



Windmill Street School and Annex

Providence

The SALT Visit Team Report

May 10, 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 Windmill Street School and Annex from May 6 through May 10. 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 Windmill Street School and Annex 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 Windmill Street School and Annex.

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

- ◆ *observing a total of 90 complete and partial classes. The team spent a total of over 110 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 11 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*

classroom assessments

Windmill Street School and Annex Providence One Plan, September 15, 2001

district strategic plan

1999, 2000 SALT Survey report

classroom textbooks

1998, 1999, 2000 2001 Information Works!

1998, 1999, 2000, 2001 New Standards Reference Examination results

1998, 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

Balanced Literacy in Providence Schools

LIFT (Language Instruction For Transition) Framework for Teaching and Learning

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 Windmill Street School and Annex

Background

Windmill Street School and Annex is located in the City of Providence, Rhode Island. This school serves students in kindergarten through fifth grade in two locations. All kindergarten and four first grade classes are housed at the Branch Avenue location, referred to as the Annex. Grades two through five, as well as one first grade classroom, are housed in the main building on Paul Street. Separate demographic statistics are reported for each building. Each school has its own budget. One principal and one assistant principal are responsible for the two buildings.

Each grade consists of three native English-speaking classes, one English as a Second Language class, and one Spanish Bilingual class. The main building on Paul Street houses a student population of 517 students and 40 teachers. Twenty-three percent of the students are white, 21% are black, and 53% are Hispanic. The remaining three percent of the students are Native American or Asian/Pacific Islander. Thirty-three percent of the students are placed in ESL or Bilingual classes, and 28% receive special education services. Ninety-eight percent of the students qualify for free or reduced-price lunch.

The Annex houses an additional 209 students. Of those, 18% are white, 18% are black, and 62% are Hispanic. The remaining two percent of the students are Native American or Asian/Pacific Islander. Thirty-Two percent of the students are placed in ESL or Bilingual classes, and 11% receive special education services. Eighty-seven percent of the students qualify for free or reduced-price lunch.

At the time of this SALT visit the Providence Teachers Union had just voted to accept a new contract, bringing to an end the “work to rule” job action that had been in effect since October 2001. While this required shifting some meetings and interviews with teachers from the usual times, it did not have a substantial affect on the process of the visit.

State Assessment Results for Windmill Street School and Annex

On the subtests of the 2000-2001 New Standards Mathematics Reference Examination one in four of the fourth graders (23%) met or exceeded the standard in basic skills; less than one in 10 of the fourth graders (7%) met the standard in concepts; and less than one in 10 (7%) met or exceeded the standard in problem solving. Equity gaps (a difference of more than 15%) exist in mathematics for black students. Students at the Windmill Street School and Annex perform below similar students in the state on Basic Skills and the same as similar students statewide on the Concepts and Problem Solving mathematics subtests.

On the reading subtests of the 2000-2001 New Standards English Language Arts Reference Examination four in 10 of the fourth graders (41%) met or exceeded the standard in Reading: Basic Understanding, and one in five of the fourth graders (19%) met the standard in Reading: Analysis and Interpretation. Equity gaps (a difference of more than 15%) exist in reading for Asian/Pacific Islander, black, Hispanic, special education, and LEP students. Students at the Windmill Street School and Annex perform at the same level as similar students in the state on Basic Understanding and not as well as similar students on Analysis and Interpretation. Student scores on the Reading Analysis and Interpretation subtest have declined substantially in each of the last three years.

On the writing subtests of the 2000-2001 New Standards English Language Arts Reference Examination one in 5 of the fourth graders (21%) met the standard in Writing: Conventions, and just more than one in three of the fourth graders (35%) met or exceeded the standard in Writing: Effectiveness. On the Rhode Island Writing Assessment one in 20 of the third graders (5%) met the standard. Equity gaps (a difference of more than 15%) exist in writing for Asian/Pacific Islander, black, Hispanic, Native American, white, and special education students. Students at the Windmill Street School and Annex perform at the same level as similar students in the state on Writing: Effectiveness and below similar students on Writing: Conventions. Student scores on the Rhode Island Writing Assessment have declined in each of the last three years.

