



Warwick Neck School

Warwick

The SALT Visit Team Report

April 5, 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.ride.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 Warwick Neck School from April 1 through April 5, 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 Warwick Neck 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 Warwick Neck School.

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

- ◆ *observing a total of 95 complete classes and 59 partial classes. The team spent a total of over 125 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 eight 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:*
 - student portfolios*
 - Harcourt Teachers Manual*
 - ALAP Guide*
 - Warwick Public Schools Professional Evaluation tool*
 - Mentoring Guide*
 - Warwick Neck School Improvement Plan Parent Survey – January 2002*
 - district and school policies and practices*
 - District Assessment Guide*
 - records of professional development activities*
 - classroom assessments*
 - school improvement plan for Warwick Neck School*
 - district strategic plan*
 - 1999, 2000 SALT Survey report*

classroom textbooks

1998, 1999, 2000 2001 Information Works!

1998, 1999, 2000 New Standards Reference Examination results

1999, 2000, and 2001 Rhode Island Writing Assessment results

2001 New Standards English Language Arts Reference Examination School Summary

2001 New Standards Mathematics Reference Examination School Summary

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

Background

Warwick Neck School, which has a population of 343 students in kindergarten through grade six, is the fifth largest elementary school in the city of Warwick. The school was built in 1958. Expansions include a first addition completed in 1968 and a second completed in fall 2001. The school presently has 16 classrooms. An addition to the library media center includes a computer lab and flexible small grouping areas. The faculty consists of 16 classroom teachers, three resource teachers, a full-time literacy teacher, a library media specialist that works 70 percent time at the school, a principal, an office secretary, and 21 other classified and non-classified staff. Itinerant teachers teach art, music, physical education, and science. Warwick Neck shares a school nurse with Greene School. There are five part-time lunch aides.

Ninety-five percent of the students at Warwick Neck School are white; 25 percent are eligible for free or reduced-price lunch. Eighteen percent of the students receive special education services.

The school supports its learners with a variety of special programs. The Buddy Program provides communication between students in two different grade level classrooms. Opportunity Central offers academic assistance to students during their lunch and recess. Volunteers of Warwick Schools (VOWS) and community mentorship programs support the school. Warwick Neck School is a Feinstein School engaging in a variety of community activities. The Big 6 approach to information problem solving and the trash-n-treasure note-taking process are used for many research projects supported within the library program. Partnerships with Rhode Island colleges and universities support professional development, as well as college placement for students who are interested in teaching

State Assessment Results for Warwick Neck School

On the subtests of the 2000-2001 New Standards Mathematics Reference Examination one in three of the fourth graders (66%) met or exceeded the standard in basic skills; one in two of the fourth graders (48%) met or exceeded the standard in concepts; and three in 10 of the fourth graders (30%) met or exceeded the standard in problem solving. Equity gaps (a difference of more than 15%) exist in mathematics for students who receive free and reduced-price lunch and non-white and/or Hispanic students. The *2001 Information Works!* data show that students at the Warwick Neck School perform above the level as similar students in the state on the Mathematics subtests for Basic Skills, Concepts, and Problem Solving.

On the reading subtests of the 2000-2001 New Standards English Language Arts Reference Examination eight in 10 of the fourth graders (82%) met or exceeded the standard in Reading: Basic Understanding, and three in four of the fourth graders (76%) met or exceeded the standard in Reading: Analysis and Interpretation. The *2001 Information Works!* Data shows that students at the Warwick Neck School perform above the level of similar students in the state on the Reading: Basic Understanding and at the same level as similar students in the state on Reading: Analysis and Interpretation. There has been a continuous upward trend in Reading: Analysis and Interpretation over the past four years.

