



Hopkins Hill School

Coventry

SALT Visit Team Report

September 29, 2000



School Accountability for Learning and Teaching (SALT)

The accountability program of the Rhode Island Department of Education

Rhode Island Board of Regents for Elementary and Secondary Education

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This report is available at www.ridoe.net/schoolimprove/salt

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1. THIS REPORT'S PURPOSE AND LIMITS

School Accountability for Learning and Teaching (SALT) is Rhode Island's comprehensive school accountability system. SALT is based on using information to improve learning and teaching so that the learning of all students in the state dramatically improves. The SALT visit and other major SALT components are designed to aid schools in their ongoing development and implementation of effective School Improvement Plans.

The purpose of the visit to Hopkins Hill School from September 26-29, 2000 was to draw conclusions about the school in the three focus areas of SALT:

- ◆ Student Learning
- ◆ Teaching
- ◆ The School

The design of the SALT visit ensures that accountability supports improvement of schools by directly connecting judgments of quality and recommendations for improvement to the actual life and work of a school.

This report is built upon the observations and conclusions of the visit team. The visit team is composed of Rhode Island school practitioners and a parent. Their affiliations are included at the end of the report.

The School Improvement Plan for Hopkins Hill School was the touchstone document for the team. However informative written reports may be, there is simply no substitute for being at the school while it is in session in the classroom, in the lunchroom, and in the hallways. The specific information generated by a team visit is about how the students, staff and administrators go about their day. Thus, this visit allowed professional colleagues and stakeholders to build informed judgments about the teaching and learning that actually takes place at Hopkins Hill School.

The visit team collected its evidence from the following:

- ◆ *a total of 87 full and partial classroom observations which totaled over 121.5 hours of time spent in direct classroom observation. Most classrooms were visited at least once. Most teachers were observed more than once.*
- ◆ *many observations of the school, lunchroom, and recess yard*
- ◆ *following 9 students for a full day*
- ◆ *observing the work of teachers, specialty teachers and staff for a full day*
- ◆ *scheduled meetings with the following groups:*
 - *Hopkins Hill School Improvement Team*

- *school and district administrators*
- *students*
- *parents*
- ◆ *conversations and interviews with many students, teachers, staff, and school administrator*
- ◆ *examination of student work, including a selection of work collected by the school*
- ◆ *analysis of achievement and equity gaps based on Information Works! data*
- ◆ *examination of the media center*
- ◆ *review of district and school policies*
- ◆ *review of professional development activities*
- ◆ *review of classroom assessments*
- ◆ *review of the following documents:*
 - *School Improvement Plan for Hopkins Hill School*
 - *district strategic plan*
 - *1999-2000 SALT Survey report*
 - *classroom textbooks*
 - *classroom work schedules*
 - *2000 Information Works!*
 - *1999 Information Works!*
 - *2000 New Standards English Language Arts Reference Exam School Summary*
 - *2000 New Standards Mathematics Reference Exam School Summary*
 - *2000 Rhode Island Writing Assessment results*
 - *teacher portfolios*

- *student portfolios*
- *Hopkins Hill June, 2000 Principal Survey*
- *Hopkins Hill School Budget*
- *lunch and recess rules and consequences*
- *school newsletter*
- *Hopkins Hill School Portfolio*
- *Coventry Public Schools Conference or Visitation Requests*
- *Hopkins Hill Foundation for Excellent Schools Notebook*
- *Coventry Public Schools Teacher Evaluation Handbook*
- *Parents and Teachers Raising Achievement Notebook*
- ◆ *review of the following backdrops prepared by the school:*
 - *Hopkins Hill Writing Academy*
 - *Hopkins Hill Writing Team*
 - *School Safety Patrol*
 - *Poet's Place*
 - *The Great Body Shop*
 - *Hopkins Hill School PTA*
 - *Question of the Day*
 - *Title I Reading / Reading Recovery*
 - *Student Council*
 - *Homework Club*
 - *Teacher Support Team*

- *Gifted Art*
- *Yearbook Club*
- *No Name Party*
- *Reading Committee*
- *Mentor Team*
- *Einstein*

The full team has built the conclusions, commendations and recommendations presented here through intense and thorough discussions. The visit team met for a total of 24 hours in six separate meetings spanning the four days of the visit. This time is exclusive of the time spent in classrooms, with teachers and in meetings with students, parents, and school and district administrators. The team sought to develop conclusions, commendations and recommendations in the three focus areas that, in its judgment, would be helpful to the school as it works to improve teaching and learning.

