



# Veterans Memorial School

Central Falls

## The SALT Visit Team Report

February 1, 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 Veterans Memorial School from January 28 to February 1, 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 Veterans Memorial 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 Veterans Memorial School.

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

*observing a total of 82 classes. The team spent a total of over 122 hours in direct classroom observation. Almost every classroom was visited at least once, and almost every teacher was observed more than once.*

*observing the school outside of the classroom*

*following 9 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*

*tenured and non-tenured teacher evaluation documents*

*classroom assessments*

*Veterans Memorial School Plan For Schoolwide Reform*

*1999, 2000 SALT Survey report*

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

*1998, 1999, 2000, 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*

*reviewing “Curriculum” section of the Veterans Memorial School handbook provided to SALT Visit*

## *Team Members*

### *Veterans Memorial Staff Self-Study Questionnaire 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 24 hours in six separate meetings spanning the four [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 Veterans Memorial School

### Background

Veterans Memorial School, located in Central Falls, Rhode Island, was built in 1990 on the site of the former Holy Trinity Church. The school has 26 classrooms, music and art rooms, a cafeteria/gymnasium combination, and a media center. Because of the need for additional classroom space, the science lab and computer room were converted into classrooms.

In 1991, when the city was no longer able to fund the school system, the state took over the responsibility for the schools in the city at the city's request. While the state is responsible for the day-to-day operation of the schools, the city continues to be responsible for the buildings. The governor has appointed a Special State Administrator to oversee the district. This administrator acts much like a school committee and works with the superintendent in the operation of the district. An advisory board is also in place to respond to various policies that may be under consideration.

A staff of 62 full-time and part-time personnel services the needs of the school's diverse population of 521 students in grades one through five, who represent twenty-eight different nations. One full-time Home School Liaison, who speaks Spanish, is available to contact parents, translate at parent meetings and conferences, and make home visits throughout the year. Ten percent of the students are black, 30 percent are white, and 60 percent are Hispanic. Ninety-five percent of the students are eligible for free or reduced-priced lunch; 20 percent receive special education services; and 25 percent are English Language Learners. The mobility index for this school is 30 percent.

A large number and variety of before and after school programs are available to students at Veterans School. Many of these are made possible through funding and grants from the Rhode Island Children's Crusade and a district wide program, SCOPE. Many Veterans' teachers staff these programs, which provide support for children in academic areas, as well as cultural and athletic activities.

### State Assessment Results for Veterans Memorial School

On the subtests of the 2000-2001 New Standards Mathematics Reference Examination one in three of the fourth graders (34%) met or exceeded the standard in basic skills; one in seven of the fourth graders (14%) met or exceeded the standard in concepts; and one in 16 of the fourth graders (6%) met or exceeded the standard in problem solving. Students at the Veterans Memorial School perform at the same level as similar students in the state on all the subtests in Mathematics. Student performance on the Mathematics: Concepts subtest has steadily increased over the last four years.

On the reading subtests of the 2000-2001 New Standards English Language Arts Reference Examination one in two of the fourth graders (53%) met or exceeded the standard in Reading: Basic Understanding, and one in three of the fourth graders (35%) 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 of students: black, Hispanic, special education and ESL. Students at the Veterans Memorial School perform at the same level as similar students in the state on both of the subtests in Reading.]

On the writing subtests of the 2000-2001 New Standards English Language Arts Reference Examination just less than one in two of the fourth graders (47%) met or exceeded the standard in Writing: Conventions, and more than one in three of the fourth graders (38%) met or exceeded the standard in Writing: Effectiveness. On the Rhode Island Writing Assessment one in 11 of the third graders (9%) met or exceeded the standard. Equity gaps (a difference of more than 15%) exist in writing for the following groups of students: black, special education, and ESL. Students at the Veterans Memorial School perform better than similar students in the state on Writing: Effectiveness and the same as similar students statewide on Writing: Conventions. Student performance on Writing: Effectiveness has increased steadily over the last four years.

The most recently available New Standards Reference Examination results have been appended to this report.

Information Works! data for Veterans Memorial School is available at <<http://www.rido.net>>www.rido.net.

