

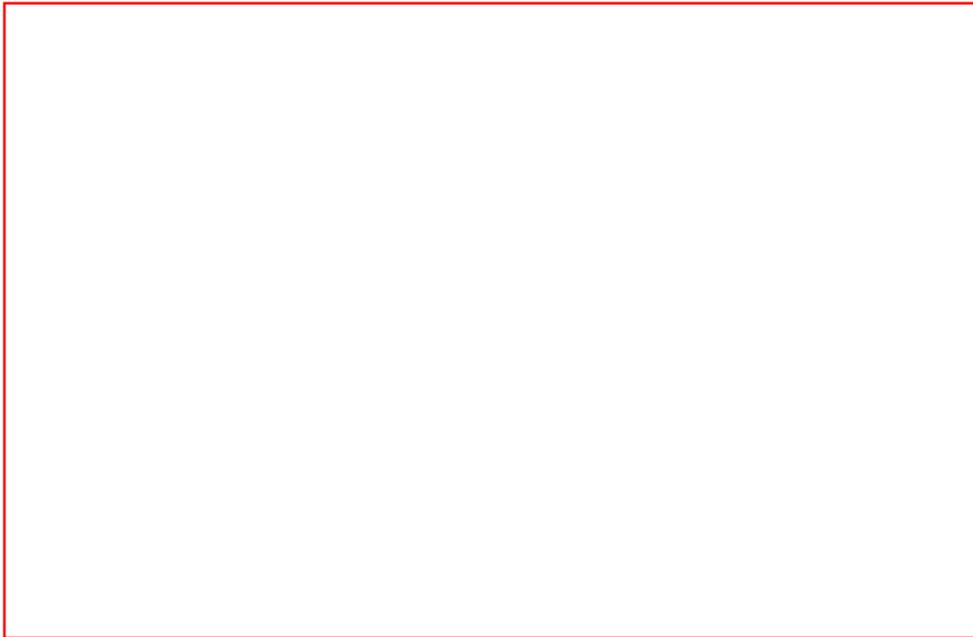


Globe Park School

WOONSOCKET

The SALT Visit Team Report

January 18, 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).

Rhode Island Board of Regents for Elementary and Secondary Education

James A. DiPrete, Chairman

Jo Eva Gaines, Vice Chair

Colleen Callahan, Secretary

Representative Paul W. Crowley

Sue P. Duff

Senator Hanna M. Gallo

Gary E. Grove

Patrick A. Guida

Mario A. Mancieri

Vidal P. Perez

-

-

Rhode Island Department of Elementary and Secondary Education

Peter McWalters, Commissioner

The Board of Regents does not discriminate
on the basis of age, color, sex, sexual orientation, race, religion, national origin, or disability.

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>

1. THE PURPOSE AND LIMITS of this report.....	1
<i>Overview</i>	1
<i>Sources of Evidence for This Report</i>	2
<i>Using the Report</i>	3
2. PROFILE OF Globe Park School.....	5
<i>State Assessment Results for Globe Park School</i>	5
3. PORTRAIT OF Globe Park School AT THE TIME OF THE VISIT.....	7
4. FINDINGS ON STUDENT LEARNING.....	8
<i>Sources of Evidence</i>	8
<i>Conclusions</i>	8
<i>Commendations for Globe Park School</i>	10
<i>Recommendations for Globe Park School</i>	10
5. FINDINGS ON TEACHING.....	11
<i>Sources of Evidence</i>	11
<i>Conclusions</i>	11
<i>Commendations for Globe Park School</i>	14
<i>Recommendations for Globe Park School</i>	14
<i>Recommendations for the Woonsocket School District</i>	14
6. FINDINGS ON THE SCHOOL.....	15
<i>Sources of Evidence</i>	15
<i>Conclusions</i>	15
<i>Commendations for Globe Park School</i>	18
<i>Recommendations for Globe Park School</i>	18
<i>Recommendations for the Woonsocket School District</i>	18
<i>Recommendations for the Woonsocket Teachers Union</i>	18
7. Final Advice to the School.....	19
<i>The Globe Park School Improvement Team</i>	20
<i>The SALT Visit Team</i>	21
<i>New Standards Reference Examination and RI Writing Assessment Results (2001)</i>	22
<i>Endorsement of SALT Visit Team Report</i>	23

1. THE PURPOSE AND LIMITS of this report

Overview

This is the report of the SALT team that visited Globe Park School from January 14, 2002 through January 18, 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 Globe Park 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 Globe Park School.

