



Fort Barton School

Tiverton

The SALT Visit Team Report

February 8, 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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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 Fort Barton School from February 4, 2002 through February 8, 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 Fort Barton 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 Fort Barton School.

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

- ◆ *observing a total of 53 complete classes and 18 partial classes. The team spent a total of over 62 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 four 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, guidance counselor*
- ◆ *reviewing completed and ongoing student work*
- ◆ *interviewing teachers about the work of their students*
- ◆ *analyzing three years of state assessment results as reported in Information Works!*
- ◆ *reviewing the following documents:*
 - district and school policies and practices*
 - records of professional development activities*
 - classroom assessments*
 - teacher portfolios*
 - Fort Barton School School Improvement Plan*
 - Tiverton District Strategic Plan*

1999, 2000 SALT Survey report

classroom textbooks

Everyday Mathematics Teachers Manual

Signatures, Harcourt Brace Teachers Manual

Bradley Program Reading and Language Arts Program Manual

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

Library Media Curriculum Standards and Benchmarks

Fort Barton School News

Fort Barton PTO Newsletter

Tiverton New Teacher Mentoring Program

Tiverton Teacher Evaluation Manual

The full visit team built the conclusions, commendations, and recommendations presented here through intense and thorough discussion. The team met for a total of 22 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 Fort Barton School

Background

Fort Barton Elementary School, located in Tiverton, Rhode Island, is one of four elementary schools serving the town. This kindergarten-through-grade-four school opened in 1936. One principal divides her time between Fort Barton School and the Nonquit School. At Fort Barton 25 full and part-time teachers serve the 207 students.

Ninety-nine percent of the students are white and one percent are black. Eighteen percent of the students receive special education services, ranging from intensive special education programs to pullout and in-class resource services. Thirteen percent of the students receive free or reduced-price lunch.

The Fort Barton School is engaged in a variety of activities and initiatives. In addition to the Harcourt Brace Signatures Reading Series, the Bradley Reading and Language Arts Program was introduced in the 2001-2 school year as a supplemental/pilot program to aid students in phonics learning. "Hooked on Books" requires all students to read from 2:40-2:55 p.m. each day. All teachers are trained in CRISS Writing Strategies; kindergarten through grade three teachers are also trained in the Bradley Program. Fort Barton is a Focus School within the East Bay Educational Collaborative to support mathematics instruction. Teachers have been trained to use KITES Science kits in their classrooms. Programs for behavior initiatives include the Kelso Program, High Five Program, and Character Counts. Fort Barton is a Feinstein school.

State Assessment Results for Fort Barton School

On the subtests of the 2000-2001 New Standards Mathematics Reference Examination eight in 10 of the fourth graders (81%) met or exceeded the standard in basic skills; four in 10 of the fourth graders (40%) met or exceeded the standard in concepts; and three in 10 of the fourth graders (28%) 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: special education and poverty. Students at the Fort Barton School perform above the level of similar students in the state on all subtests of the 2000 New Standards Mathematics Reference Examination (*2001 Information Works! data*, 2000 scores).

On the reading subtests of the 2000-2001 New Standards English Language Arts Reference Examination three of four of the fourth graders (75%) met or exceeded the standard in Reading: Basic Understanding, and one in two of the fourth graders (54%) 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: special education and poverty. Students at the Fort Barton School perform at the same level as similar students in the state on the two reading subtests of the New Standards English Language Arts Examination results (*2001 Information Works! data*, 2000 scores).

On the writing subtests of the 2000-2001 New Standards English Language Arts Reference Examination three in five of the fourth graders (57%) met or exceeded the standard in Writing: Conventions and Writing: Effectiveness. On the Rhode Island Writing Assessment one in three of the third graders (36%) met or exceeded the standard. Equity gaps (a difference of more than 15%) exist in writing for the following groups of students: poverty, male, and special education. Students at the Fort Barton School perform above the level as similar students in the state in the writing subtests of the New Standards English Language Arts Examination.

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

3. PORTRAIT OF Fort Barton School AT THE TIME OF THE VISIT

Situated on the crest of a hill overlooking the Sakonnet River, Fort Barton School welcomes its neighborhood children. Although the building is in obvious need of repair, this school provides a safe and welcoming environment for its students. Students are polite, friendly, and enthusiastic. They value their education and love their teachers. Although students come to school ready to learn, the curriculum does not provide them with the consistent rigor they need.