The team reached consensus agreement for each conclusion, each recommendation, and each commendation in this report.

It is important to note that this report reflects a “moment” in the life of the school. The conclusions here are different from those that can be made from statewide assessment data or from information collected and analyzed by members of the school. This report is not intended to be prescriptive. Rather, it is a different lens, one not clouded by the daily life of the school. This new lens is one through which the school can look to help focus on important issues resulting in the development of strategies for overall improvement in the teaching and learning process.

The value of this report is not determined by the hard work of the team. The value will be determined by how Hopkins Hill School responds to the report. At first, the critical criteria will be the thoughtfulness of that response and later it will be its actual effectiveness in improving teaching and learning. The response of the faculty and staff will be most critical early on but later there is a shared responsibility to support the school in making progress. The School Department, the citizens of Coventry, and the Rhode Island Department of Education will share that responsibility.

It is important to read and consider this report as a whole. Recommendations and commendations should be considered in context with the conclusions. That is the way they were written.

2. PROFILE OF Hopkins Hill School

Hopkins Hill Elementary School serves students in grades K-6 for the town of Coventry, Rhode Island and is part of the Coventry School System, Coventry is a suburban town with a population of approximately 35,000. The present school first opened its doors to students in 1961, additions were added in 1990.

A 5 member school committee whose members are elected to 4 year terms governs the Coventry Public School District. A town administrator and a 5 member town council govern the town. A superintendent and a district staff administer the school system. Hopkins Hill Elementary School students are served by a professional staff of 1 administrator, 55 full and part-time faculty and support personnel.

Of the 409 students attending Hopkins Hill Elementary School 99 percent are White, less than 1 percent are Hispanic, less than 1percent are Asian / Pacific Islander, less than 1percent are Black, and less than 1 percent are Native American. Twelve percent of students receive special education services and 19.4 percent are eligible for free or reduced price lunch.

The team used the 1999 test score information found in *2000 Information Works!* and the 2000 New Standards Reference Exam School Summaries to determine the performance gaps discussed in the student learning conclusions. Equity gaps (a difference of greater than or equal to fifteen percent) exist between regular education and special education students on the 1999 New Standards Reference Exam mathematics subtests. To obtain more information on students' achievement see the information appended to this report or visit www.infoworks.uri.edu for information on equity gaps and other statistical information about Hopkins Hill School.

3. PORTRAIT OF Hopkins Hill School AT THE TIME OF THE VISIT

Hopkins Hill Elementary School, a culturally homogeneous school nestled in a suburban setting, is truly a neighborhood school. The school is staffed by a caring, supportive faculty and administration that have the emotional and academic well being of their students at heart. Students exhibit a strong sense of pride in the Hopkins Hill community, enjoy coming to school, and like their school, the teachers, and the principal.

Parents and other members of the community are actively involved in many school activities and support the school, teachers, and administration. The school has taken a number of positive steps to improve home-school communication. The use of assignment books to communicate with parents, web sites, email, and the Parents and Teachers Raising Achievement Committee all exemplify this commitment.

Teachers respect, like, and are dedicated to their students, the principal, and this school. They care about each other and have created strong, collaborative, collegial personal and professional relationships that extend beyond the boundaries of the school. This has contributed to the strong sense of community that exists at this school. This sense of community has been enhanced and developed by school-wide initiatives like the annual theme and grandparents day, among others.

Hopkins Hill Elementary School is a school in transition. A variety of supports have been provided to assist with that transition. These include: the *Everyday Mathematics* series, the *Signature* series, standards-based training, a behavior specialist, a literacy teacher, and co-teaching opportunities, among others. Most members of this close-knit faculty share work and ideas, and many meet together mornings, evenings, and occasionally outside of the school to work collaboratively on projects. A number of positive curricula and instructional measures are currently taking place.

The teachers at Hopkins Hill have made sincere efforts to improve student performance, and exemplary teaching practices are evident, although, they are not occurring on a schoolwide basis. Teachers are making genuine attempts to adopt new curricula and change instructional practices, but many instructional practices continue to be grounded in traditional pedagogy. This has resulted in a hybrid of instructional and assessment strategies insufficient to help all students achieve at high levels.