The most recently available New Standards Reference Examination results have been appended to this report. Information Works! data for Windmill Street School and Annex is available at <<http://www.ridoenet.net>>www.ridoenet.net.

3. PORTRAIT OF Windmill Street School and Annex AT THE TIME OF THE VISIT

Windmill Street School is tucked into an urban neighborhood and perched atop a steep hill. This massive brick structure, together with a separate annex one-half mile away, houses over seven hundred students. Although the buildings are aging, visitors who enter cannot help but notice the polished floors and displays of student work that brighten the area outside the main office.

The complexity of Windmill School and its annex is evident to all observers. Some exemplary teachers inspire and motivate their students in classrooms that are well managed and organized, while other students find themselves in classrooms where chaos and confusion are the order of the day. Inconsistencies abound in the delivery of instruction and the quality of student learning.

The challenges that this school community faces are as diverse as its student population. The members of the faculty and staff at the annex are frustrated by their isolation, while their counterparts in the main building experience frustrations of their own. Serious problems with staff morale and breakdowns in communication and trust, so necessary for maintaining a learning community, previously existed. They were just beginning to be addressed by a new administrative team when the “work to rule” job action by the Providence Teachers’ Union took effect. This exacerbated a difficult situation. Recent acceptance of a new teacher contract and an end to the job action has resulted in new hope for the future. All members of this school community truly want to create a better school, and many believe that positive steps have already been taken. Students, parents, and staff are all committed to this goal. There is every expectation that this can be accomplished.

4. FINDINGS ON STUDENT LEARNING

Sources of Evidence

- ◆ *1998, 1999, 2000, 2001 Information Works!*
- ◆ *1998, 1999, 2000, 2001 Rhode Island Writing Assessment results*
- ◆ *1998, 1999, 2000, 2001 New Standards Reference Examination results*
- ◆ *2001 New Standards English Language Arts Reference Examination School Summary*
- ◆ *2001 New Standards Mathematics Reference Examination School Summary*
- ◆ *reviewing completed and ongoing student work*
- ◆ *following students*
- ◆ *observing classes*
- ◆ *observing the school outside of the classroom*
- ◆ *talking with students, teachers, and school administrators*
- ◆ *meeting with students, parents, school and district administrators*
- ◆ *interviewing teachers about the work of their students*

Conclusions

There are wide discrepancies in student learning at this school. In some classrooms students are able to explain what they are learning and why they are learning. These students connect their learning to their real life experiences and actively participate in the learning process. They enjoy learning, are eager to share their work, and have high expectations for their academic success. However, numerous students engage in off-task behaviors, are disruptive, and demonstrate little enthusiasm for learning. These students are inattentive, passive, unfocused, and disconnected from the learning process. Some students express concerns about the negative behaviors of their peers and want a more positive school environment. There are others who recognize and appreciate the efforts of the teachers who do create environments conducive to learning. (*following students, observing classes, observing the school outside of the classroom, talking with students and teachers, meeting with students and parents*)

Students at this school demonstrate a wide range of abilities in English Language Arts. In some classrooms students read a variety of materials at appropriate independent and instructional levels. They respond to literature in a variety of ways, including the use of literature logs, response journals, and book reports. Additionally, some students enthusiastically engage in author studies, genre studies, and research. However, not all students display the development of effective reading habits. Some are unable to analyze and interpret the text or to make inferences, connections, or apply higher order thinking skills when reading or responding to literature. This is reflected by results on recent statewide assessments where only 42% of fourth grade students met or exceeded the standard in

Reading: Basic Understanding; only 19% met the standard in Reading: Analysis and Interpretation; and no student exceeded the standard. *(1998, 1999, 2000, 2001 New Standards Reference Examination results, 2001 New Standards English Language Arts Reference Examination School Summary, 1998, 1999, 2000, 2001 Information Works!, following students, observing classes, meeting with students, school and district administrators, talking with students and school administrators)*