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

- ◆ *observing a total of 97 complete and partial classes. The team spent a total of over 102 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 8 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*
 - paraprofessionals*
- ◆ *talking with students, teachers, staff, and school administrator*
- ◆ *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

district report card

records of professional development activities

classroom assessments

school improvement plan for Globe Park School

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

Taking Action!: Status of Action Plan Activities for Globe Park School

Globe Park School 2001-2002 Self-Study, Strategic Plan, School Improvement Plan.

Professional Development Plan, Protocol and Budget Binder

Globe Park School SALT Portfolio

Woonsocket School District Teacher Evaluation Instrument

The full visit team built the conclusions, commendations, and recommendations presented here through intense and thorough discussion. The team met for a total of 29 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 Globe Park School

Globe Park School Elementary School is one of 11 elementary schools in the Woonsocket Public School System. It serves students in grades K-5 for the city of Woonsocket, Rhode Island, which has a population of approximately 43,900. The present school first opened its doors to students in 1960. An addition was added to the school in 1980.

A five-member elected school board governs the Woonsocket Public School District. A mayor and a seven-member city council govern the city. Globe Park School Elementary School students are served by a professional staff of one administrator, 20 full-time teachers, 16 paraprofessionals, 25 non-classroom personnel, and three custodians.

Globe Park School Elementary School has an attendance rate of 96.4 percent. Of the 384 students attending this school 75 percent are White, 12 percent are Hispanic, 5 percent are Asian/Pacific Islander, and 8 percent are Black. Fifty-three students, totaling 14 percent, receive special education services; 12 students, totaling 3 percent, are Limited English Proficient; Forty-seven percent of the students applied for and receive free or reduced-price lunch.

State Assessment Results for Globe Park School

On the subtests of the 2001 New Standards Mathematics Reference Examination (NSRE) approximately six in 10 of the fourth graders (59%) met or exceeded the standard in basic skills; approximately one in three of the fourth graders (34%) met or exceeded the standard in concepts; and approximately one in four of the fourth graders (24%) met or exceeded the standard in problem solving. Equity gaps (a difference of more than 15%) exist in mathematics for the following groups of students: Hispanic, Black, Special Education, and Limited English Proficient. On the 2000 NSRE students at Globe Park School perform at the same level as similar students in the state on the Basic Skills, Concepts, and Problem Solving subtests in mathematics. In the four years from 1998-2001 the rolling averages (the annual percentage of change when comparing three years of data) are 5% for skills, 7% for concepts, and 6% for problem solving.

On the reading subtests of the 2001 New Standards English Language Arts Reference Examination approximately two in three of the fourth graders (68%) met or exceeded the standard in Reading: Basic Understanding, and approximately two in five of the fourth graders (42%) met or exceeded the standard in Reading: Analysis and Interpretation. Equity gaps exist in reading for the following groups of students: White, Asian/Pacific Islander, Hispanic, and Special Education. On the 2000 NSRE students at Globe Park School perform above similar students in the state on the Reading: Basic Understanding and Reading: Analysis and Interpretation subtests. In the four years from 1998-2001 the rolling averages (the annual percentage of change when comparing three years of data) are 2% basic understanding and 3% for analysis and interpretation.

On the writing subtests of the 2001 New Standards English Language Arts Reference Examination approximately six in 10 of the fourth graders (57%) met or exceeded the standard in Writing: Conventions, and approximately one in two of the fourth graders (53%) met or exceeded the standard in Writing: Effectiveness. On the Rhode Island Writing Assessment one in 14 of the third graders (7%) met or exceeded the standard. Equity gaps exist in writing for the following groups of students: Hispanic, Special Education, and Limited English Proficient. On the 2000 NSRE students at Globe Park School perform above similar students in the state on Writing: Effectiveness and Writing: Conventions. In the four years from 1998-2001 the rolling averages (the annual percentage of change when comparing three years of data) are 13% for effectiveness and 5% for conventions.

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

3. PORTRAIT OF Globe Park School AT THE TIME OF THE VISIT

Globe Park School is a welcoming community of students, staff, and parents working cooperatively to foster the development and lifelong learning skills of a diverse group of K-5 children. Housing almost 400 students, this circa 1960 facility is home to a teaching and support staff that is hard working and creative, whose efforts are encouraged and supported by a resourceful principal.