### 3. PORTRAIT OF Veterans Memorial School AT THE TIME OF THE VISIT

The learning environment at Veterans Memorial School led one student to describe it as a place “where the teachers have as much fun as the students.” Students sincerely appreciate the nurturing, loving, and supportive environment created by the principal, teachers, and support staff. Students and their families depend on the adults in the school to provide for their children’s academic, social, emotional, and physical needs, and they are not disappointed. Their needs are met before, during, and after school. Students are clearly the central focus in the life of this school.

Teachers at Veterans School are exceptional practitioners, who give their best efforts to their students on a daily basis. They see themselves as professionals, who are not satisfied with giving less than 100% of their effort to ensure that their students will become successful and knowledgeable citizens. The rapport and camaraderie they share with their principal and with one another models positive behavior for their students.

Many teachers continually seek and implement new methodologies, strategies, and resources to enhance student learning. The children’s capacity to learn and the teachers’ capacity to teach is limited only by the absence of a consistent standards-based curriculum.

## 4. FINDINGS ON STUDENT LEARNING

### Sources of Evidence

- ◆ *2001 Rhode Island Writing Assessment results*
- ◆ *2001 New Standards Reference Examination results*
- ◆ *reviewing completed and ongoing student work*
- ◆ *observing classes*
- ◆ *following students*
- ◆ *talking with students, teachers, and staff*
- ◆ *meeting with students and parents*
- ◆ *observing the school outside of the classroom*
- ◆ *interviewing teachers about the work of their students*
- ◆ *2001 New Standards Mathematics Reference Examination School Summary*
- ◆ *2001 New Standards English Language Arts Reference Examination School Summary*
- ◆ *analyzing 3 years of state assessment results as reported in Information Works!*
- ◆ *reviewing classroom assessments*

### Conclusions

Students at Veterans Memorial School are active and eager participants in their learning. The students are confident and independent. They exercise self-control and demonstrate responsibility for their learning. Students feel they are valued and respected by the adults in the building. The children also value and support one another. These children love coming to school and freely express their appreciation for their learning experiences at Veterans. These qualities contribute to their significant ability to direct their own learning, make responsible choices and decisions about their learning, and experience success. (*observing classes, following students, talking with students, teachers, and staff, meeting with students and parents, and observing the school outside of the classroom*)

Students comfortably employ a variety of strategies to solve problems and communicate their thinking. They are not afraid to take risks or make mistakes, because they know that will help them learn. Most students work well independently and in small and large groups. They successfully build upon one another's knowledge and ideas, assess and improve their work, and understand their personal learning strengths and weaknesses. Most students persist until they produce work that makes them proud. As a result, students at Veterans School know that there are many ways to learn and to demonstrate what they know; they are learning to learn. (*observing classes, following students, reviewing completed and ongoing student work, meeting with students, reviewing classroom assessments*)

Students at Veterans School think math is fun. Most students are able to use math vocabulary correctly to explain their thinking, and they solve problems using a variety of basic strategies. They use manipulatives and math games to build skills and concepts. They effectively communicate their understanding orally and in writing. Many keep math journals to demonstrate their growth. Their growing enthusiasm for and confidence in mathematics enables them to internalize this learning successfully and make it part of their daily lives. Moreover, results from the 2001 New Standards Mathematics Reference Examination show a steady increase in student performance on the Mathematics: Concepts subtest. *(following students, observing classes, meeting with the students, reviewing completed and ongoing student work, interviewing teachers about the work of their students, talking with teachers, 2001 New Standards Mathematics Reference Examination School Summary, analyzing 3 years of state assessment results as reported in Information Works!, reviewing classroom assessments)*

Students at Veterans School are developing a love of reading. Many students are learning to apply the strategies of effective readers successfully, such as previewing, predicting, developing vocabulary, and linking to prior knowledge. Additionally, they are effectively applying decoding strategies, building fluency, rereading, and cross checking for meaning and structure. After reading they question what they have read, retell, summarize, react, respond, and make connections through literature. Some students benefit by choosing books to read at their independent reading levels, but this does not happen in every classroom. Most students know the purpose of their reading. As a result, the students at Veterans are “learning to read and reading to learn.” *(observing classes, following students, 2001 New Standards English Language Arts Reference Examination School Summary, reviewing completed and ongoing student work, analyzing 3 years of state assessment results as reported in Information Works!)*