The staff looks hopefully toward the future. The school is under the direction of new leadership. The principal enthusiastically attempts to orchestrate a cohesive environment. This is often interrupted by her responsibilities at the other school she serves. This not only has a negative impact upon the operation of Fort Barton School, but it also divides efforts at overall school improvement.

Parents feel welcome in their school and appreciate the intimate family environment there. They report their children are safe and comfortable and that the attentive principal, teachers, and support staff care for them well. They willingly support the school with an active PTO agenda that provides economic support for programs not otherwise provided by the district.

Teachers are hardworking professionals, who have the best interests of their students in mind, as they develop lessons to reflect the district curricula. In pockets of the school there is resistance to relinquishing old practices and completely trusting new programs and/or initiatives. Some teachers, comfortable with traditional practices, are reluctant to empower their students with their learning.

The fragmented school day interrupts instruction, limits the use of program components, and inhibits a flow that would support a more positive learning environment.

4. FINDINGS ON STUDENT LEARNING

Sources of Evidence

- ◆ *2001 Information Works!*
- ◆ *2001 Rhode Island Writing Assessment results*
- ◆ *2001 New Standards Reference Examination results*
- ◆ *reviewing completed and ongoing student work*
- ◆ *Following students*
- ◆ *meeting with students, parents, school and district administrators*
- ◆ *talking to students and teachers*
- ◆ *observing the school outside of the classroom*
- ◆ *observing classes*
- ◆ *interviewing teachers about the work of their students*
- ◆ *Everyday Mathematics Teachers Manual*
- ◆ *Signatures Teachers Manual*

Conclusions

The majority of students at Fort Barton School participate in shared reading activities that are components of the district selected *Signatures Program*. Student responses to literature include mostly the simple recall of information. Students have limited opportunities to make connections and to evaluate, interpret, and analyze the text. Some students report that reading is too easy and that they would welcome more challenge. Too few students analyze what they have read, discuss it with their peers, and make connections with their life experiences. Students engage in sustained silent reading (Hooked on Books). Some students select books above their reading level, which makes their silent reading unproductive. Although the 2001 New Standards English Language Reference Examination scores are high, when comparing 2000 and 2001 scores there has been a decrease in reading analysis and interpretation (20 percent) and in basic understanding (12 percent). This may be related to the lack of full implementation of the reading program. (*following students, talking to students and teachers, New Standards Reference Examination results, meeting with parents and students, observing classes, reviewing completed and ongoing student work, 2001 Information Works!, Signatures Teachers Manual*)

Student writing is high quality. Students write daily in a variety of formats including personal journals and science notebooks and in response to teacher-selected prompts. Responding to teacher prompts, students brainstorm, effectively use graphic organizers, and write quality drafts. Some students self-edit and peer-edit for conventions, while others simply copy their teachers' edits. Since students are given minimal opportunities to choose what they

write, they have limited potential to become personally involved in their writing and to communicate their ideas effectively. (*observing classes, following students, reviewing completed and ongoing student work, talking to students, interviewing teachers about the work of their students, 2001 Rhode Island Writing Assessment results, 2001 New Standards Reference Examination results*)

Many students enjoy mathematics and express confidence in their mathematical abilities. Students frequently and effectively use math manipulatives to solve problems. Most students are successful with computation in their math journals and participate in mathematical routines that support the development of concepts and skills. Many students report that they would enjoy more challenging mathematics activities. While scores on the 2001 New Standards Mathematics Reference Examination remain high, a decrease in performance is evident in all areas when comparing the 2001 and 2000 scores. This potentially relates to the lack of full implementation of the *Everyday Mathematics Program*. (*New Standards Reference Examination results, talking with students, reviewing completed and ongoing student work, meeting with parents, school and district administrators, following students, observing classes, Everyday Mathematics Teachers Manual, 2001 Information Works!*)

Students take pride in their school. They are polite, enthusiastic, friendly, helpful, and respectful of their peers and the staff. While students eagerly participate in the classroom routines, they have limited management of their own learning. Students work primarily as whole groups completing the same assigned task and individual students have limited movement or peer interaction. This over-reliance on this practice stifles creativity, the socialization necessary to support learning, and the natural enthusiasm students bring to their learning. This leaves some students struggling and frustrated and others unchallenged. (*following students, talking to students, observing classes, reviewing completed and ongoing student work, observing the school outside of the classroom, meeting with students, parents, school and district administrators*)

Commendations for Fort Barton School

High quality of student writing

Positive attitude of the students

Recommendations for Fort Barton School

Explore and employ strategies to differentiate instruction that would meet the needs of all learners.

Explore alternative teaching strategies that will encourage student participation in their learning.

Implement the components of the *Signatures Program* to provide for the individual learning needs of the students.

Assist students in their choice of books during “Hooked on Books” reading time, so each student reads at his independent reading level.

Provide opportunities for students to self-select writing topics of personal interest.

Use all components of the *Everyday Mathematics Program* to support the learning needs of all students.

5. FINDINGS ON TEACHING

Sources of Evidence

- ◆ *observing classes*
- ◆ *observing the school outside of the classroom*
- ◆ *talking with teachers and students*
- ◆ *interviewing teachers about the work of their students*
- ◆ *meeting with parents, students, school and district administrators*
- ◆ *following students*
- ◆ *2001 Information Works!*
- ◆ *SALT Survey 1999-2000*
- ◆ *teachers' portfolios*
- ◆ *teachers' classroom schedules*
- ◆ *reviewing completed and ongoing student work*
- ◆ *Signatures Teachers Manual*
- ◆ *Bradley Reading and Language Arts Program Manual*
- ◆ *CRISS Program*

Conclusions

The majority of Fort Barton teachers demonstrate a high level of enthusiasm and dedication to their students. Some teachers facilitate student learning by engaging their students creatively as active participants in their own learning. Most teaching is predominately whole-group, teacher-directed instruction with some small-group learning activities. There is limited use of differentiated instruction; therefore, the needs of some students remain unmet. (*following students, observing the school outside of the classroom, observing classes, meeting with students, parents, school and district administrators, interviewing teachers about the work of their students, reviewing completed and ongoing student work, teacher portfolios*)

Although teachers use the *Signatures Program* as their core source of reading instruction, they do not take advantage of the variety of the components this program offers to address the different learning needs of all students. Reading instruction is too often in whole-groups, where all students read from the same text. Many

teachers use follow-up activities that require students merely to recall facts, sequence events, and identify story elements, therefore limiting their opportunities to analyze and interpret what they have read. This creates a passive learning environment. (*following students, observing classes, talking with students and teachers, interviewing teachers about the work of their students, Signatures Teachers Manual, reviewing completed and ongoing student work*)

To develop phonetic awareness in their students most teachers in kindergarten through grade three supplement their reading instruction with the *Bradley Reading and Language Arts Program*. Teachers spend an inordinate amount of time on this program, which compromises the district program and limits student use of a variety of strategies to decode words. The excessive use of this program limits instruction and student practice in reading, as well as students' ability to do the activities necessary to improve their basic understanding and to analyze and interpret what they read. (*teachers classroom schedules, manual for the Bradley Reading and Language Arts Program, Signatures Teachers Manual, talking to teachers and students, meeting with students, school and district administrators, following students, observing classes*)

Teachers structure a variety of daily writing activities for their students. Fort Barton teachers have high expectations for student writing. They communicate these expectations through checklists, wall posters, and charts. They provide an assortment of effective graphic organizers to help students guide their writing. Most teachers edit student writing. An overuse of this practice deprives students of the opportunity to develop independent editing skills. A few teachers provide time for students to share their writing with their peers, as well as with the whole class. This celebration develops the love of writing that is so necessary for students to become independent writers. (*interviewing teachers about the work of their students, meeting with students, CRISS Program, following students, talking with students and teachers, observing classes, reviewing completed and ongoing student work, teacher portfolios*)

Some teachers integrate mathematics into their daily routines. While most teachers effectively use many components of the *Everyday Mathematics Program*, the limited time they allocate to this program prevents them from fully implementing the components necessary to support student achievement. (*observing classes, teacher classroom schedules, following students, talking with teachers and students*)

Barton School teachers are at various stages of developing standards-based instruction. Although teachers independently work hard, they primarily focus their attention on their own particular grade levels. While teachers are moving toward creating a standards-based learning environment, their teaching practices are not unified or consistent. Although they post standards and samples of student work in all classrooms, they are inconsistent in how they use standards, criteria, and rubrics among and between grade levels. This limits their understanding of the importance of a shared vision among all stakeholders and of the importance of continuity of curriculum from kindergarten through grade four. (*following students, meeting with students, parents, school and district administrators, observing classes, interviewing teachers about the work of their students, SALT Survey 1999-2000*)

Commendations for Fort Barton School

Hard working, dedicated teachers

High quality of student writing

Recommendations for Fort Barton School

Differentiate instruction to meet the needs of all students.

Provide inservice opportunities for teachers in the philosophy of the *Signatures Program* and in the use of all the components of the program that address the varied needs of their students.

Provide student-centered learning environments that promote higher order thinking and that promote the application of learning to develop standards-based classrooms.

Use all the components of the *Everyday Math Program* and increase the amount of scheduled time that is devoted to mathematics.

Provide opportunities for students to celebrate their writing accomplishments.

Reevaluate the amount of time spent on the Bradley program, and assess its value for all learners.

Participate in standards-based learning inservice to develop more standards-based classrooms.

Recommendations for Tiverton School District

Provide teachers inservice in standards-based instruction and the development of standards-based classrooms.

Provide teachers inservice opportunities in the *Signatures Reading Program*.

Provide opportunities for inservice in differentiation of instruction.

6. FINDINGS ON THE SCHOOL

Sources of Evidence

- ◆ *observing classes*
- ◆ *observing the school outside of the classroom*
- ◆ *talking with many students, teachers, staff, and school administrators, school improvement team*
- ◆ *meeting with students, teachers, guidance counselor, school and district administrators, and school improvement team*
- ◆ *SALT Survey data 1999-2000*
- ◆ *following students*
- ◆ *Fort Barton School Improvement Plan*
- ◆ *New Standards Reference Examination results*
- ◆ *2001 Information Works! data*
- ◆ *2001 Rhode Island Writing Assessment results*
- ◆ *Library Media Curriculum Standards and Benchmarks*
- ◆ *district strategic plan*
- ◆ *Fort Barton School News*
- ◆ *Fort Barton PTO Newsletter*
- ◆ *teachers' portfolios*
- ◆ *teachers' classroom schedules*
- ◆ *school schedules*
- ◆ *New Teaching Mentoring Program*

Conclusions

Fort Barton's disjointed school schedule does not allow for blocks of continuous instructional time. Classrooms are repeatedly interrupted by scheduled itinerants, snack time, recess, and whole-class visits to the lavatory. This

fragments student learning and limits productive instruction. Teachers need sizeable blocks of instruction time to implement school instructional programs thoroughly and to reduce the transition time within classrooms and the student wait time. (*teacher classroom schedules, observing classes, following students, observing the school outside of the classroom, talking to teachers and students, meeting with students and school administrator*)

Some parents report inconsistency in the communication between home and school. The monthly *Fort Barton School News* and *Fort Barton PTO Newsletter* are predictable forms of communication. There is a discrepancy in the amount of correspondence to parents from individual classrooms. Many parents say they are confused about standards, the mathematics program, and the how rubrics are used to guide and score their children's work. (*meeting with parents, school improvement team, SALT Survey data 1999-2000, teachers' portfolios, Fort Barton School News, Fort Barton PTO Newsletter*)

Exemplary school wide programs exist to build character (Six Pillars of Character), promote conflict resolution (Kelso's Choice and Second Step), and recognize good citizenship (High Five and Feinstein). However, there are troubling inconsistencies within the academic programs. While test scores are high compared with similar students throughout the state, they show a downward trend in all areas except third grade writing. There is a lack of consistency, communication, and organized effort throughout the school to develop a school learning community that supports higher levels of student achievement. Complacency exists among some stakeholders regarding the achievement potential of students at the school. (*meeting with school guidance counselor, talking to teachers, observing the school outside of the classroom, observing classes, meeting with parents, school improvement team, district and school administrators, New Standards Reference Examination results, 2001 Rhode Island Writing Assessment results*)

Lack of consistency in educational leadership over the past years has had a negative impact upon the school's efforts to develop a shared vision or to become a community of learners. Sharing a principal with another school results in fragmentation and burn out, as well as limits the ability to provide the educational leadership necessary to move Fort Barton forward. (*talking with teachers, meeting with parents, school improvement team, school and district administrators, observing classes, observing the school outside of the classroom*)

The World Language Program is commendable. The district's decision to eliminate scheduled library time and library instruction for some students to accommodate this choice is disturbing. This deprives students of the literacy skills necessary "to foster life-long learning and active participation in our society." (*Library Media Curriculum Standards and Benchmarks, meeting with school administrator, reviewing teachers' classroom schedules, school schedules, and district strategic plan*)

The pilot for the newly designed teacher evaluation instrument was implemented for the 2001-2 school year. This comprehensive standards-based document provides clearly stated criteria that focus upon four areas of teacher performance. Although not many teachers have been evaluated with this new and comprehensive document, some Fort Barton teachers report that the document is an improvement over the prior checklist format and that it is helpful in improving their teaching practice. (*talking with teachers, meeting with school and district administrators, teacher evaluation manual*)

The Fort Barton School Improvement Plan is based on targeted percentages of improved test scores as the only measure of student learning. Self study activities are primarily based on performance test scores and SALT Survey data. While important, the isolated use of this information is insufficient to improve student learning. The goals do not align with the stated tactics, and the action steps do not give enough information about how the school will improve student learning. (*Fort Barton School Improvement Plan 2001-2004, meeting with Fort Barton School Improvement Team*)

The New Teaching Mentoring Program, which is mandatory for all first year teachers, provides good professional support. Mentors and new teachers are matched by grade level and, when possible, by building. Teachers involved in the program report that it is very worthwhile. The district training is effective in assisting to ease the transition for new teachers. (*New Teaching Mentoring Program, talking with teachers, meeting with school and district administrators*)

The Fort Barton programs for intensive resource and resource students are rigorous and evolving. Teachers are taking positive strides to include special needs students with their typically developing peers. These students perform very well when they are included. The large equity gaps in how these students perform, as shown in *2001 Information Works! data*, is surprising when one observes how these special needs students handle their challenging academic programs within their special education setting. (*following students, 2001 Information Works! data, New Standards Reference Examination results, talking to teachers, observing classes*)

Commendations for Fort Barton School

Implemented programs for the character development of children

Supportive parent community

Teacher mentoring program

Recommendations for Fort Barton School

Review and revise the present school schedule to allow for effective learning blocks that would maximize student learning.

Schedule workshops for parents to help them become more familiar with school programs and initiatives.

Under the direction of the present leadership and with the involvement all stakeholders develop a shared, clearly articulated vision for Fort Barton School.

Review the Fort Barton School Improvement Plan to develop clearer action steps and to use strategies beyond standardized test scores to evaluate student learning.

Continue to expand your efforts to include your special needs population in regular classrooms, and provide quality inservice opportunities for special education and regular education staff to move further in the efforts of inclusion.

Recommendations for Tiverton School District

Provide the necessary inservice training and personnel to support inclusion.

Provide Fort Barton School with a full-time principal, who has no responsibilities for another building.

Provide library instruction for all students.

7. Final Advice to the School

You have begun the journey toward excellence. Capitalize on the strengths of one another, as you work to develop a shared vision for your learning community.

Continue your commitment to standards to improve student learning and develop standards-based classrooms. Empower your students to actively participate in and to take responsibility for their own learning.

Explore ways to improve your schedule to maximize learning time. Work to develop a cohesive, consistent program that allows students to immerse themselves in their learning. Trust the programs that already are in place and implement these programs fully.

Focus your attention on all of your students. While your students perform well, with additional rigor there will be even greater rewards.

We hope that this SALT report will provide you guidance as you continue to nurture the growth of your learning community. Good luck. .

The Fort Barton School Improvement Team

Karen Bodington,
Parent

Carol Hermann
Parent

Leisa Hill
Teacher

Sharon Kitchener
Parent

Susan Lynch
Parent

Nancy McGlynn
Teacher

Kathy Megin
Parent

Deborah Pallasch
Parent

Susan Petrarca
Parent

Susan Raposa
Parent

Dawn Ryan
Teacher

Denise Saurette
Parent

Jo-AnnSouza
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Laurie Thompson
Parent

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The SALT Visit Team

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Susan B. MacDonald
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Potowomut School
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Grade 2 Teacher
Kent Heights School
East Providence, Rhode Island

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

Endorsement of SALT Visit Team Report

Fort Barton School

February 8, 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.

It should be noted that the pre-release version of this report, and not this final version was released to the press by the school. This final version contains changes from the school's factual review. While this does not violate the protocol, it is unfortunate as it could create confusion that this version is the final report.



Thomas A. Wilson, EdD
Catalpa Ltd.
April 4, 2002