There is a clear sense of family and common purpose at Globe Park School. The entire staff fosters a calm, nurturing, non-threatening learning environment in which all children are treated equally and respectfully. Paraprofessionals and support staff are an important and integral part of this learning community. All parties function as equal partners, as members of a mutually supportive team. The staff respect each other, work collaboratively, and share one common goal—improving student learning.

Teachers have an excellent rapport with one another and with the students, the principal, and the parents. Teachers frequently plan together, share ideas, and collaboratively look at student work across grade levels. They are making concerted efforts to teach and learn from each other, as well as to hone their teaching craft through job-embedded professional development.

Parents are extremely happy and satisfied with the principal, teachers, and staff and appreciative of the education their children are receiving. They are proud of this school and their children's accomplishments. A number of parents are actively involved with Globe Park School. They feel welcome and give much time and effort toward the betterment of this school.

Achieving the desired goal of improving teaching and learning within this school will require continued and increased focus on: professional development, portfolios, assessment practices, reading and writing, higher order thinking, standards-based instructional practices, instructional resources, as well as developing student ownership and their confidence as life-long learners.

Globe Park School is in the midst of a cycle of continuous improvement, and it is clearly moving in the right direction. Much has been accomplished during the past few years. The school is making strides toward increasing student learning. In essence, Globe Park School is comprised of well-mannered students, a caring staff, committed teachers, and a principal who is dedicated to creating a high-performing school.

4. FINDINGS ON STUDENT LEARNING

Sources of Evidence

- ◆ *following students*
- ◆ *observing the school outside of the classroom*
- ◆ *reviewing completed and ongoing student work*
- ◆ *meeting with the school improvement team, students, school and district administrators, paraprofessionals, and parents*
- ◆ *talking with students, teachers, and staff*
- ◆ *interviewing teachers about the work of their students*
- ◆ *reviewing student portfolios*
- ◆ *observing classes*

Conclusions

Globe Park students love their school, teachers, and the principal. They are respectful, well behaved, enjoy coming to school, and feel safe in the comfortable learning environment their behavior has helped create. This is a school where students are not only eager to learn but also where they report a willingness to participate more actively in their own learning. Students are well mannered, willing to help each other, cooperative, and are proud of their work and their school. They welcome visitors with openness, honesty, and trust. (*talking with students, teachers, and staff, meeting with the school improvement team, students, parents, paraprofessionals, and school and district administrators, following students, observing classes, observing the school outside of the classroom*)

Students are writing in a variety of genres. Most students are practicing the steps of the writing process and using a five-step editing process—to varying degrees of proficiency—to guide and shape the writing they produce. Many students exhibit neat handwriting and good spelling skills. Students are writing narrative procedures, journals, essays, informational pieces, fiction, responses to literature, and poetry. A number of students reported that they do not like to write. Although many students can generate colorful language in order to be more descriptive and can add details to sentences as part of their classroom lessons, these skills infrequently translate into their independent writing. Students are more adept at responding to tangible topics and narrowly defined writing prompts than generating individual pieces of writing, based on their own imagination, ideas, and life experiences. Students are less proficient at revising for content, style, voice, syntax, and idea development to capture the interest of the reader or the intended audience. Similarly, when writing independently, many students ineffectively expand and unpack their thoughts and ideas. (*observing classes, following students, talking with students and teachers, meeting with the school improvement team, students, school administrator, reviewing completed and ongoing student work, interviewing teachers about the work of their students*)

Students read for a variety of purposes and in multiple genres. Many report reading for pleasure. Most students have a strong grasp of phonics and use a number of strategies to decode words. Many students can effectively read for meaning and can understand what they read at a complex level. Students apply and develop their reading skills through projects in different subject areas, writing responses to literature, keeping reading journals, creating story

maps, and retelling what they have read. In many classes students are effectively using resources displayed in classrooms such as word walls, word solver guides, and motivational messages to assist them in their reading. Most students read well orally and often help each other when they read at their own independent reading levels. Many upper and lower grade students serve as reading buddies to each other. While student proficiency in analysis and interpretation is developing, students are less accomplished in analyzing text, extracting supporting details, determining the most important facts, understanding the author's intent, sequencing ideas, and making connections among ideas, self, and the real world. *(talking with students, teachers, and staff, following students, interviewing teachers about the work of their students, reviewing completed and ongoing student work, reviewing student portfolios, observing classes)*