Students practice writing every day. Some students are learning to use the writing process, which includes brainstorming, drafting, revising, editing, and publishing. They use rubrics to revise and improve their work, peer and self-edit, and conference with their teachers and peers. Students are becoming proficient in procedural, informational, persuasive, and narrative writing. This is evidenced by the steady increase in student performance on the writing effectiveness subtest of the New Standards English Language Arts Reference Examination. *(2001 New Standards English Language Arts Reference Examination School Summary, analyzing 3 years of state assessment results as reported in Information Works!, reviewing completed and ongoing student work, talking with students and teachers, observing classes, following students, reviewing classroom assessments)*

## Commendations for Veterans Memorial School

The eager and confident manner with which students embrace learning

Student respect for adults and peers

Student behavior that demonstrates self-control and responsibility

Increased student performance on the Writing Effectiveness subtest of the New Standards English Language Arts Reference Examination

## Recommendations for Veterans Memorial School

Continue to encourage your students to be risk takers.

Challenge all students to build their math skills and concepts and problem solving strategies with increased rigor.

Extend opportunities for all students to engage in independent reading.

Engage all students in the writing process.

## 5. FINDINGS ON TEACHING

### Sources of Evidence

- ◆ *observing classes*
- ◆ *following students*
- ◆ *reviewing records of professional development activities*
- ◆ *meeting with the school improvement team, students, parents, school and district administrators*
- ◆ *reviewing Veterans Memorial School Plan For Schoolwide Reform*
- ◆ *observing the school outside of the classroom*
- ◆ *talking with students, teachers, staff, and school and district administrators*
- ◆ *reviewing completed and ongoing student work*
- ◆ *reviewing “Curriculum” section of the Veterans Memorial School handbook provided to SALT Visit Team Members*
- ◆ *interviewing teachers about the work of their students*
- ◆ *Veterans Memorial Staff Self-Study Questionnaire Summary*
- ◆ *reviewing classroom assessments*

### Conclusions

Teachers at Veterans Memorial School are extraordinary. They are dynamic, dedicated, and caring professionals. The needs and interests of their students are their prime concern and at the center of all the decisions they make. Most teachers have made personal contributions of their time and talents well beyond their contractual obligations. Some have taken the initiative to research and implement innovative standards-based programs in mathematics and English language arts. Some of these programs have been adopted district wide. Others have advanced their own learning and that of their peers by participating in numerous professional development opportunities in the form of workshops, support groups, partnerships with higher education, and mentoring. Teachers effectively model a passion for learning and the belief that learning is a lifelong pursuit. (*observing classes, following students, talking with students, teachers, staff, and school administrators, reviewing records of professional development activities, meeting with the school improvement team, students, parents, school and district administrators, reviewing Veterans Memorial School Plan For Schoolwide Reform*)

Most teachers at Veterans School are highly skilled professionals, who are well versed in a variety of instructional methods and strategies. They value having the autonomy to choose programs, instructional methods, materials, scheduling, and professional development opportunities. Some teachers have chosen not to include in their instruction all parts of the programs and subject content that are recommended by the district, especially in English language arts. This has led to an inconsistency in the delivery of instruction and the selection of content within and

across grade levels. While most teachers differentiate instruction to meet the needs of their students, some of the current modifications and adaptations do not support learning for all students. Some teachers provide students with opportunities for rigorous and challenging learning. Others, while believing that all students can learn, do not always provide the rigor and challenge needed. Consequently some students do not have equal opportunities to learn at a high level across the curriculum. (*following students, observing classes, meeting with the school improvement team, school and district administrators, talking with teachers, reviewing completed and ongoing student work, reviewing "Curriculum" section of the Veterans Memorial School handbook provided to SALT Visit Team Members, reviewing records of professional development activities, Veterans Memorial Staff Self-Study Questionnaire Summary, reviewing classroom assessments*)