4. FINDINGS ON STUDENT LEARNING

Sources of Evidence

- ◆ *2000 New Standards English Language Arts Reference Exam School Summary*
- ◆ *2000 New Standards Mathematics Reference Exam School Summary*
- ◆ *2000 Rhode Island Writing Assessment results*
- ◆ *conversations and/or interviews with teachers and students*
- ◆ *meetings with parents and students*
- ◆ *examination of student work*
- ◆ *classroom observations*
- ◆ *following students*
- ◆ *observations of the school*

Conclusions

Student work samples demonstrated writing effectiveness in a variety of subject areas but suggested that less emphasis had been placed on expressive writing. Students practice conventions daily but many do not transfer these skills in their own writing. This may help to explain students' performance on the 2000 New Standards English Language Arts Reference Exam. The fourth grade students at Hopkins Hill Elementary School met or exceeded the standard in the following: *Writing Effectiveness* - 51 percent, and *Writing Conventions* 34 percent. (*classroom observations, following students, examination of student work, 2000 New Standards English Language Arts Reference Exam School Summary*)

On the 2000 New Standards English Language Arts Reference Exam, the fourth grade students at Hopkins Hill Elementary School met or exceeded the standard in the following: *Reading Basic Understanding* – 83 percent, *Reading Analysis and Interpretations* – 58 percent. Classroom assignments and student work samples demonstrate an inconsistent proficiency between and among grades in reading understanding and reading analysis skills. (*classroom observations, following students, examination of student work, 2000 New Standards English Language Arts Reference Exam School Summary*)

Students are demonstrating some understanding of concepts and problem solving with the increased use of manipulatives and problem-based mathematical activities. The benefits of these efforts may be reflected in future performance on New Standards Reference Exam. On this year's (2000) New Standards Mathematics Reference Exam, the fourth grade students at Hopkins Hill Elementary School met or exceeded the standard in the following: *Skills* – 48 percent, *Concepts* – 6 percent, *Problem Solving* - 16 percent. (*classroom observations, following students, examination of student work, 2000 New Standards Mathematics Reference Exam School Summary*)

On the 2000 Rhode Island Writing Assessment, 12 percent of the third grade students at Hopkins Hill Elementary School met or exceeded the standard on this assessment. *(2000 Rhode Island Writing Assessment)*

The students at Hopkins Hill School are supportive of one another, have a positive attitude, and a strong sense of pride in their school. They treat adults and peers with respect and clearly like their teachers. They are excited about and engage in a variety of school related activities. There is a clear understanding and compliance with school rules and the students are extremely well behaved. *(meetings with students and parents, conversations and/or interviews with teachers and students, classroom observations, observations of the school)*

Commendations for Hopkins Hill School:

The extremely well behaved, respectful student body

Recommendations for Hopkins Hill School:

Structure a learning environment that supports students' active participation in the learning process, construction of their own knowledge, and self-reflection.

Continue to disaggregate student data and use that to look for patterns in the taught curriculum and successful instructional practices that will help close gaps in student performance.

Examine the "What Students Need" section of the last three years New Standards Reference Exam School Summary sheets, cross-reference that information to the written and taught curriculum, and use that to inform your School Improvement Plan.

Recommendations for Coventry School District:

Continue to provide structures and supports that will assist the school in its efforts to improve student learning.

5. FINDINGS ON TEACHING

Sources of Evidence

- ◆ *classroom observations*
- ◆ *conversations and/or interviews with many students, teachers, and staff*
- ◆ *following students*
- ◆ *scheduled meetings with school and district administrators, parents, and students*
- ◆ *review of classroom textbooks*
- ◆ *examination of student portfolios*
- ◆ *examination of student work*
- ◆ *examination of classroom displays*
- ◆ *review of professional development activities*
- ◆ 1999-2000 SALT Survey

Conclusions

Teachers have placed a strong focus on writing. There is a concerted effort to teach the process and conventions of writing. Some laudable examples of analytical writing, integrated writing across the curriculum, journal writing, process writing, report writing, and reflective writing exist within this school. Many of the writing tasks are based on teacher prompted writing assignments with a focus on the skill and practice of writing conventions. Fewer writing assignments include student-generated topics that enable students to transfer these skills to their own writing. (*examination of student work, classroom observation, conversations and/or interviews with teachers and staff, following students*)