Globe Park School students are actively working to improve their proficiency in mathematics. Students enjoy mathematics and express a desire for more opportunities to use manipulatives and solve problems. Most are excited about mathematics, have a strong grasp of mathematical computation, and can use those skills effectively. Nevertheless, some students do not understand how the skills and concepts they are learning interrelate or how they relate to the real world. Student proficiency with mathematical problem solving is emerging. Many are using a variety of steps and strategies to solve mathematical problems. They make lists, work backwards, draw pictures, and use manipulatives. While students understand these strategies, they are less adept at independently determining and using the best strategy to solve a specific problem. Additionally, many ineffectively communicate their mathematical reasoning and thinking. *(following students, interviewing teachers about the work of their students, reviewing student portfolios, talking with students and teachers, reviewing completed and ongoing student work, observing classes, meeting with students)*

Students are developing the skills and techniques to take ownership of their own learning and to operate as members of a learning community. Children are excited about working with their peers and many interact well when working in groups. As a result, students are becoming eager learners, taking more ownership of their learning, and sharing group responsibilities. While working together, a few students effectively use questioning techniques to elicit knowledge from others, value the experiences and knowledge of their peers, and listen with empathy. These practices allow them to extend and refine their individual thinking, as well as the collective knowledge of the group. Some students can identify their own strengths as learners. Conversely, a number of students are still having difficulty effectively using the tools and techniques (word walls, rubrics, problem solving strategies, among others) when writing, reading, and solving problems in all subjects. *(following students, observing classes, talking with students and teachers)*

Many children are adept at recalling facts and performing simple procedures. While they can demonstrate many of the skills and strategies they need to write well, analyze text, and solve problems on discrete tasks, many students do not effectively recall and apply these skills when confronted with simulated problems and situations. In essence, they have not fully developed the habits of mind necessary to translate their existing knowledge and use the tools and techniques available to them on authentic tasks. *(following students, reviewing ongoing student work, interviewing teachers about the work of their students, reviewing student portfolios, observing classes)*

Commendations for Globe Park School

Student behavior

Student pride in their school, their teachers, and their work

Student respect for one another and adults

Students' desire to engage in their own learning

Recommendations for Globe Park School

Increase students' proficiency with revising for content, style, voice, syntax, and idea development.

Increase the opportunities for students to generate individual pieces of writing, based on their own imagination, ideas, and life experiences.

Increase students' ability to understand how mathematical skills and concepts interrelate and how they relate to the real world, as well as their ability to independently select and use strategies to solve problems.

Increase students' proficiency with reading interpretation and analysis, extracting supporting details, analyzing text, determining the most important facts, understanding the authors' intent, and making connections among ideas, self, and the real world.

Enhance the ability of students to select and apply their existing knowledge, when they are confronted with authentic tasks, and to work to develop the habits of mind necessary for them to use knowledge meaningfully.

5. FINDINGS ON TEACHING

Sources of Evidence

- ◆ *observing classes*
- ◆ *observing the school outside of the classroom*
- ◆ *talking with students, teachers, and staff*
- ◆ *interviewing teachers about the work of their students*
- ◆ *meeting with the school improvement team, students, school and district administrators, paraprofessionals and parents*
- ◆ *following students*
- ◆ *reviewing student portfolios*
- ◆ *reviewing completed and ongoing student work*
- ◆ *reviewing classroom assignments*
- ◆ *reviewing classroom assessments*

Conclusions

Teachers at Globe Park School are extremely hard working, cooperative, dedicated, and nurturing professionals. They clearly care about the academic and social development of their students. They have created warm, calm, nurturing classrooms and a school culture that fosters respect and a love of learning. Most teachers have created child-centered learning environments. Teachers willingly collaborate with one another and work with students before, during, and after school. Many teachers welcome parent and student volunteers in their classrooms. They use a variety of creative methods and exhibit flexibility in their approaches to teaching and learning. They display a patient and gentle, but firm, approach that creates a safe and orderly learning environment. The professional and caring interaction among teachers serves as a positive example for students. (*following students, talking with students, teachers, and staff, meeting with the school improvement team, students, school and district administrators, paraprofessionals, and parents, observing classes, observing the school outside of the classroom*)

On a school wide basis teachers are conscientiously using rubrics and exerting considerable effort to establish clear expectations. All teachers are using a multitude of rubrics in their classrooms, which provide both them and their students with a clearer understanding of the desired outcome of student tasks. This focus by teachers on establishing clear expectations helps to build consistency between and among grades levels. Some rubrics have been adapted to “kid friendly” language that clarifies for students how they can improve their work. A few teachers even create rubrics in conjunction with their students. Correspondingly, the task-specific rubrics used in some classrooms are often more effective in helping teachers guide and assess student work than the general rubrics posted in most classrooms. While teachers are conscious of the standards and adapting their practices to teach to the standards, many of the rubrics used are neither explicitly linked to the performance indicators (bullets) found under the standards nor tailored to the assigned task. Although teachers are making much progress in using rubrics, many

report that their knowledge is still developing. In some cases generic rubrics are overused and/or used when a checklist or other form of assessment would be more appropriate. *(reviewing classroom assessments, reviewing classroom assignments, observing classes, talking with students, teachers, and staff, meeting with the school improvement team, students, school administrator, and parents)*

Globe Park School teachers are working to incorporate standards-based instructional practices into their daily instruction. Their knowledge and understanding of these practices is still developing, and it varies among classes. Teachers throughout the school extensively and effectively model the lessons or tasks they are teaching. Effective practices include encouraging students to assess and reflect on their performance, to take ownership of their own learning, and to assist each other with learning. Many teachers are varying their approaches to different tasks and alternating between active and passive learning techniques. Powerful examples of the Principles of Learning are beginning to emerge at this school, such as fostering student dialogue and accountable talk between and among students. Additionally, a number of teachers purposefully instruct students to capitalize on different learning styles—verbal, visual, kinesthetic, and musical, among others. Conversely, in some classes the focus is on teacher-directed learning. In these classes the teacher often supplies too many answers, thereby providing insufficient opportunities for students to engage actively in the learning process, to take ownership for their learning, and to develop higher order thinking skills. *(following students, reviewing completed and ongoing student work, observing classes, reviewing student portfolios, talking with students and teachers, meeting with students)*

Teachers are making sincere efforts to improve their students' understanding of mathematical skills, concepts, and problem solving. They use manipulatives and educational games. They model instruction and teach a range of problem solving strategies—make a list, draw a picture, act it out, work backwards, among others. To augment these practices teachers have students solve a “problem of the day.” Some integrate math into other subjects in order to stimulate students to use their knowledge of mathematics in an authentic context. A few teachers extend these practices by ably deconstructing problems that the students have solved in order to demonstrate a multitude of ways to solve a particular problem, as well as similar problems. Teachers place less emphasis on helping students make connections among mathematical ideas and helping them develop effective strategies and techniques for communicating mathematically. *(observing classes, following students, talking with students and teachers, reviewing completed and ongoing student work, reviewing student portfolios)*

Improving student writing is a school wide emphasis at Globe Park School. Teachers are focusing on different genres including poetry, autobiographical, narrative procedures, realistic fiction, informational writing, letter writing, journals, and expository writing. Common planning time is effectively used to increase the consistency of writing across grade levels. A number of sound instructional practices exist within this school. They include teaching children to write colorful sentences by using word wheels, to retell stories, to respond to literature, to self and peer-edit, to take ownership of their writing, and to maintain writing folders. Less emphasis is placed on free and creative writing, targeting writing to a particular audience, captivating the reader with engaging hooks, and integrating writing with other subject areas. Some teachers are implementing the tenets of Writers Workshop, but their knowledge and implementation of this approach to teaching writing varies widely. While children are conferencing with teachers and working with peers to edit and revise their writing, in many classes the scope of these conferences and the time allotted for them is insufficient. *(following students, interviewing teachers about the work of their students, reviewing student portfolios, reviewing completed and ongoing student work, observing classes, meeting with the school improvement team, students, school administrator, and parents)*