Students write on a daily basis, but many are not fully engaged in the writing process. While some students are developing good writing skills and habits, few are able to produce high quality, published pieces that result from the effective implementation of the district adopted Writer's Workshop. Many students are unable to develop a topic, organize their writing, use effective sentence construction, or integrate relevant details. This is evidenced by the results on recent statewide assessments where only 35% of the fourth grade students tested met or exceeded the standard in Writing: Effectiveness, and only 21% met the standard in Writing: Conventions. Additionally, only 5% of the third grade students achieved the standard on the Rhode Island Writing Assessment. *(1998, 1999, 2000, 2001 New Standards Reference Examination results, 2001 New Standards English Language Arts Reference Examination School Summary, 1998, 1999, 2000, 2001 Information Works!, reviewing completed and ongoing student work, interviewing teachers about the work of their students, following students, observing classes)*

Few students at Windmill School demonstrate proficiency in the use of mathematical skills, including basic computation. In some classrooms students work to solve the "problem of the day," keep math journals, and engage in hands-on activities using manipulatives. Some students practice basic math skills using appropriate strategies. Few are using a variety of strategies to solve math problems or effectively communicating their mathematical reasoning. On recent statewide assessments only 23% of the fourth grade students tested met or exceeded the standard in Mathematical Skills; only 7% met the standard in Mathematical Concepts; and only 7% met or exceeded the standard in Problem Solving. *(1998, 1999, 2000, 2001 New Standards Reference Examination results, 1998, 1999, 2000, 2001 Information Works!, 2001 New Standards Mathematics Reference Examination School Summary, observing classes, reviewing completed and ongoing student work, talking with students)*

Commendations for Windmill Street School and Annex

Those students who value learning and desire an improved learning environment

Recommendations for Windmill Street School and Annex

Develop and implement a fair, consistent, and equitable school wide behavior/management plan.

Encourage your students to value and respect one another. Model this behavior.

5. FINDINGS ON TEACHING

Sources of Evidence

- ◆ *observing classes*
- ◆ *following classes*
- ◆ *reviewing completed and ongoing student work*
- ◆ *interviewing teachers about the work of their students*
- ◆ *meeting with students, school and district administrators, parents*
- ◆ *2001 New Standards English Language Arts Reference Examination School Summary*
- ◆ *1998, 1999, 2000, 2001 New Standards Reference Examination results*
- ◆ *1998, 1999, 2000, 2001 Information Works!*
- ◆ *reviewing classroom assessments*
- ◆ *Balanced Literacy in Providence Schools*
- ◆ *LIFT (Language Instruction for Transition) Framework for Teaching and Learning*

Conclusions

There are examples of outstanding teaching at Windmill School. Some teachers have created environments that are well managed, organized, and student-centered and that engage students in learning. These teachers often integrate instruction across the disciplines. Students in these classrooms are challenged and actively involved. The diversity of all learners is considered and valued. Teachers model lessons, provide explicit instruction, and communicate high and clear expectations for their students. These teachers possess knowledge and understanding of the subject matter they are teaching. Unfortunately, these circumstances are not prevalent throughout this school. Too much emphasis on whole-group instruction does not accommodate the learning needs and styles of each student. There is little evidence of higher order thinking skills being developed or applied. Some students report that the work they do is not challenging. As a result, students are not likely to realize their full potential as learners. (*observing classes, following students, reviewing completed and ongoing student work, interviewing teachers about the work of their students, meeting with students, parents, school and district administrators*)

While the district has adopted a balanced literacy framework, not all teachers at this school have fully embraced or effectively implemented this methodology. Although training has been provided, few are comfortable with all aspects of balanced literacy, including reading, writing, and word work. Additionally, the large block of time designated for balanced literacy is not always well used. Ineffective classroom management makes implementation difficult for some teachers. Modeling and focus lessons in the areas of phonemic awareness, word work, shared reading, guided reading, fluency, interactive writing, and Writer's Workshop are not evident in every classroom. While a great deal of writing is being assigned, direct instruction is not always present. As a result, not all students are becoming proficient in the area of literacy. Results on statewide assessments in Reading: Basic Understanding,