On the writing subtests of the 2000-2001 New Standards English Language Arts Reference Examination more than five in 10 of the fourth graders (54%) met or exceeded the standard in Writing: Conventions, and two in three of the fourth graders (67%) met or exceeded the standard in Writing: Effectiveness. On the Rhode Island Writing Assessment one in four of the third graders (23%) met or exceeded the standard. Equity gaps (a difference of more than 15%) exist in writing for students who receive free and reduced-price lunch and for male students. The 2001 Information Works! Data show that students at the Warwick Neck School perform above the level of similar students in the state on Writing: Effectiveness and Writing: Conventions.

Due to the number of special education students, equity gaps could not be determined.

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

Information Works! data for Warwick Neck School is available at <<http://www.ridoenet.net>>www.ridoenet.net.

3. PORTRAIT OF Warwick Neck School AT THE TIME OF THE VISIT

Welcome to Warwick Neck School where learning is addictive and children are celebrated. Bright clean hallways, a friendly staff, and happy, respectful children are just a few of the outward signs that lead one to conclude that yes, this is a high-performing school.

Teachers teach here. Students learn here. This is a learning community. A sense of teamwork permeates the school, as teachers, staff, and parents collaborate on common goals: students and their improved learning. One has to observe only for a short while before noticing that the classrooms are well managed; the students are on task; and the school has a clear direction.

Collegiality among staff is apparent, as everyone works together to support the students. The supportive principal values and trusts the expertise of the faculty. These dedicated, energetic professionals confront their varied challenges. The adoption of a district language arts program and its many components challenges the primary grade staff this year. They seek to balance whole-group instruction, the principles of balanced literacy, and the individual student assessments necessary to meet the needs of all learners. With the further expansion of the district language arts program, intermediate teachers will face these challenges in the upcoming year.

The Warwick Neck School staff nurtures the students. The inclusion model is a tribute to the acceptance of all students regardless of their individual needs. While teachers continue to strive for all students to achieve the standard, every student will benefit from additional academic rigor to reach higher levels of performance.

As teachers continue the process of analyzing student work, they will gain further insights into student learning and the implications for their teaching. By maximizing the use of criteria and rubrics students will become more insightful and independent as they work to raise their own performance to higher achievement levels.

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*
- ◆ *interviewing teachers about the work of their students*
- ◆ *student portfolios*
- ◆ *meeting with school improvement team, school and district administrators, students, and parents*
- ◆ *talking to students, teachers, and staff*
- ◆ *observing the school outside of the classroom*
- ◆ *observing classes*
- ◆ *New Standards English Language Arts Reference Examination School Summary*
- ◆ *New Standards Mathematics Reference Examination School Summary*

Conclusions

Students at Warwick Neck School are friendly, well behaved, respectful, and eager to learn. Their pride in this school is evident in their positive attitude. They love their teachers. They exude self-confidence and are articulate. Students clearly understand what the school expects of their behavior, and they independently manage their routines. They are enthusiastic learners, eager to please and to meet the established expectations. Overall, students work collaboratively with their peers and respect their individual differences. This creates a positive climate that is conducive to learning. (*following students, observing classes, observing the school outside of the classroom, talking with students, teachers, and staff, meeting with parents, students, and school administrators, 2001 Information Works!*)

Most students at Warwick Neck School actively engage in reading. They are good readers. Many students participate in lively conversations about what they read, make connections from text to real life, and find meaning from context. Students are involved in literacy activities before, during, and after they read. Examples include: predicting, using picture and context clues, summarizing, decoding, and responding to literature. Students' oral and written responses to literature are primarily answering factual recall questions. This limits their interaction with text at a higher level of thinking. Primary students effectively engage in shared reading. They listen to stories read aloud, and some participate in small group reading. There are limited opportunities for students to practice reading at their independent levels for extended periods of time. This affects their development of fluency and their love of reading. Upper intermediate students effectively participate in literature circles, partner reading, whole and small group reading, and expository reading. When their independence is increased, students take ownership of their learning. (*following students, observing classes, reviewing completed and ongoing students work, meeting with students, teachers, and staff, student portfolios, New Standards English Language Arts Reference Examination School Summary, interviewing teachers about the work of their students*)