Considerable effort is dedicated to the teaching of reading. Teachers are effectively developing the children's awareness of phonics, vocabulary, knowledge of story elements, awareness of genres, as well as their ability to make predictions. They are using Venn diagrams to compare and contrast stories and their responses to literature. A number of teachers are augmenting the two basal reading series (used in grades K-2 and 3-5) with leveled books and rich literature. Teachers use a variety of assessment data, such as running records, Dolch lists, and teacher conferencing to ascertain students' reading levels. Some teachers report that they use this information to create flexible groups based on each child's proficiency with specific reading strategies. School wide, less emphasis is placed on independent reading, the analysis of text that extends beyond literal interpretation of story elements, and making connections between ideas, text, self, and life. Additionally, there are different emphases and approaches between and among the primary and intermediate grades that are not always useful for children to transfer and build

their reading proficiency systematically from grade-to-grade. For example, some components of reading instruction such as read alouds, guided reading, shared reading, independent reading, flexible grouping, and reading response journals are overemphasized in the primary grades and underemphasized in the intermediate grades. Similarly, other components are underemphasized in the primary grades and overemphasized in the intermediate grades. *(following students, reviewing student portfolios, talking with students, teachers, and staff, observing classes, reviewing completed and ongoing student work)*

Commendations for Globe Park School

The hardworking, cooperative, dedicated teachers and staff

The child-centered learning environments

The gentle and firm approach to creating a safe and orderly school

Teachers' willingness to collaborate and improve their professional practices

The efforts to adopt standards-based teaching and assessment practices

Recommendations for Globe Park School

Increase the focus on expanding and unpacking thoughts and ideas to capture the interest of the reader and to write to a specific audience.

Increase on a school wide basis the time dedicated to writing. Within this increased time frame, expand the focus and duration of teacher-student conferencing and fully implement the tenets of Writer's Workshop.

Examine the current emerging use of rubrics and expand the use of analytical and task-specific rubrics—with criteria explicitly linked to the performance indicators under the standards—while beginning to reduce the use of general rubrics.

Continue to expand the number of tasks and assignments that actively engage students, build student ownership, and require students to be producers, versus consumers, of knowledge.

Continue to explore and implement the Principles of Learning developed by the University of Pittsburgh.

Increase the emphasis placed on communicating mathematically and seeing the interconnections among mathematical ideas. Deconstruct problems that students have solved in order to demonstrate the thinking processes they have used to arrive at the presented solution.

Examine the current school wide approach to reading to ensure that there is an emphasis and approach to each component consistent with recommended practices at each grade level including—read alouds, shared reading, guided reading, and independent reading. Consider expanding the use of literature circles, leveled books, and flexible grouping.

Recommendations for the Woonsocket School District

Provide the resources and technical assistance needed to make the recommended changes in professional practice.

6. FINDINGS ON THE SCHOOL

Sources of Evidence

- ◆ *observing classes*
- ◆ *observing the school outside of the classroom*
- ◆ *talking with many students, teachers, and staff*
- ◆ *meeting with the school improvement team, students, school and district administrators, paraprofessionals, and parents*
- ◆ *reviewing school improvement plan for Globe Park School*
- ◆ *reviewing district strategic plan*
- ◆ *reviewing Taking Action!: Status of Action Plan Activities for Globe Park School*
- ◆ *reviewing Globe Park School 2001-2002 Self-Study, Strategic Plan, School Improvement Plan, Professional Development Plan, Protocol and Budget Binder*
- ◆ *reviewing Woonsocket School District Teacher Evaluation Instrument*

Conclusions

Globe Park School has created an extraordinary school culture that cultivates parents, paraprofessionals, teachers, staff, and community members as equal partners in a mutually supportive team. The school community is accepting of all types of students and embraces each as individuals. A small group of parents and community volunteers assist in a multitude of capacities: helping out with portfolios, classroom organization, record keeping, and working with students. College and Area Career and Technical Center students participate in classroom activities, working with individual students as well as small groups. Student mentors work readily with medically fragile students. Globe Park School participates in the Feinstein Good Deeds projects and provides before and after school programs. These efforts promote a positive, safe instructional environment for students. Parents emphatically state that they like and respect the teachers, they take pride in the school, and they are made to feel welcome by the principal and staff. Although a core group of parents is active and these parents have become vital partners in the school, to date, a broad array of parents are not actively involved in the education of Globe Park students. (*observing classes, observing the school outside of the classroom, meeting with the school improvement team, students, school and district administrators, parents, and paraprofessionals, talking with students, teachers, and staff*)