Most teachers at Veterans School acknowledge the need for standards-based instruction and performance-based assessments. However, most report that they have not had adequate training and professional development to incorporate standards-based instruction across the curriculum. Teachers are working hard to implement effectively the *Investigations* math program that the district has adopted. They have joined support groups and sought professional development to improve the delivery of instruction. Some have extended these support groups across grade levels and content areas. Teachers have already started to see the positive results of these efforts and believe these efforts will result in even higher levels of student achievement and a narrowing of the gaps in student learning. (*talking with students, teachers, school and district administrators, following students, observing classes, interviewing teachers about the work of their students, reviewing records of professional development activities, Veterans Memorial Staff Self-Study Questionnaire Summary, reviewing classroom assessments*)

Most teachers at Veterans School are successfully using a variety of assessments to evaluate student performance. Assessments are used to group and regroup students, determine whether reteaching is needed, and provide feedback that results in improved student work. Some teachers use rubrics, portfolios, conferencing, peer and self-editing, and extensive performance-based assessments. Due to inconsistent or inappropriate use of these assessments not all students receive the feedback that they need to improve their performance and reach high standards. (*reviewing completed and ongoing student work, interviewing teachers about the work of their students, following students, observing classes, talking with teachers and students, reviewing classroom assessments*)

## Commendations for Veterans Memorial School

The teachers' total commitment to serving the whole child

The teachers' passion for and dedication to teaching as a profession

The professional contributions the members of this staff make

Teacher modeling of learning as a lifelong pursuit

## Recommendations for Veterans Memorial School

Explore ways to share your extensive talents and expertise with your colleagues.

Implement a comprehensive literacy program.

Provide students with opportunities for rigorous and challenging learning.

Improve communication between and among grade levels to implement agreed upon content and performance standards that ensure consistency in instruction.

Participate in job embedded professional development in the areas of standards-based instruction, performance-based assessment, and differentiation of instruction.

## Recommendations for Central Falls School District

Provide resources for needed professional development.

Provide direction for the implementation of content and performance standards.

## 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*
- ◆ *following students*
- ◆ *1999-2000 SALT Survey*
- ◆ *meeting with the students, parents, school improvement team, school and district administrators*
- ◆ *reviewing Veterans Memorial School Plan For Schoolwide Reform*
- ◆ *reviewing records of professional development activities*
- ◆ *1998, 1999, 2000, 2001 New Standards Reference Examination results*
- ◆ *tenured and non-tenured teacher evaluation documents*
- ◆ *Veterans Memorial Staff Self-Study Questionnaire Summary*
- ◆ *reviewing “Curriculum” section of the Veterans Memorial School handbook provided to SALT Visit Team Members*

### Conclusions

Children love being students at Veterans Memorial School. They feel valued and cherished by all members of the school community. The administrator, faculty, and staff provide a safe, nurturing, and supportive environment that ensures that the academic, social, emotional, and physical needs of all students are met. Both students and their families express appreciation for this commitment. All facets of this school instill in the children the belief that they are powerful learners. *(1999-2000 SALT Survey, meeting with the students, parents, school and district administrators, observing the school outside of the classroom, observing classes, following students, talking with teachers, students, and staff)*

Mutual respect and collegiality are evident between and among district administrators, principal, and teachers. However, the kinds of communication that might result in improved student learning are limited. Some teachers do not use the weekly common planning time that has been scheduled for them. Teachers do not have adequate opportunities to share their considerable knowledge and expertise with their peers. Time needed to look regularly at student work or to discuss student performance is limited. Monthly faculty meetings are used as opportunities to disseminate logistical information, rather than as opportunities for professional conversation. Additionally, while teachers continually offer their students positive reinforcement, the many successes, accomplishments, and contributions of the teachers are rarely acknowledged or celebrated. *(meeting with the school improvement team, school and district administrators, teachers, staff, and school administrators, observing classes, observing the school outside of the classroom, Veterans Memorial Staff Self-Study Questionnaire Summary)*