Reading: Analysis and Interpretation, and the Rhode Island Writing Assessment have declined in each of the last three years. (*Balanced Literacy in Providence Schools, observing classes, following students, talking with teachers, interviewing teachers about the work of their students, 1998, 1999, 2000, 2001 New Standards Reference Examination results, 1998, 1999, 2000, 2001 Information Works!, 2001 New Standards English Language Arts Reference Examination School Summary*)

Teachers at Windmill School make limited use of a wide variety of assessment tools. Currently, there is little evidence of ongoing assessment being used to drive instruction. Although some common planning time is being used for the purpose of looking at student work, teachers realize limited benefits from this process. Few teachers reflect on this information to guide their teaching and their students' learning. As a result, student achievement is limited, and few students reach high standards. (*following students, observing classes, talking with teachers, reviewing classroom assessments, 1998, 1999, 2000, 2001 New Standards Reference Examination results*)

While the LIFT Framework adopted by the Providence School District for ESL and Bilingual instruction provides specific guidance for teachers, not all teachers have knowledge of this document. Implementation of the framework is inconsistent and ineffective in many ESL classrooms. Current best practices for the teaching of speaking, reading, writing, and listening for second language learners, as outlined in the document, seldom are used. Additionally, scaffolding of instruction for students at different levels of English language proficiency is not evident. These factors might help to explain the equity gaps in learning that exist for these students. (*LIFT [Language Instruction For Transition] Framework for Teaching and Learning, observing classes, following students, interviewing teachers about the work of their students, 1998, 1999, 2000, 2001 Information Works!*)

Teachers at this school have begun to implement the use of rubrics in their classrooms. While some students use rubrics to clarify the expectations for their work, few are able to use rubrics as guides when revising and editing their work. Many teachers use rubrics that more closely resemble criteria checklists rather than specify the standards that students are expected to meet. Often they are used to assign grades rather than inform students about their progress. Grades that are assigned are not always reflective of the quality of student work. In cases where student work does not meet the standard it is sometimes judged acceptable by both students and teachers. Additionally, oral and written feedback that teachers provide is often limited and nonspecific. It is unlikely that these practices will result in improved student learning. (*observing classes, following students, interviewing teachers about the work of their students, reviewing classroom assessments, reviewing completed and ongoing student work*)

Commendations for Windmill Street School and Annex

Those teachers who have created well-managed, student-centered environments

Those teachers who exemplify best teaching practices

Recommendations for Windmill Street School and Annex

Use effective teachers as mentors and models.

Seek professional development in the areas of classroom management, ESL instruction, differentiation of instruction, authentic assessment, and the development and use of rubrics.

Fully implement the balanced literacy framework that has been adopted by the district.

Maximize the use of instructional time, and increase time for direct instruction.

Recommendations for the Providence School District

Provide concentrated and ongoing professional development in needed areas that include modeling and mentoring.

6. FINDINGS ON THE SCHOOL

Sources of Evidence

- ◆ *observing classes*
- ◆ *observing the school outside of the classroom*
- ◆ *talking with many teachers, staff, and school administrators*
- ◆ *meeting with the school improvement team, parents, school and district administrators*
- ◆ *following students*
- ◆ *reviewing Windmill Street School and Annex Providence One Plan, September 15, 2001*
- ◆ *1999-2000 SALT Survey Report*

Conclusions

All members of this school community are in agreement that the school's new administrative team has improved morale and communication. However, more effective communication is still needed. A total absence of faculty meetings, a restriction that is part of the Providence teacher contract, negatively impacts the effective operation of this school. While written communications are frequent, they do not allow for collaboration and dialogue. Strong evidence of this is reflected by the lack of preparedness for this SALT visit. In spite of the fact that common planning time is provided for all grade level teachers, no opportunity exists for communication across grade levels. Furthermore, teachers complain that their common planning times are restricted to topics that are selected by the literacy coaches without their input. This hampers the effectiveness of teacher professional development and collaboration. (*meeting with the school improvement team, school and district administrators, and parents, talking with teachers, staff, and school administrators*)

The staff at the Windmill Annex states that they feel isolated from the rest of this school community. Communication between the teachers in both buildings, as well as communication with the building administrators, is severely restricted. The needs of the students and staff in the main building have been given priority, while the needs of those in the annex have been minimized. The presence of administrative staff is sporadic at best. The staff acknowledges that being responsible for administering two buildings on two different sites is challenging. Separate demographic data is kept for each building, even though the district superintendent believes that the two facilities should be considered as one entity. These circumstances prohibit the establishment of a true learning community that fully includes all of its members. (*meeting with the school improvement team, school and district administrators, talking with teachers, staff, and school administrators*)

At the present time the School Improvement Team for Windmill Street School and Annex is not functioning as an effective decision making vehicle for school improvement. Representation on this committee is problematic. Neither the staff at the annex, nor the parents at Windmill School and Annex, is represented. The current School Improvement Team is unaware of its role and responsibility in the distribution of Article 31 funds. Furthermore, the Providence One Plan for Windmill Street School and Annex was not written by the School Improvement Team, but by an independent group of compensated staff members. As a result, the School Improvement Team has limited ownership of this document. (*meeting with the school improvement team, school and district administrators, reviewing Windmill Street School and Annex Providence One Plan, September 15, 2001, talking with teachers,*

staff, and school administrators, 1999-2000 SALT Survey Report)

Presently there is a serious void in a comprehensive standards-based curriculum for each content area. Teachers are unaware of the expectations for instruction at each grade level. This district has not prioritized the implementation of a standards-based curriculum at the elementary level. Teacher training has focused on balanced literacy, limiting the teachers' ability to provide high quality instruction in all other areas. While the district has adopted a new standards-based mathematics program to address the lack of student achievement, full implementation has been delayed so that teachers can receive appropriate professional development. These conditions have hampered student achievement across the curriculum. *(talking with teachers and school administrators, meeting with the school improvement team, school and district administrators)*

The role of literacy coaches at Windmill Street School and Annex is multifaceted. They are responsible for the implementation of the district's balanced literacy framework from kindergarten through grade 5. Their responsibilities include on-site professional development, purchasing, organizing and disseminating materials, as well as modeling lessons. The effectiveness of these coaches has been limited by several factors. Because a set schedule has not been established to maximize their service to the classroom teachers, the effectiveness of their service has been severely restricted. Some teachers have resisted their support, while others want more interaction but report that coaching availability is limited. Programs for early intervention and supplemental instruction are not provided. Subsequently the successful implementation of balanced literacy is severely compromised. *(meeting with the school improvement team, students, school and district administrators, parents, talking with teachers and school administrators)*

All members of this school community, including the students, have expressed the need and desire for a comprehensive and consistent discipline plan. Purposeful management, which includes procedures and routines conducive to a calm and positive learning environment, is needed throughout the school. High and clear expectations for student behavior must be established. Implementation of a high quality educational program will not be possible until this has been addressed. *(following students, observing classes, observing the school outside of the classroom, meeting with the school improvement team, students, parents, school and district administrators, talking with students, teachers, staff, and school administrators)*

At this time there is no Teacher Support Team in operation at this school, as required by law. The modifications and strategies that this team usually provides are not available to Windmill teachers. Because teachers lack this support, they are faced with limited options when students are experiencing academic difficulty in their classrooms. This leads to an increase in referrals for special education. *(meeting with the school administrators, talking with teachers and school administrators)*

Inclusion of the self-contained special needs population in this school is severely limited. Acceptance and respect for an "All Students Agenda" is not apparent. Inclusion of most self-contained special needs students in regular education classrooms is basically restricted to areas such as physical education, music, art, and library. In some of these classes students are segregated from the rest of the student population. This communicates that there are lower expectations for the achievement of these students. It limits their exposure to peer models and inhibits their full acceptance into this school community. *(following students, observing classes, talking with teachers, meeting with the school and district administrators)*

Neither the current teacher evaluation process nor a comprehensive mentoring program supports the quality of the daily practice of teaching at Windmill Street School and Annex. The current agreement between the Providence Teachers' Union and the district allows for teacher evaluation to take place annually for non-tenured teachers and only once every five years for tenured teachers. Teachers who have reached their twenty-third year of service are not evaluated for the remainder of their careers. The mentoring program that was previously provided by the Providence Teachers' Union has been negatively impacted by the recent job action. At this time the district accepts limited responsibility for the implementation of the teacher mentoring program. These combined factors contribute to the perpetuation of ineffective practice on the part of some teachers. *(meeting with the school and district administrators, talking with teachers and school administrators, observing classes, following students)*

Commendations for Windmill Street School and Annex

Efforts by the school administrative team to improve both communication and morale

Recommendations for Windmill Street School and Annex

Include the members of the school annex in all decision-making, communication, and school-wide activities. Consider both school facilities as one entity.

Create a School Improvement Team that includes parents and staff from both school buildings.

Establish and implement a comprehensive, consistent, and purposeful management system.

Establish a consistent schedule for the literacy coaches that increases the time they spend in the classrooms servicing students and teachers.

Provide early intervention and supplemental instruction for at risk students.

Refine the use of common planning time for all teachers. Include their input, and consider their needs.

Create a Teacher Support Team as required by law.

Adopt an "All Students Agenda" for this school community.

Recommendations for Providence School District

Develop a comprehensive standards-based curriculum for all content areas.

Review the current teacher evaluation process, and negotiate changes with the Providence Teachers' Union.

Establish and implement a comprehensive teacher mentoring program.

Recommendations for the Providence Teachers' Union

Reconsider your position on teacher attendance at faculty meetings and the teacher evaluation process.

7. Final Advice to the School

This team recognizes that the Windmill Street School and Annex is experiencing a period of change and renewal. It is important to continue to build on the foundation of trust and mutual support that you have initiated this year.

Be mindful that it is important to consider parents, the staff at the Annex, and an “All Students Agenda,” when making important decisions for school improvement. Remember to recognize and celebrate those members of your staff who consistently have displayed excellence. Utilize their talents in your improvement efforts.

As you encounter the challenges that accompany meaningful school improvement, remember the words of Margaret Mead that you have chosen to display in your school. “Never doubt that a small group of thoughtful, committed citizens can change the world; indeed it is the only thing that ever has.”

The Windmill Street School and Annex Improvement Team

Donna Brown
Special Education Teacher

Traci Bowen
Grade 4 Teacher

Soledad Catanzaro
Grade 3 Bilingual Teacher

Andrea Chace
Literacy Coach

Lois Cohen
Resource Teacher

Cathleen Markowitz
Music Teacher

Monica Nagy
Principal

Ruth Trottier
Physical Education Teacher

Meredith Wynn
Literacy Coach

The SALT Visit Team

JoAnn LaBranche
Social Studies Teacher
Lincoln Senior High School
Lincoln, Rhode Island
On leave to the Rhode Island Department of Education
to serve as a SALT Fellow
Team Chair

Nancy Carnevale
Grade 5 ESL Teacher
Veterans Memorial School, Central Falls, RI

Nancy P. Garnett-Thomas
Family and Consumer Science Teacher
Western Hills Middle School, Cranston, RI

Tanya Helm
Grade 1 Class Reduction Teacher
F. J. Varieur School, Pawtucet, RI

Brenda Kane
Principal
Centredale School, North Providence, RI

Ginny Kennedy
Grade 4 Teacher
West Glocester Elementary School, Glocester, RI

Audrey A. Kilsey
Grade 5 ESL Teacher
M. I. Robertson School, Central Falls, RI

Deborah Kolling
Grade 3 Teacher
Washington Oak School, Coventry, RI

Gerene Mabray
Grade 2 Special Education Teacher
Bernon Heights Elementary School, Woonsocket, RI

Marilyn McShane-Levine
Reading Fellow
Rhode Island Department of Education, Office of Instruction

Ellen Silvia
Parent
Pawtucket, RI

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

Endorsement of SALT Visit Team Report

Windmill Street School and Annex

May 10, 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 a portion of this visit, I discussed with the principal any concerns she had about the visit 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 29, 2002