Globe Park School has a cohesive school improvement team that represents a cross-section of teachers, paraprofessionals, and parents/guardians and that obviously is focused on improving the quality of teaching and learning. The school effectively collects, disaggregates, analyzes, and uses data on student learning. The current school improvement plan (SIP), which guides and shapes the direction and energies of the school, is realistic, well rounded, and clearly linked to the district strategic plan. The SIP is accompanied by a professional development plan that is designed to provide teachers with the tools and techniques they need to implement the chosen reforms of the school. Detailed supporting evidence that demonstrates the status of the SIP action plans is well documented by the school. Presently, action plans that include measurable targets, timelines, and the personnel responsible for

implementation are not fully developed. (*reviewing the district strategic plan, reviewing Taking Action!: Status of Action Plans Activities for Globe Park School Binder, reviewing Globe Park School 2001-2002 Self-Study, Strategic Plan, School Improvement Plan. Professional Development Plan, Protocol and Budget Binder, meeting with the school improvement team, school and district administrators*)

The teachers at Globe Park School are committed to improving their professional practice. They willingly and effectively work together with their grade level colleagues to plan and revise instructional units, collaboratively assess student work, brainstorm ideas, team teach, and model effective practices for each other. This occurs during common planning time, as well as before and after school. An Inter-grade Council, which is designed to coordinate the educational program and curricula experiences from grade-to-grade, augments teachers' grade level collaboration. This spirit of collaboration extends to the paraprofessionals, who are an integral part of this learning community; they participate in the planning and implementation of classroom lessons. While peers and hired consultants provide much professional development on site, teachers desire and need additional training to continue to implement the chosen reforms of this school. (*observing classes, meeting with the school improvement team, paraprofessionals, and school and district administrators, talking with teachers and staff*)

This school benefits from a number of resources and personnel that support teaching and learning, such as paraprofessional aides, an array of instructional materials, and a library media center. Similarly, a staffed computer lab is available, which often is used as an integrated support for instruction. Teacher support teams assist teachers with brainstorming, developing, adjusting, and implementing plans to address a variety of student needs. Conversely, outdoor student facilities are inadequate to develop the gross and fine motor skills of students. While the principal effectively uses the teacher evaluation system to improve professional practice, the instrument itself is an ineffective tool for supporting the professional growth of teachers. In addition to using the formal evaluation program the principal works on a regular basis with tenured and non-tenured faculty to reflect on their educational practices and refine them. (*talking with teachers and staff, meeting with the school administrator, school improvement team, and parents, reviewing the teacher evaluation instrument*)

Globe Park School serves a unique, diverse, and inclusive student population. A considerable amount of resources and a number of personnel are dedicated to meet the needs of the medically fragile and special needs students served by the school. Students are extended extra help and support by means of a homework club and before and after school programs. However, there is no formal enrichment program designed to extend and refine students' creative, academic, and cultural interests. Similarly, self-contained students are provided cautious opportunities to be involved in the school and the larger community. (*observing classes, observing the school outside of the classroom, talking with students, teachers, and staff, meeting with the school improvement team, school administrator, and parents*)

Globe Park School benefits immensely from strong and effective leadership. The principal is an exceptional role model for the school, the parents, staff, children, and district. She serves as both an effective manager and a strong, educational leader, who encourages and supports the professional growth of the entire learning community. Parents and staff report she is approachable, accessible, personable, and responsive to their professional and personal needs. Her contagious confidence and demeanor draws out the natural abilities in others. Correspondingly, teachers and staff have willingly embraced a shared approach to leadership. A range of stakeholders play an active part in the shared decision-making process focused on improving student performance. To accomplish this they are using the results of state testing and student work from classrooms to focus the energies of the school on areas of student need. This has resulted in a systematic approach to collecting and analyzing evidence of student growth in portfolios, which give students ownership and pride in their own work. Likewise, teachers are adopting research-based teaching practices designed to address identified student needs. (*meeting with the school improvement team, students, school and district administrators, paraprofessionals, and parents, talking with students, teachers, and staff*)

Commendations for Globe Park School

The mutually supportive team that includes the principal, teachers, paraprofessional staff, and parents

The strong and effective leadership

The extraordinary school culture

The ability to embrace one another as individuals

The use of student assessment data

Recommendations for Globe Park School

Develop action plans that include measurable targets and timelines and that designate the personnel, who are responsible for their implementation.

Improve the existing outdoor recreational facilities for the development of gross motor skills.

Include in the professional development plan job-embedded professional development that is focused on standards-based instructional practices, rubrics and other performance assessments, balanced literacy practices, Reader's Workshop, Writer's Workshop, looking at student work, and establishing anchor papers.

Further develop the use of portfolios; continue to use student work and state testing results in systematic ways to collect and analyze evidence of student growth.