A comprehensive curriculum that is aligned with content and performance standards does not currently exist. Teachers are making individual or small group decisions about what will be taught, how it will be taught, and when it will be taught. Because these decisions are made in relative isolation, a consistent program of studies is not offered to all students. Consequently, student performance on the New Standards Reference Examination has been disappointing. (*reviewing the "Curriculum" section of the Veterans Memorial School handbook provided to members of the SALT Visit Team, observing classes, following students, meeting with the school improvement team, school and district administrators, talking with teachers, staff, school and district administrators, Veterans Memorial Staff Self-Study Questionnaire Summary, 1998, 1999, 2000, 2001 New Standards Reference Examination results*)

The teacher evaluation instruments for tenured and non-tenured teachers are currently being reviewed and revised. The documents being used at this time are not comprehensive enough to address issues of teacher quality and development. The Central Falls Professional Development Academy provides a comprehensive mentoring program that is available to all teachers, both tenured and non-tenured, who volunteer to be partnered with a mentor for a period of three years. Mentors and mentees attend monthly professional development meetings and design individualized programs of support. This program provides a mechanism for all teachers to improve their craft. (*reviewing tenured and non-tenured teacher evaluation documents, talking with teachers and school administrators*)

Many of the important changes that have resulted in improved learning and teaching in this school are the result of teacher initiative and leadership. While district and school administrators strongly support teacher initiatives, their facilitation for school improvement and reform is more reactive than proactive. For example, the school improvement team has not written a plan that establishes a clear vision for the future direction of this school, nor the subsequent action plans. Teachers express a need for more leadership and direction for school wide reforms. (*meeting with the school improvement team, school and district administrators, talking with teachers, staff, school and district administrators, Veterans Memorial Staff Self-Study Questionnaire Summary, reviewing Veterans Memorial Plan for Schoolwide Reform*)

Teachers report that they are provided with the materials and supplies they request for classroom support and instruction. Computers are available in every classroom, but they are sometimes underutilized or not integrated into daily instruction. While the school library is designated as a "media center," it is in need of additional print materials and technology to support a standards-based curriculum and to encourage students to engage in research. (*1999-2000 SALT Survey, Veterans Memorial Staff Self-Study Questionnaire Summary, talking with teachers, staff, and school administrators, meeting with the school improvement team, students, school and district administrators, parents, observing classes, observing the school outside of the classroom, following students*)

## Commendations for Veterans Memorial School

The safe, nurturing, and supportive environment that embraces students and families

The mutual respect and collegiality among the adults in this school

The strong educational leadership provided by the teachers

## Recommendations for Veterans Memorial School

Increase opportunities for teachers to share their knowledge and expertise.

Utilize the common planning time that has been made available to better coordinate your teaching efforts.

Engage in a comprehensive self-study that drives the review and revision of your school improvement plan. Include action plans, timelines, and delineation of responsibilities.

Integrate technology into daily instruction.

Improve the quality and quantity of print and media materials for the library.

## Recommendations for the Central Falls School District

Provide a comprehensive standards-based curriculum for all subject areas.

Adopt a teacher evaluation instrument that will support improved instruction.

Support the improvement and reform efforts outlined in the revised plan.

## 7. Final Advice to the School

The members of this SALT Visit Team are inspired by the unique learning environment you have created. While we have written conclusions and made recommendations for school improvement, we acknowledge that you have already made substantial progress in your journey towards improved learning and teaching. Maintain the spirit of community that has brought you this far.

Come together to support one another as you engage in conversations about what matters, and remember to celebrate the successes that are sure to follow.

At Veterans Memorial School you have made “lifelong learning” more than a cliché. Keep your hearts and minds focused on your students. They are the stars that will guide you on your path to excellence.

## The Veterans Memorial School Improvement Team

Nancy Carnevale  
Teacher

Margarita Coralles  
Home School Liason

Robert Draper  
Principal

Christine Gingerella  
SCOPE Director

Lauren Loader  
Teacher

Patricia Marcotte  
Teacher

Maureen McConnell  
Teacher

Barbara Mooradian  
Teacher

Michelle Senecal  
Teacher

Gus Silva  
Parent

## The SALT Visit Team

JoAnn LaBranche, Chair  
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# New Standards Reference Examination and RI Writing Assessment Results (2001)

## Endorsement of SALT Visit Team Report

### **Veterans Memorial School**

February 1, 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.  
DATE: February 20, 2002