Students at Warwick Neck School engage in a variety of operational concepts, processes, and strategies in mathematics. Students complete skill-based worksheets, and many use manipulatives to reinforce and develop their

understanding of concepts. Although students discuss problem solving strategies, many report that they are confused about how to communicate in writing the rationale they have used to arrive at their solutions. (*following students, observing classes, reviewing completed and ongoing student work, talking with teachers and students, meeting with students, school and district administrators, New Standards Mathematics Reference Examination School Summary*)

Students write frequently. They write across the curriculum for a variety of purposes. Some students write to inform, persuade, express, and entertain. Students are learning to use resources such as word walls, dictionaries, and word lists. They talk about the writing process and understand it: This includes brainstorming, writing “sloppy copy,” peer and teacher revising and editing, and creating a final copy. Most students have the opportunity to collaborate with their peers and/or to conference with their teachers during the drafting stages of the writing process. Students primarily edit for “CSP” (Capitalization, Spacing and/or Spelling and Punctuation). While conventions are an important component of the writing process, students perceive revision as mechanics-driven, rather than as content-driven. This leaves them unclear about how to improve the quality of their writing. (*following students, New Standards English Language Arts Reference Examination School Summary, student portfolios, interviewing teachers about the work of their students, observing classes, meeting with students, talking to students and teachers, Rhode Island Writing Assessment results*)

Students do not have a clear or consistent understanding of rubrics. They talk about rubrics and standards. They locate them in the classroom and see them primarily as a way their teachers evaluate their work. Most students do not understand the value of rubrics as a self-evaluation tool or as a tool to help them improve their performance. Without a consistent understanding and proper use of rubrics they do not benefit from this powerful instrument. (*reviewing completed and ongoing student work, following students, meeting with students, parents, observing classes, talking with students and teachers, student portfolios, interviewing teachers about the work of their students*)

Commendations for Warwick Neck School

Good readers

Polite, respectful, and cooperative students

Recommendations for Warwick Neck School

Develop higher level responses to text, both fiction and nonfiction, that encourage the students to focus on deeper levels their of thinking.

Provide students with sufficient time to read at their independent levels on a daily basis.

Provide students with more guidelines and opportunities to problem solve in mathematics.

Increase student involvement in creating the criteria charts that lead to the development of rubrics.

Have students use rubrics as a self-evaluation tool and as a guide to help them improve their performance.

Have students spend more time on the revision step of the writing process.

5. FINDINGS ON TEACHING

Sources of Evidence

- ◆ *observing classes*
- ◆ *observing the school outside of the classroom*
- ◆ *talking with teachers, students, and staff*
- ◆ *interviewing teachers about the work of their students*
- ◆ *meeting with parents, students, school improvement team, school and district administrators*
- ◆ *following students*
- ◆ *2001 Information Works!*
- ◆ *SALT Survey 1999-2000*
- ◆ *reviewing completed and ongoing student work*
- ◆ *student portfolios*
- ◆ *Harcourt Teachers Manual*
- ◆ *District Assessment Guide*
- ◆ *Rhode Island Writing Assessment results*
- ◆ *2000 New Standards English Language Arts Reference Examination School Summary*

Conclusions

Through hard work, dedication, and collaboration Warwick Neck teachers create a positive learning environment for students. They respect and nurture their students. Through their effective classroom management they make maximum use of instructional time. Willingly accepting challenges, the teachers strive to refine their craft. Teachers accept the inclusion model for their special education population, recognizing the importance of modifying their instruction to meet the needs of these students. Although teachers meet the learning needs of most of their students, there is a lack of academic rigor for those who are ready for more challenge. Instruction is often content-driven with a reliance on the text, rather than student-driven. Many students are assigned work that they already have mastered. Some teachers provide opportunities for their students to engage in higher-order thinking. Teachers are innovative in developing real-world projects and activities to engage their students. If these practices are expanded, students will be more challenged. (*following students, observing classes, observing the school outside of the classroom, meeting with students, parents, school and district administrators, school improvement team, student portfolios, reviewing completed and ongoing student work, SALT Survey 1999-2000*)

