



Alan Shawn Feinstein School

Central Falls

The SALT Visit Team Report

March 22, 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.....	5
<i>Overview.....</i>	<i>5</i>
<i>Sources of Evidence for This Report.....</i>	<i>2</i>
<i>Using the Report.....</i>	<i>3</i>
2. PROFILE OF Alan Shawn Feinstein School.....	5
<i>Background.....</i>	<i>5</i>
<i>State Assessment Results for Alan Shawn Feinstein School.....</i>	<i>5</i>
3. PORTRAIT OF Alan Shawn Feinstein School AT THE TIME OF THE VISIT	7
4. FINDINGS ON STUDENT LEARNING.....	8
<i>Sources of Evidence.....</i>	<i>8</i>
<i>Conclusions.....</i>	<i>8</i>
<i>Commendations for Alan Shawn Feinstein School.....</i>	<i>10</i>
<i>Recommendations for Alan Shawn Feinstein School.....</i>	<i>10</i>
5. FINDINGS ON TEACHING.....	11
<i>Sources of Evidence.....</i>	<i>11</i>
<i>Conclusions.....</i>	<i>11</i>
<i>Commendations for Alan Shawn Feinstein School.....</i>	<i>13</i>
<i>Commendations for the Central Falls School District.....</i>	<i>13</i>
<i>Recommendations for Alan Shawn Feinstein School.....</i>	<i>13</i>
<i>Recommendations for Alan Shawn Feinstein School.....</i>	<i>13</i>
6. FINDINGS ON THE SCHOOL.....	14

Sources of Evidence.....	14
Conclusions.....	14
Commendations for Alan Shawn Feinstein School.....	16
Recommendations for Alan Shawn Feinstein School.....	16
Recommendations for Central Falls School District.....	16
Recommendation for the City of Central Falls.....	16
7. Final Advice to the School.....	17
<i>The Alan Shawn Feinstein School Improvement Team.....</i>	<i>18</i>
<i>The SALT Visit Team.....</i>	<i>19</i>
<i>New Standards Reference Examination and RI Writing Assessment Results (2001)</i>	<i>20</i>
<i>Endorsement of SALT Visit Team Report.....</i>	<i>21</i>

1. THE PURPOSE AND LIMITS of this report

Overview

This is the report of the SALT team that visited Alan Shawn Feinstein School from March 18, 2002 through March 22, 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 Alan Shawn Feinstein 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 Alan Shawn Feinstein School.

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

observing a total of 68 complete classes and 34 partial classes. The team spent a total of over 86 hours in direct classroom observation. Every classroom was visited at least once, and almost every teacher was observed more than once.

observing the school outside of the classroom

following six students for a full day

observing the work of teachers and staff for a full day

meeting at scheduled times with the following groups:

teachers

school improvement team

school and district administrators

students

parents

talking with students, teachers, staff, and school administrators

- ◆ *reviewing completed and ongoing student work*
- ◆ *interviewing teachers about the work of their students*
- ◆ *analyzing three years of state assessment results as reported in Information Works!*
- ◆ *reviewing the following documents:*

district and school policies and practices

records of professional development activities

classroom assessments

student portfolios

posted student work

school improvement plan for Alan Shawn Feinstein School

self study document

Alan Shawn Feinstein School Handbook

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

Professional Growth Assessment of Tenured Personnel

Central Falls Non-Tenured Evaluation Form

Feinstein School Handbook

The full visit team built the conclusions, commendations, and recommendations presented here through intense and thorough discussion. The team met for a total of 25 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 Alan Shawn Feinstein School

Background

Alan Shawn Feinstein School is one of the five elementary schools in Central Falls, Rhode Island. The school serves 244 students in grades one through five. Fifteen full-time teachers, one principal, and eight half-time ancillary specialists staff Feinstein School. Twenty-one percent of the students are white, six percent are black, and 73 percent are Hispanic. Forty-five percent of the students receive ESL services, and 28 percent receive resource or self-contained special education services. Sixteen percent of the students participate in the Title One Program. This program is not presently authorized as school wide. Eight-nine percent of the students qualify free or reduced-price lunch.

Two teachers were hired in January to replace two retiring teachers. A district-mentoring program is in place that supports teachers. It does not provide support to long-term substitutes or to teachers hired mid year.

State Assessment Results for Alan Shawn Feinstein School

On the subtests of the 2000-2001 New Standards Mathematics Reference Examination two in 10 of the fourth graders (18%) met or exceeded the standard in basic skills; less than one in 10 of the fourth graders (7%) met or exceeded the standard in concepts; and only two percent of the fourth graders met or exceeded the standard in problem solving. Equity gaps (a difference of more than 15%) exist in mathematics for Special Education and Limited English Proficient students in the subtest for Skills and Concepts. Scores on the problem-solving subtest are uniformly low, and gaps between groups are not evident. A comparison of the 2001 Information Works! Data shows that students at the Alan Shawn Feinstein School perform at the same level as similar students in the state on the subtests in Basic Skills, Concepts, and Problem Solving.

On the reading subtests of the 2000-2001 New Standards English Language Arts Reference Examination three in 10 of the fourth graders (28%) met or exceeded the standard in Reading: Basic Understanding, and almost two in 10 of the fourth graders (17%) met or exceeded the standard in Reading: Analysis and Interpretation. Equity gaps (a difference of more than 15%) exist in reading for Special Education and Limited English Proficient students. Students at the Alan Shawn Feinstein School perform at the same level as similar students in the state on the Reading: Basic Understanding subtest and below similar students in the state on the Reading: Analysis and Interpretation subtest.

On the writing subtests of the 2000-2001 New Standards English Language Arts Reference Examination two in 10 of the fourth graders (20%) met or exceeded the standard in both Writing: Conventions and Writing: Effectiveness. Equity gaps (a difference of more than 15%) exist in writing for Special Education and Limited English Proficient students on both subtests in Writing. On the Rhode Island Writing Assessment one in 10 of the fourth graders (10%) met or exceeded the standard. Due to overall low scores, gaps are not evident. A comparison of the 2001 Information Works! Data shows that students at the Alan Shawn Feinstein School perform at the same level as similar students in the state on Writing: Effectiveness and Writing: Conventions.

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

3. PORTRAIT OF Alan Shawn Feinstein School AT THE TIME OF THE VISIT

Alan Shawn Feinstein School is a meticulously maintained neighborhood school that reflects the diversity of its community. The staff accepts and welcomes its children and is dedicated to them. Student achievement and success are nurtured and celebrated by a dedicated administrator and staff. The faculty willingly embraces challenges to provide its students with the best learning experiences. This, coupled with the students' enthusiasm for learning, is a bright beacon for future growth and achievement.

Students are eager learners, who love and appreciate their school and their teachers. They thrive on engaging learning experiences. Student behavior and attitudes differ according to environment. In the classrooms and the lunchroom the majority of students are respectful of adults. In many instances they do not demonstrate this same level of respect of their peers and consideration for them.

While all classrooms buzz with learning during math activities, language arts instruction does not consistently generate this same level of enthusiasm. Reading and writing activities are often teacher-directed, limiting the choice and involvement of students in their learning.

Parents feel that their school provides for the varying needs of their children. They consider this school to be a safe and caring environment for them.

4. FINDINGS ON STUDENT LEARNING

Sources of Evidence

- ◆ *2001 Information Works!*
- ◆ *2001 Rhode Island Writing Assessment results*
- ◆ *2001 New Standards Reference Examination results*
- ◆ *2001 New Standards English Language Arts Reference Examination School Summary*
- ◆ *reviewing completed and ongoing student work*
- ◆ *following students*
- ◆ *observing classes*
- ◆ *meeting with students, teachers, parents, school improvement team, school administrator*
- ◆ *interviewing teachers about the work of their students*
- ◆ *posted student work*
- ◆ *student portfolios*
- ◆ *observing the school outside of the classroom*
- ◆ *talking with teachers*

Conclusions

The majority of students at Alan Shawn Feinstein School are actively involved learners in mathematics, who enjoy and thoroughly participate in mathematical activities. Students effectively use mathematical tools, charts, patterns and other strategies, as well as their prior learning experiences to make connections to solve related problems. The majority is able to transfer their manipulative exploration to solving problems with pencils and paper. Students use multiple solutions and strategies when they solve problems. They express their mathematical thinking through drawing, writing, and speaking. Students socialize their intelligence through playing games and taking part in opportunities for team or pair work, and they explain their thinking. Upper grade students often find it difficult to discuss or write in mathematical terms, even after they have been given multiple opportunities to investigate. This may be directly correlated to the fact that intermediate students have had to change the way they think and learn about mathematics, while this is the way primary students have learned math since the beginning. (*following students, observing classes,*

reviewing completed and ongoing student work, meeting with students and teachers, interviewing teachers about the work of their students, New Standards Reference Examination results)

Some students listen attentively to a Read Aloud and actively engage in discussion. Students take risks when predicting story developments. They answer comprehension questions and verbally explain answers. Students show their knowledge of vocabulary in oral and written sentences. They know the difference between fiction and nonfiction. Although some students visually track what is being read, too many students use their fingers for tracking when they read independently. When they come to a point of difficulty, they stop, lacking development of the necessary strategies to figure out the text. They lack the knowledge to use the three sources of information (meaning, structure, and visual) in a balanced way. This results in their lack of fluency and competency in reading. *(following students, reviewing completed and ongoing student work, observing classes, meeting with students, New Standards English Language Arts Examination School Summary)*

Students write in a variety of formats, predominately in response to teacher-directed prompts. All students write in journals. Although many students understand the procedures of the writing process, they do not effectively use all of these components when they write. Some students use pre-writing strategies, writing rough drafts, revising and editing within teacher conferences, and preparing a final copy. A few students even have an opportunity to share work that is in progress or that is finished for peer feedback. These students are excited about their writing. A few students analyze their growth over time by reviewing their work to assess their progress. Limited choice and lack of student involvement in the writing process stifles growth, enthusiasm, and creativity. *(reviewing completed and ongoing student work, following students, student portfolios, talking with teachers, posted work, interviewing teachers about the work of their students, New Standards Reference Examination results, 2001 Rhode Island Writing Assessment results)*

Alan Shawn Feinstein School students have an intrinsic desire to learn, and their success in learning provides its own reward. They respond favorably to positive comments and deserved praise. While the majority of students respect authority, this does not consistently extend to all of their peers. Some students' lack of self-control interferes with their own learning or the learning of the rest of group. When students are effectively engaged and interested in interactive learning activities, they are attentive and eager learners. Most students work successfully, when they are clear about what behavior and learning is expected of them. *(following students, observing classes, observing the school outside of the classroom, meeting with students, school improvement team, school administrator, talking with teachers)*

Commendations for Alan Shawn Feinstein School

Students' eagerness to learn

Students' understanding of mathematics

Students' engagement in discussions of Read Alouds

Recommendations for Alan Shawn Feinstein School

Use reliable assessments to determine students' instructional levels in reading. Give the students opportunities to practice their reading at their instructional levels to develop fluency and competency.

Give students even more opportunities to choose their writing topics and genres.

Instruct students in the process of writing, especially in the area of revision.

Establish clear parameters for student behavior.

Involve all students in a school wide social skills program.

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 students, school and district administrators,*
- ◆ *following students*
- ◆ *2001 Information Works!*
- ◆ *SALT Survey 1999-2000*
- ◆ *reviewing completed and ongoing student work*

Conclusions

All teachers consistently and effectively use the district mandated Core Literature Program, which exposes students to rich literature in a variety of genres, cultural links, authors, and themes. Teachers draw from an assortment of instructional reading programs and materials to deliver the basic reading instruction in their classrooms. Some teachers use portions of the *Harcourt Brace Program*; others trade books; some use the *Macmillan Program* and *Into English*. Teachers focus their reading instruction on the language needs of their students. Teachers effectively use the basic instructional programs and the Core Literature Program to teach students vocabulary and to engage them in meaningful conversations about the selections they have read. While this is especially important to the needs of this particular student population, this strong focus on language development often overshadows the consistent instruction of critical strategies that are necessary for students to read competently. This imbalance does not provide appropriate support to meet the needs of all students at their instructional levels. (*following students, reviewing completed and ongoing student work, observing classes, meeting, with students, district and school administrators, talking with teachers and students, 2001 Information Works!*)

Teachers at Alan Shawn Feinstein School have accepted and are willingly implementing the district adopted mathematics program, *Investigations*. Learning along with their students, they have set aside their previous methodologies and beliefs about mathematics instruction and have immersed their students in this hands-on program. The students' understanding, enthusiasm, and love of mathematics are their reward. (*following students, reviewing completed and ongoing student work, observing classes, meeting with students, school and district administrators, talking to students and teachers, interviewing teachers about the work of their students*)

Teachers provide their students with extensive opportunities to write in journals, to respond to literature, and to communicate their mathematical reasoning. Most writing is teacher-prompted with limited opportunity for student choice. Teachers focus too much on the final product, rather than on the writing process. This does not help students develop a means of personal communication or a passion for writing. Some teachers implement the sequential steps of the writing process; others use only selected parts. While it is important for the teachers to guide students through sequential writing for proficiency, it is not necessary for each piece to be brought to final publication. Teachers do not often distinguish between revising for content and editing for conventions. In addition, they give students limited opportunities to share their writing with their peers for feedback and revision. This deprives students of developing the critical strategies they need to expand their ideas, and it limits their ability to produce quality writing. *(following students, reviewing completed and ongoing student work, observing classes, meeting with students, talking to students and teachers, interviewing teachers about the work of their students)*

Teachers strive to enhance this supportive learning community, where students are the center. They non-judgmentally accept the diversity of their students, as well as the numerous challenges they offer. These open-minded teachers are willing to use multiple teaching strategies and resources to help their students succeed. Many teachers are frustrated by disruptive student behaviors that interfere with instruction and the learning of other students. While celebrating their students' achievements and scaffolding for student success, teachers need to be cautious about limiting their students' opportunities to become independent, self-directed learners. *(following students, observing classes, reviewing completed and ongoing student work, observing the school outside of the classroom, SALT Survey 1999-2000)*

While teachers post standards and rubrics in all of their classrooms, their understanding and effective use of them to drive instruction is at an emergent stage. They use rubrics primarily to grade student work. There is limited and inconsistent use of rubrics to inform students about their progress or to provide them with opportunities to improve. Teachers are not clear about how to translate the information from rubrics into their daily instructional practice; this limits their students' ability to reach their highest potential. *(following students, reviewing completed and ongoing student work, meeting with students and teachers, interviewing teachers about the work of their students, observing classes)*

Commendations for Alan Shawn Feinstein School

Consistent use of the Core Literature Program

Dedicated and caring teachers

Teachers' accepting attitudes and outstanding efforts in the implementation of *Investigations*

Commendations for the Central Falls School District

Providing teachers with all the components of *Investigations* and the necessary professional development to support its implementation.

Recommendations for Alan Shawn Feinstein School

Develop and implement a consistent balanced approach to reading instruction that provides a smooth transition from grade-level-to grade-level.

Continue the efforts to develop students' understanding of mathematics through implementation of the

Investigations Mathematics Program.

Develop and implement a school wide program that provides instruction, strategies, and models of appropriate behavior to address behavioral issues and to improve social skills.

Develop a school-wide student behavior plan.

Continue professional development to enhance understanding and use of standards and rubrics.

Provide students' with more opportunities to become independent, self-directed learners.

Provide the necessary direction and professional development for teachers to develop and implement a consistent and balanced approach to reading instruction that provides a smooth transition from grade-level-to-grade-level.

6. FINDINGS ON THE SCHOOL

Sources of Evidence

- ◆ *observing classes*
- ◆ *observing the school outside of the classroom*
- ◆ *talking with many students, parents, teachers, staff, and school administrators*
- ◆ *interviewing teachers about the work of their students*
- ◆ *reviewing completed and ongoing student work*
- ◆ *meeting with school improvement team, school and district administrators*
- ◆ *following students*
- ◆ *Self Study Document*
- ◆ *Central Falls Non-Tenured Evaluation Form*
- ◆ *Professional Growth Assessment of Tenured Personnel*
- ◆ *School Action Plan*
- ◆ *200 SALT Survey report*
- ◆ *New Standards Reference Examination results*
- ◆ *2001 Information Works! Data*
- ◆ *Feinstein School Handbook*

Conclusions

The Central Falls Non-Tenured Evaluation Form is a checklist format that is not aligned with the Rhode Island Beginning Teaching Standards. The Professional Growth Assessment of Tenured Personnel is a goal-setting model that incorporates agreed upon goals for growth. The guidelines for these evaluative processes and their value in improving teacher performance and student learning are not clear. While both are in place, these tools are not addressed consistently at either the school or the district level. (*Central Falls Non-Tenured Evaluation Form, meeting with school and district administrators, Professional*

Growth Assessment of Tenured Personnel, talking with teachers)

Alan Shawn Feinstein School engaged in a focused self-study in fall 2001. The present School Action Plan, while it has some alignment with this self-study, lacks clarity and a defined direction. It is not clear how the action steps are to be implemented, who is to be responsible, and how completion is to be measured. (*Self Study Document, Action Plan, meeting with school improvement team*)

Investigations, a consistent mathematics program among all grade levels, has the continuity and predictability that allows smooth transitions for the students from grade-to-grade. A lack of cohesiveness within the other disciplines does not facilitate continuous student achievement. (*following students, observing classes, talking with teachers, meeting with school and district administrators, school improvement team, reviewing completed and ongoing student work, interviewing teachers about the work of their students*)

Alan Shawn Feinstein School is a close knit, child centered, nurturing community. Under the direction of a supportive principal, the faculty and staff work together as a cohesive unit as they strive to improve student learning. Behavioral disruptions occur when expectations and structures are not clear or when an authority figure is not present. When students engage as active learners, negative behaviors diminish. Students' social, emotional, and physical needs are acknowledged and addressed using the available resources. However, these resources are sometimes insufficient to address and resolve these concerns, and the school lacks the additional support that is necessary. (*following students, observing classes, meeting with school improvement team, district and building administrators, parents, self study, 2000 SALT Survey results, observing the school outside of the classrooms, talking with staff and teachers*)

There are four distinct programs within the Alan Shawn Feinstein School: resource special education, self-contained special education, English as a Second Language, and the mainstream program. These programs are equitable for all students. Support personnel, resource materials, and modified approaches to the curriculum meet the needs of this diverse population. Improved student performance should result. (*New Standards Reference Examination results, observing classes, following students, 2001 Information Works! data, interviewing teachers about the work of their students, talking with teachers, staff, and students, following students*)

Parents report that their students' academic needs are being met at the Alan Shawn Feinstein School. However, they voice concern about student safety during the arrival and dismissal times. The school handbook clearly addresses safety issues. Attempts to enforce these guidelines have not been successful. This puts student safety in jeopardy. (*meeting with parents, school administrator, 2000-1 SALT Survey results, observing the school outside of the classroom, talking with students, Feinstein School Handbook*)

Commendations for Alan Shawn Feinstein School

Staff camaraderie and collegiality

Total school involvement in *Investigations*

Recommendations for Alan Shawn Feinstein School

Use your self-study and this SALT report to expand your plan and to set target dates, assign responsible parties, and define evidence of accomplishment.

Within a social skills program, guide students to develop an inner accountability for their behavior in all

situations.

Actively engage students in their learning across the curriculum.

Implement a continuous schoolwide language arts program.

Recommendations for Central Falls School District

Work with the Central Falls Teachers' Union to develop an effective teacher evaluation tool for non-tenured and tenured personnel.

Work with city agencies to resolve the safety concern for the students.

Provide the necessary resources and staff for Alan Shawn Feinstein School to implement a school-wide social skills program.

Recommendation for the City of Central Falls

Work together with the Alan Shawn Feinstein School to resolve the safety concern for the students.

7. Final Advice to the School

Rejoice in your triumphs. You are not afraid to meet challenges. You accept and applaud the diversity of your students. Take the enthusiasm and experiences gained from the implementation of *Investigations* and use them to foster new initiatives in academic disciplines and student social interactions. Realize that, when your students are actively engaged in their learning, they will reach higher levels of achievement; the bar of academic success will be raised; and positive social interactions will result.

Work to align your language arts program across and between grades. Identify students' instructional levels, teach them at those levels, and challenge them to go beyond. Your ability to work individually and as a school wide team will enable you to develop continuity and balance in all of your programs.

You have been presented with many changes in leadership, staffing, and programs. You have risen to the occasion. We commend you for all your accomplishments. We anticipate your future successes.

The Alan Shawn Feinstein School Improvement Team

Maureen Azar
Principal

Nancy Chenard
Teacher

Joanne Donahue
Teacher

Oscar Garcia
Parent

Marisol Gomez
Parent

Esperanza Molina
Parent

Juana Ortiz
Parent

Lois Petruccillo
Teacher

Joan Pinto
Teacher

Jennifer Scott
Teacher

The SALT Visit Team

Donna H. Reinalda, Chair
SALT Fellow
On leave to the RIDE as a Salt Fellow
Sowams School, Multi-age Teacher (1-3)
Barrington

Susan M. Gamache-Robert
Literacy Coordinator, K-2
Nathanael Greene School
Pawtucket

Carolyn E. Harding
ESL 3rd, 4th, and 5th Grade Teacher
Citizens' Memorial School
Woonsocket

Kim L. Marchwicki
Grade 4 Teacher
Washington Oak Elementary School
Coventry

Denise I. Rondeau
Resource Teacher Grades 1-3
Greenbush Elementary School
West Warwick

Margaret M. Tincknell
Principal
Bernon Heights Elementary School
Woonsocket

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

Endorsement of SALT Visit Team Report

Alan Shawn Feinstein School

March 22, 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.
May 3, 2002

**