Teachers are making determined efforts to improve student proficiency in reading. They have implemented an integrated reading and language arts program throughout the school and implemented an uninterrupted literacy block in some primary grades. Teachers are concurrently engaged in the development of students' reading comprehension and reading analysis. In some classrooms these efforts are being hindered by a limited application of the full repertoire of reading strategies associated with the *Primary Literacy Standards* and the *Harcourt Brace Signatures* series. The overuse of whole group instruction limits the opportunity for flexible grouping, assisted reading, independent reading, in-depth book discussions, integrated reading strategies, running records, and self-monitoring/correcting strategies within all classes. (*classroom observations, review of classroom textbooks, meeting with students, conversations and/or interviews with teachers and students, 1999-2000 SALT Survey*)

There are some very good examples of effective assessment strategies at Hopkins Hill School. Some

teachers in this school demonstrate a thorough understanding of the creation, use, and application of rubrics, and are using them to provide clear expectations for students, guide their own instruction, and assess the quality of student work. However, a clear understanding of the appropriate purpose, use, and applications of rubrics as an instructional tool varies between and among classes. Sometimes this assessment tool is incorrectly used as a scale to measure the breadth of student understanding versus the depth of understanding. Furthermore, this tool is sometimes overused and the criteria are inconsistently applied. (*classroom observations, conversations and/or interviews with teachers, meeting with students and school administrator, examination of student work, examination of classroom displays, following students*)

Teachers provide excellent verbal feedback to their students. This includes both encouragement for individual students, praise for work well done, and direction on how to proceed with their work. However, written feedback is frequently lacking in details, quality, and usefulness. Often it is not diagnostic. Comments that would show students how to improve their understanding of content and concepts are not consistently included. (*classroom observations, examination of student work, following students, examination of student portfolios*)

Teachers are working to effectively implement the *Everyday Mathematics Program* as a positive step toward the implementation of mathematics standards and the development of students' mathematical skills, concepts and problem solving strategies. Throughout the school teachers are using manipulatives to actively engage students and support instruction. Teachers are collaborating to enhance the delivery of mathematical instruction. In many classrooms children are also solving problems, and explaining their processes through journal writing. (*classroom observations, conversations and/or interviews with teachers, review of classroom textbooks, examination of student work*)

Teachers are clearly trying to do the best by their students. They are actively engaged and focused on delivering instruction. There is a genuine desire on the part of most teachers to improve professional practice. However, sufficient modification of instructional practices has not taken place to make the principles of learning—the philosophical underpinnings of standards-based instruction—a reality in some classrooms. Presently, children are predominantly engaged in responding to teacher-directed activities. Some teachers are trying to apply traditional teaching practices to standards-based environments and are overly relying on skills-based worksheets. Few students are given sufficient opportunities to be knowledge producers or engage in rigorous dialogue with the teacher and each other to deepen their understanding of content, concepts and higher order thinking skills. (*examination of student work, conversations and/or interviews with teachers, review of professional development activities, classroom observations, meetings with school and district administrators*)

Commendations for Hopkins Hill School:

The hard working, dedicated, collaborative staff

Teachers' efforts to improve instructional practices

The evolving use of standards-based instruction and assessment

Recommendations for Hopkins Hill School:

Make changes in instructional practices that plainly make reading and writing parallel processes.

Expand the present reading instructional strategies to include, on a daily basis, research-based reading strategies outlined in the *Primary Literacy Standards* like independent reading, book discussions, literature circles, and guided reading in a print rich environment.

Increase the amount of student centered writing that includes student generated topics and independent free

writing that increases students ownership, creativity, passion for their own writing, and provide more experiences where students apply their knowledge of conventions to their own effective writing.

Re-examine the current application of rubrics, the processes used to create them, and refine the use of them as a tool to guide instruction and evaluate the depth of student understanding.

Increase the frequency of detailed, diagnostic comments that show students how to improve the quality of their work.

Re-examine the current worksheets used in class to insure they teach skills, concepts, and problem solving in a way that supports the schools focus on standards-based education.

Expand the current repertoire of teaching practices and assignments to provide students with more opportunities to engage in rigorous independent projects and in-depth evidence-based talking and writing designed to deepen their understanding of skills and concepts.

Recommendations for Coventry School District:

Continue to devise and implement standards-based professional development experiences that meet the evolving needs of this professional staff.

Assist the school in clarifying the role and purpose of rubrics and performance-based assessments and creating grade level benchmarks for student performance.

Increase the technical assistance provided to assist the staff in their on-going efforts to change professional practice.