Teachers at Warwick Neck School instruct their students in reading in a variety of ways. These include: whole-class and small-group instruction and the use of literacy centers. The teachers in kindergarten through grade three are in their first year of implementing the Harcourt Language Arts Program. All teachers use components of the Harcourt Program Collections. All teachers use the Harcourt anthology for whole-group instruction. Teachers organize independent work centers. Some teachers are earnestly navigating their way through the early stages of guided reading instruction. Some are beginning to level their classroom libraries to provide guidance for their students when they select books to read independently. All primary teachers use the end-of-theme performance assessments. Some also use running records as benchmark assessments. A few teachers are attempting to use running records to inform their instruction to meet the individual learning needs of their students. As teachers become more familiar with the Harcourt Program and integrate its components into their instruction, they will tailor

appropriate learning activities for their students' instructional levels. Since they lack a uniform reading program at this time, the intermediate teachers use an eclectic approach. During instructional times, some teachers encourage challenging oral responses from their students. Many teachers are at the beginning level of implementing literature circles. Some students think deeply and critically in response to the skilled questioning of their teachers. Lower-level questions and factual recall are not enough. In order for students to monitor and reflect on their comprehension, they need the opportunity to re-enter the text to develop their understanding and to expand their thinking. *(following students, observing classes, talking with teachers and students, reviewing completed and ongoing student work, Harcourt Teachers Manual, student portfolios, District Assessment Guide, meeting with students, school and district administrators)*

The writing process is evident in all classrooms at Warwick Neck School. Teachers stress the importance of writing to their students. They encourage writing in all content areas. They implement the writing process in a variety of ways. Brainstorming, "sloppy copy," and peer and teacher conferencing are evident across the grade levels. Teachers emphasize improving writing conventions (editing) at the expense of revising text thoughtfully, thus limiting students' creativity and their desire to write. Some student writing is not scored. Most writing is without specific and meaningful teacher feedback. This restricts the ability of students to become fluent writers. *(following students, interviewing teachers about the work of their students, observing classes, talking with students and teachers, meeting with school and district administrators, students and parents, Rhode Island Writing Assessment results, New Standards English Language Arts Reference Examination School Summary, 2001 Information Works!)*

Mathematics instruction is text-driven, with supplementary materials that support learning. Whole-group discussions are followed by small-group investigations, often with the use of manipulatives. There appears to be little differentiation for diverse learners. Some teachers express that they struggle to teach students how to communicate their written explanations within the problem solving process. Some students are provided with 'math starters,' a structure for writing an explanation of the reasoning they used while doing the task. Some teachers use "Problem-of-the-Day," "Calendar Math," "Exemplars," "New Standards Reference Examination" released items, as well as the "Six-Step" strategy for solving math problems. This continued and increased exposure to various problem-solving activities will prepare students for real-life applications. *(following students, observing classes, meeting with students, school and district administrators, reviewing completed and ongoing student work, student portfolios, talking with students and teachers)*

Rubrics are a powerful, effective tool to set expectations, to guide students to self-improvement, to evaluate final products, and to drive instruction. The skill of teachers in using rubrics is emerging. Teachers make a genuine effort to apply and extend their knowledge of rubrics and to refine how they use rubrics in their classrooms. In many classrooms teachers try to explain to students clearly what criteria they are expected to meet in order to succeed at any given task. Some teachers have made sincere attempts to rewrite rubrics in language that is more useable both for their students and for themselves. Although a variety of rubrics generated by teachers, the school, and the district are posted in all classrooms, the use and understanding of them is inconsistent. Rubrics are over-applied in unnecessary situations and under-utilized as an effective assessment tool that students can use to improve their work. The term "rubrics" is often confused with letter or numerical grades. Using rubrics to encompass every grading situation diminishes their impact and value, and this confuses students. *(following students, observing classes, meeting with parents, students, school and district administrators, talking to students, teachers and staff, reviewing completed and ongoing student work, interviewing teachers about the work of their students)*

Commendations for Warwick Neck School

Dedication and collaboration of teachers as they strive to create a positive learning environment for their students

Well-organized and well-managed classrooms

Embracing the inclusion model

Introduction of literature circles as one intermediate reading response activity

Open-mindedness of teachers to accept the Harcourt Program

Recommendations for Warwick Neck School

Expose students to examples of quality literature and to the discussion and analysis of each author's unique style as a writer, thus providing them with models of direction for their own writing.

Continue training for all teachers in "Write Traits."

Provide specific and descriptive feedback for students to improve their work.

Maintain consistency in the use of materials and a common language for strategies in mathematical problem solving.

Continue professional development within the Harcourt program.

Determine students' independent and instructional reading levels through the use of appropriate assessment tools.

Use all of the ancillary components of the Harcourt program to strengthen the balance of literacy instruction.

Simplify and define the use of rubrics to develop consistency in the use of this powerful tool.

Raise the level of academic rigor to enhance the performance of all students.

Avail yourselves of professional development opportunities in the area of inclusion.

Recommendations for the Warwick School District

Support teachers' on-going professional development needs.

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*
- ◆ *meeting with school improvement team, parents, students, school and district administrators*
- ◆ *following students*
- ◆ *School Improvement Plan and self study for Warwick Neck School*
- ◆ *ALAP Guide*
- ◆ *Warwick Public Schools Professional Evaluation*
- ◆ *Mentoring Guide*
- ◆ *Warwick Neck School School Improvement Team Parent Survey-January 2002*
- ◆ *1999-2000 SALT Survey data*

Conclusions

Warwick Neck School is a well-established community of learners. The education community is more than administrators, parents, teachers, staff, and students. It also includes VOWS, college and high school students, and business partnerships. Everyone who is involved cares about and affects the quality of education at this school. Collaboration, organization, and collegiality provide the foundation for this positive learning climate. The principal is supportive; the students are happy; the teachers are respected for their dedication and knowledge; and the parents and community are welcomed and valued. (*following students, observing classes, observing the school outside of the classroom, talking with many teachers, staff, and school administrator, meeting with school improvement team, parents, students, and school and district administrators, 1999-2000 SALT Survey data, Warwick Neck School Improvement Team Parent Survey-January 2002*)

The school improvement plan reveals careful consideration of several important goals for the school. The self-study was clear, and the school is addressing those findings within their action plans. (*school improvement plan and self-study, meeting with school improvement team and parents, observing classes*)

The principal is a highly energetic, supportive educational leader who is well respected and admired by the school community. She is visible and available to listen to everyone. Her respect for her staff is genuine. Her door is open to everyone. She trusts the staff and learns with them. Through her example and dedication this school will continue to grow and thrive as a community of learners. (*meeting with school improvement team, parents, district administrators, and students, observing the school outside of the classroom, talking with students, staff, and teachers*)

The staff at Warwick Neck School has the desire and the commitment to address the learning needs of its students. Maximizing the use of time and the knowledge of the available personnel will provide opportunities for all learners. The ALAP (Accelerated Learning Activities Program), as designed, serves individual students within a pullout model. Within this program there is a movement toward providing enrichment for all students through whole-class instruction. This enables rigorous learning for all students, as well as modeling for teachers. The inclusion model, Optimal Learning Environment, is one of the strengths of Warwick Neck School. This provides for the social and academic needs of special education students. It also provides teachers with opportunities to differentiate their

instruction. Most special education and regular education teachers plan and work collaboratively to meet the needs of their learners. Often the teacher is instructing the whole group when additional staff is in the classroom. This limits the power of the learning opportunities that are inherent in the inclusion model. (*observing classes, following students, talking with teachers and staff, meeting with parents, students, school and district administrators, observing the school outside of the classroom, ALAP Guide*)

The teacher evaluation tool used by the Warwick School District is a checklist that does not provide adequate feedback for teacher growth. The Warwick Neck School principal adds a commentary, which makes this tool more meaningful for her staff. Mentoring for new teachers is limited due to a lack of trained mentors. However, new teachers at Warwick Neck School report that both their colleagues and the principal willingly provide extensive support. The district and the teachers' union make a variety of ongoing professional development opportunities available to address the needs of both new and veteran teachers. The staff of Warwick Neck School takes advantage of these opportunities. (*Warwick Public Schools Professional Evaluation tool, meeting with school and district administrators, talking to teachers, Mentoring Guide*)

Commendations for Warwick Neck School

Positive learning community

Leadership of the principal

Efforts of staff to implement the inclusion model

Recommendations for Warwick Neck School

Review and implement the expansion of ALAP to provide enrichment opportunities for all students.

Provide opportunities for all students to reach their optimal level of performance by increasing academic rigor.

Continue to encourage teachers to become involved in professional development and to share the strategies they have learned with their colleagues.

Continue to foster the goals of the school improvement team, specifically those objectives relating to designing and using rubrics and looking at student work on an ongoing basis.

Recommendations for Warwick School District

Work with the Warwick Teachers Union to develop a more useful teacher evaluation tool to improve instruction and subsequently student learning.

Attempt to recruit and train mentors to meet the needs of all new teachers.

7. Final Advice to the School

Warwick Neck School is a warm and welcoming place. You have a great school. You are great teachers. Students love their school and their teachers. You are a team. Your sincere camaraderie is refreshing. The new staff and teachers feel supported within this collegial environment. As you work to develop consistency and rigor and as you continue to look at student work, your dedication along with the educational leadership of your principal, will help you reach even higher levels of performance.

Students come to school ready to learn, however, they would thrive on higher expectations provided by a more rigorous curriculum. When students consistently use rubrics to guide their learning, they will become more responsible for their education.

The strong partnerships among the school, the parents, and the community support the importance that all groups place in the education of your children. Trust what you know, and do not be afraid to take risks. Your students are capable and eager. You have the best interests of the students at heart. As you continue to navigate toward higher levels of student learning, your “light will shine” even brighter.

8. The Warwick Neck School Improvement Team

Pat Burton
Teacher

Amy Dolan
Teacher

Sue Elmer
Teacher

Nancy Hurd
Parent

Dawn Lambrese
Teacher

Kerrie Leamy
Teacher

Cathy Maguire
Teacher

Jennifer Maini
Teacher

Karen Moriarty
Teacher

Peg McCann
Teacher

Linda McDonald
Teacher

Barbara Morrocco
Teacher

Heather Nolan
Teacher

Donna Papineau
Parent

Eileen Rocchio
Teacher

Diane Rodriguez
Parent

Ann C. Stratton
Principal

David Sienko
Parent

Ann Tallman
Teacher

Angela Tarlian
Teacher

The SALT Visit Team

Donna H. Reinalda,
Chair
Multi-age Teacher Grade 1-3
Sowams School
Barrington, Rhode Island
On Leave to RIDE as a SALT Fellow

Anna Ambrosino
Assistant Principal
On loan to the Superintendent for Charter Schools and Partnerships
Cranston Public Schools
Cranston, Rhode Island

Marjory M. Brenner
Grade 4
Halliwell School
North Smithfield, Rhode Island

Anissa Hoard
Integrated Grade 4
Bernon Heights Elementary School
Woonsocket, Rhode Island

Kerry Incera
Special Education Teacher Grades 3-5
Charlotte Woods Elementary School
Providence, Rhode Island

Christopher Kennedy
Assistant Principal
Windmill Street Elementary School
Providence, Rhode Island

Amy Donnelly Roche
Portsmouth, Rhode Island

Barbara Traverse
East Bay Educational Collaborative
Warren, Rhode Island

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

Endorsement of SALT Visit Team Report

Warwick Neck School

April 5, 2002

To complete the Catalpa Ltd. report endorsement, I discussed the conduct of the visit with the Visit Chair while it was in process, I observed the team at work while the visit was in progress 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.
April 29, 2002: