further in all areas of literacy.

Provide greater professional development in mathematics.

Provide greater practice in challenging problem solving.

Increase instructional time in mathematics.

## Recommendations for the Lincoln School District:

Implement a standards-based, sequential mathematics program to improve student achievement in mathematics.

## 6. FINDINGS ON THE SCHOOL

### Sources of Evidence

- ◆ *observing classes*
- ◆ *observing the school outside of the classroom*
- ◆ *reviewing completed and ongoing student work*
- ◆ *talking with many students, teachers, staff, and school administrators*
- ◆ *interviewing teachers about the work of their students*
- ◆ *meeting with students, parents, district and school administrators, school improvement team*
- ◆ *following students*
- ◆ *school improvement plan*
- ◆ *video presentation*
- ◆ *interviewing performing artist*
- ◆ *grant proposal documents*
- ◆ *Student Council meeting*
- ◆ *self study documents*
- ◆ *teacher evaluation tool*
- ◆ *mentoring program binder*
- ◆ *teacher contract*

### Conclusions

The culture of Lonsdale Elementary School provides a sense of family. Adults in this community strive to provide a warm, supportive environment for students. They are proud of student accomplishments. Through the dedicated and visionary leadership of the new principal, positive changes are occurring. Her philosophy of planting seeds of growth has resulted in a renewed commitment on the part of the faculty, staff, and parents. (*observing the school outside of the classroom, following students, meeting with students, parents, district and school administrators, school improvement team, observing classes, interviewing teachers about the work of their students, talking with students, staff*)

Families are encouraged to engage in the everyday activities of the school. Under the guidance of the principal, parents are trained to assist students in literacy. Additionally, a parent coordinator ensures that extra help is provided in all classrooms to afford students a variety of opportunities to receive reinforcement and to enhance the learning environment. There is also strong participation in the Lonsdale Parent Teachers Organization and the School Improvement Team, which work together for the benefit of the school community. (*observing classes, following students, meeting with parents, school and district administrators, school improvement team, observing the school outside of the classroom*)

Through the use of grant monies, Lonsdale Elementary School is making an effort to integrate areas of the curriculum with the arts. While these efforts are to be lauded, true integration with respect to all content areas has not occurred. Deeper connection between standards and curricular content for all students is necessary in order to improve student achievement. (*reviewing video presentation, interviewing performing artist, interviewing teachers about the work of their students, meeting with district and school administrators, school improvement team, reviewing grant proposal documents*)

Lonsdale Elementary School has engaged in several self-study activities, such as looking at student work, examining test data, conducting a student survey, and following students. Lonsdale has used the information gathered from these activities well to improve student achievement. It has developed new instructional practices, enhanced the school environment and better addressed student needs. (*meeting with students, parents, district and school administrators, school improvement team, observing classes, reviewing completed and ongoing student work, interviewing teachers about the work of their students, Student Council meeting, reviewing school improvement plan, self study documents*)

The Lincoln School district provides good support in the area of professional development. The mentoring program provides continuous three-year support not only for new teachers, but for any teacher needing or desiring assistance. In addition, the teacher evaluation process is a multi-faceted tool, well designed to meet individual teacher's needs. (*meeting with district and school administrators, reviewing teacher evaluation tool, mentoring program binder, teacher contract*)

The inclusive environment of Lonsdale Elementary School is impressive in many classrooms and is targeted to effectively meet the needs of individual students. Through differentiated instruction, teacher flexibility, effectively applied modifications, and seamless inclusionary practices on the part of special educators and regular educators working together, all students are well served. (*observing classrooms, following students, observing the school outside of the classroom, interviewing teachers about the work of their students, meeting with parents and school administrator, talking with students*)

## Commendations for Lonsdale Elementary School

- The warm supportive culture
- The visionary leadership of the principal
- The principal's dedication to preparing effective school volunteers
- The high level of parental participation
- The inclusive environment provided for ALL students

## Commendations for the Lincoln School District

- The well-designed teacher evaluation tool
- The extensive support provided by the mentoring program

## Recommendations for Lonsdale Elementary School

Deepen the level of integration between the arts and the curriculum in order to improve student achievement.

## Recommendations for the Lincoln School District

Maintain Lonsdale's inclusionary programs as models.

## 7. Final Advice to the School

You have built a family environment that nurtures and supports your students. You have made great strides in the areas of literacy and inclusionary practices. This growth is an indication of great potential, which you need to further develop in other areas, especially mathematics. Continue to expand the challenges by raising expectations that you have for your students, knowing that they are ready and capable learners.

### The Lonsdale Elementary School Improvement Team

Pam Anthon  
Parent

Marla Barrett  
Teacher

Jan Boucher  
Teacher

Jean Brown  
Teacher

Mary Carvalho  
Principal

Karen Clavet  
Parent

Lisa Doherty  
Teacher

Simone Dupuis  
Parent

Linda Dwyer  
Teacher

Deborah Harrold  
Teacher

Barbara Holt

Teacher

Paula Howard  
Teacher

Rebecca Knight  
Teacher

Muriel Lemoie  
Teacher

Daniel Michelson  
Parent

Charles Pytel  
Parent

Diane Rocchio  
Teacher

Sue Sheppard  
Town Clerk

Gerald Sullivan  
Parent

## The SALT Visit Team

Elisabeth Newman  
Chair, SALT Visit Team  
on loan to the Rhode Island Department of Education from  
the Bristol Warren Arts Magnet Program at Reynolds School

KaraBeth Drezek  
Special Education Teacher  
Ashton School  
Cumberland, RI

Angelica Feliciano  
Parent  
Pawtucket, RI

John McCabe  
Principal  
Flora Curtis Elementary School  
Pawtucket, RI

Patricia Palmieri  
Grade 1 Teacher  
Blackrock Elementary School  
Coventry, RI

Kim Pierce  
Art Teacher  
Bernon Heights Elementary School  
Woonsocket, RI

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

## Endorsement of SALT Visit Team Report

### **Lonsdale Elementary School**

January 11, 2002

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 25, 2002