6. FINDINGS ON THE SCHOOL

Sources of Evidence

- ◆ *classroom observations*
- ◆ *conversations and interviews with many students, teachers, staff and school administrators*
- ◆ *scheduled meetings with school improvement team, school and district administrators, students, and parents*
- ◆ *following students*
- ◆ *School Improvement Plan for Hopkins Hill School*
- ◆ *examination of student work*
- ◆ *review of June, 2000 Parental Survey*
- ◆ *review of teacher portfolios*
- ◆ *review of school newsletter*
- ◆ *review of classroom work schedules*
- ◆ *review of lunch and recess rules and consequences*
- ◆ *observations of the school, lunchroom, and recess yard*
- ◆ *examination of the media center*
- ◆ *review of Coventry Public Schools Conference or Visitation Requests*
- ◆ *examination of Coventry Public Schools Teacher Evaluation Handbook*
- ◆ *1999-2000 SALT Survey*

Conclusions

Hopkins Hill has identified scheduling and the use of time as an important issue. Most primary teachers have been able to utilize a literacy block during which they have two and one-half hours of uninterrupted instructional time. In the upper grades, time has been allocated to support a team approach. However, classroom time is often disjointed and professional growth and collaboration is hindered by a lack of common planning time for teachers. The present schedule of art, music, physical education, library media

services, remedial/support services, and lunch/recess creates a disrupted school day. Most students at this school only receive art instruction every other week. Music is only available for a half-hour, although it is on a weekly basis. This demonstrates a lack of significance placed on the arts. *(review of classroom work schedules, meetings with school improvement team and school administrator, conversations and/or interviews with teachers, classroom observations, following students)*

Hopkins Hill School has made a considerable effort to use data to inform its school improvement plan and improve student performance. The collection and analysis of data goes beyond sources of evidence provided by the Rhode Island Department of Education. The SAT 9 is administered internally to generate information about student performance in grades 1, 2, 3, 5, 6. The school has taken the additional step of disaggregating this data down to the individual grade level. In addition, an extensive parental survey is administered at the end of each school year to solicit further input. *(meetings with school improvement team, school and district administrators, review of Parental Survey, review of Hopkins Hill School Improvement Plan)*

Parents of students at Hopkins Hill School feel welcome at the school and are very satisfied with the level of communication that they have with their children's teachers. Most parents feel that their children are learning as much as they can and are supported by caring adults at the school. Parents have organized a program of projects and activities for students and informational sessions for parents about school programs. However many parents are not participating in the day to day classroom activities as scheduled volunteers or in policy/decision making forums. Although there is evidence of good communication between home and school there is room for increased engagement for parents with teachers. *(meeting with parents, examination of June, 2000 Parent Survey, conversations and/or interviews with teachers, examination of student work, review of school newsletter 1999-2000 SALT Survey)*

Print and electronic resources at Hopkins Hill School are outdated, of poor quality, insufficient, and in serious need of evaluation and upgrade. Hardware is in need of maintenance and the print resources are in particularly deplorable condition. This has an adverse effect on the literacy development of the students. The replacement and upgrading of computers, software, books, magazines and other media must be given serious attention in order to provide an information rich environment that enables students to pursue in-depth research projects. Furthermore, student use of the media center and information technology is severely limited by their lack of availability and integration into the curriculum. This limited use and availability significantly hinders students' ability to develop their information literacy skills and communication tools and techniques. *(conversations and/or interviews with teachers, staff, and students, classroom observations, following students, examination of the media center)*

Both students and professional staff take great pride in Hopkins Hill School. A strong collegial relationship exists among the adults at this school. A sense of community has been created by a positive classroom atmosphere and support offered to students and their families. Staff reaches out and attempts to involve the community in selected school functions and events. The continuity provided by generations of families and the longevity of some staff members contribute to the sense of family that pervades this school. In an attempt to provide a safe and orderly atmosphere clear behavioral expectations have been established for all students. However, during lunch and recess some inappropriate use of authority diminishes the level of confidence on the part of some parents and students in the method and delivery of student discipline. This undermines the otherwise extremely positive school atmosphere. *(meetings with school improvement team, classroom observations, conversations and/or interviews with teachers, students, and staff, meetings with parents and students, observations of the lunchroom, recess yard and school, review of lunch and recess rules and consequences)*

Coventry Public Schools has adopted an extremely comprehensive authentic evaluation tool that requires teachers to be self-reflective and maintain a professional portfolio. This is an effective tool for both evaluating teachers and improving the craft of teaching. It effectively models the use of successful standards-based practices by providing clear expectations for performance, rubrics with indicators that clearly

delineates levels of performance, and opportunities for self-selected learning, self-evaluation, and personal reflection. (*meetings with school and district administrators, review of teacher portfolios, conversations and/or interviews with teachers, review of Coventry Public Schools Conference or Visitation Requests, examination of Coventry Public Schools Teacher Evaluation Handbook*)

Commendations for Hopkins Hill School:

The collegial relationships that exist among the professional staff

The warm, safe, predictable learning environment

The analysis and use of data

Recommendations for Hopkins Hill School:

Change the current use and allocation of time and personnel to support continuous instructional blocks and common planning time.

Develop and implement tactics designed to further open the lines of communication with parents regarding school policies and procedures.

Review the lunch and recess policies to insure they reflect the viewpoints of all members of this learning community—including parents and students.

Upgrade the computers, software, and information technology throughout the school and acquire up-to-date books, videos, and subscriptions to online resources in the media center.

Provide additional supports and professional development in the area of technology.

Recommendations for Coventry School District:

Support the school in devising a schedule that provides common time for grade level teachers to plan, meet, and examine student work.

Support the school in upgrading the print and electronic media throughout the school.

7. Final Advice to the School

Hopkins Hill Elementary School is a nice, safe, respectful school with a hard-working competent staff. Our team could not help but notice the genuine concern the members of this school show for each other and your students. All stakeholders have a sincere desire to make this school even better.

Hopkins Hill Elementary School has within its structure, School Improvement Plan, and faculty many of the necessary components to fully implement the changes you have begun. Look to all sources, internal and external, for advice and assistance with your reform efforts. There are untapped resources in this neighborhood community. Creating a structure that supports increased parental involvement in both the design and implementation of school-wide policies and procedures will yield substantive results for your students. Additionally, you have valuable and talented resources within this professional staff. Increasing your efforts to learn from these parties will advance your hard work.

Let your *Everyday Mathematics* and *Signatures* series be more than prepackaged materials that provide a coherent sequence of inquiry designed to progressively deepen the mastery of content, concepts, problem solving and applications of all your students. Follow the lead of several teachers who have already augmented these programs with appropriate standards-based materials and a broader range of standards-based instructional practices.

You are well into the journey to becoming a standards-based school. You have the tremendous opportunity to take all the wonderful work that has begun and move beyond the comfortable confines of traditional practice and become a school that truly enables all students to achieve at high levels. Reaching your goal will take time and further changes in instruction and assessment, participation in focused and ongoing professional development, and strong curricula and instructional leadership from the building principal.

When reading and reflecting upon this report the school and its community should bear in mind, by design, this SALT report is not a celebration of all the wonderful things taking place in this school. Rather, this report is a presentation of those items that, in the visiting team's judgment, the school and community must focus on if they are to help all students, of all achievement levels, perform at higher levels. As you work with this SALT report we hope you realize our conclusions, commendations, and recommendations are designed to help you make this strong collegial learning community better meet the needs of your students. For that is, unquestionably, the intent of our team.

HOPKINS HILL SCHOOL IMPROVEMENT TEAM

Lisa Acree
Parent

Lori-An Barnes
Parent

Russell Chace
Grade 6 teacher

Judy Cohen
Grade 3 teacher

Pat DeGiulio
Grade 2, teacher

Carol Dion
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Elaine Guillette
Grade 5 teacher

Lee Hughes
Resource teacher

Kathy Larson
School nurse

Patricia LeBlanc
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Chris Nelson
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Kim O'Connell
Grade 4 teacher

Elena Poccia
Grade 4 teacher

Judy Potter
Grade 4 teacher

Colleen Printer
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Robyn Simoneau
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Linda Somes
Grade 1 teacher

Marge Swedits
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THE SALT VISIT TEAM

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New Standards Reference Examination and RI Writing Assessment Results (2000)

Catalpa Ltd. Endorsement of SALT Visit Team Report

Hopkins Hill School

September 29, 2000

To complete the Catalpa Ltd. report endorsement, I have reviewed this report, observed a portion of the visit, and discussed the conduct of the full visit with the Visit Chair. 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.
October 18, 2000