Continue to work to expand parental involvement and strengthen the home-school connections.

Examine and develop, when appropriate, programs designed to extend and refine students' creative, cultural, and academic interests.

Expand the opportunities for students to extend their learning experiences into the community.

Continue to provide and expand, when appropriate, opportunities for self-contained students to be integrated into the school.

Recommendations for the Woonsocket School District

Establish a Compact for Learning that provides Globe Park School with the resources, support, and technical assistance needed to implement the recommendations of this report.

Work with the Woonsocket Teachers Union to devise a standards-based teacher evaluation system aligned with the Rhode Island Beginning Teacher Standards.

Recommendations for the Woonsocket Teachers Union

Work with the designee of the superintendent to devise a standards-based teacher evaluation system aligned with the Rhode Island Beginning Teacher Standards.

7. Final Advice to the School

Globe Park School is on its way to providing excellent opportunities for students to achieve at high levels. Persist with your efforts to adopt and refine standards-based practices that effectively support active learning, accountable talk, clear expectations, student ownership, and performance-based assessments. Review existing classroom assignments and instructional practices to ensure that they build a strong academic foundation of basic skills, while concurrently developing your students' higher order thinking skills

It is clear that the principal, teachers, and staff are working hard to make Globe Park School a positive environment for life-long learners. As you continue your efforts to improve student proficiency in reading, writing, and mathematics, maintain a comparable focus on other disciplines—science, social studies, and especially health. Each of these disciplines encompasses an essential body of knowledge that often can be integrated into other subjects.

You have a strong sense of community. Build on this strong sense of community, the shared leadership, and the spirit of collaboration that exists in this school by expanding your current efforts to involve a broader array of parents in the school and to strengthen the connections between home and school.

Working together as a dedicated school, we are confident that you can and will continuously set goals, maintain high standards, and strive for the best quality in education. As you work with this SALT report, we hope you realize that our conclusions, commendations, and recommendations are designed to help you make this wonderful learning community better able to meet the needs of your students. For that is, unquestionably, the intent of our team. In other words, don't be afraid to add these onions to your tasty spinach dip.

The Globe Park School Improvement Team

Lisa Brissette
Principal

Lisa Locke
Parent / Guardian

Corrine Capalbo
Co-Chair, Teacher

Karen MacBeth
Teacher

Charlene Carig
Parent / Guardian

Susan Maruco
Parent / Guardian

Charlene Ciavarini
Parent / Guardian

Kathy Palmieri
Teacher

Jennifer Daniels
Parent / Guardian

Misty Peloso
Parent / Guardian

Jeanne Dube
Teacher

Sarah Perkins
Parent / Guardian

Sharon Ferrara
Teacher

Jenn Polacek
Teacher

Louise Frueh
Parent / Guardian

Jacqueline Santiago
Parent / Guardian

Renee Fleuette
Teacher

Rushie Strong
Parent / Guardian

Diane Hampson
Paraprofessional

Pamela Taranto
Parent / Guardian

Theresa Heylin
Parent / Guardian

Joan Tetreault
Parent / Guardian

Pauline Hynes
Teacher

Albert Vario
Parent / Guardian

Deneen Laprade
Co-Chair – Parent / Guardian

Kim Walker
Teacher

The SALT Visit Team

Dr. Michael S. Barnes
Technology Education Department Chairperson
Ponaganset Middle/Senior High School
Foster-Glocester, Rhode Island
(on leave to Rhode Island Department of Education to serve as a SALT Fellow)
Chair of the Team

Patricia Carter
Visual Arts Specialist
Anna McCabe School
Smithfield, Rhode Island

Robert W. Howe
Parent
Providence, Rhode Island

Dawn M. Lambrese
Grade 3 Teacher
Warwick Neck School
Warwick, Rhode Island

Gary G. Moore
Aspiring Principal / Grade 1 Teacher
Captain Isaac Paine School
Foster, Rhode Island

Joanne L. Pigott
Grade 1 Teacher
Providence Street School
West Warwick, Rhode Island

Eva C. Silver
Grade 6 Teacher
George J. West Elementary School
Providence, Rhode Island

Kristen J. Wold
Special Education Teacher
Norwood School
Warwick, Rhode Island

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

Endorsement of SALT Visit Team Report

Globe Park School

January 18, 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, 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.
February 6, 2002: