



Henry J. Winters Elementary School

PAWTUCKET

THE SALT VISIT TEAM REPORT

January 27, 2006



School Accountability for Learning and Teaching (SALT)

The school accountability program of the Rhode Island Department of Education

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1. INTRODUCTION

The Purpose and Limits of This Report

This is the report of the SALT team that visited Henry J. Winters Elementary School from January 23-27, 2006.

The SALT visit report makes every effort to provide your school with a valid, specific picture of how well your students are learning. The report also portrays how the teaching in your school affects learning and how the school supports learning and teaching. The purpose of developing this information is to help you make changes in teaching and the school that will improve the learning of your students. The report is valid because the team's inquiry is governed by a protocol that is designed to make it possible for visit team members to make careful judgments using accurate evidence. The exercise of professional judgment makes the findings useful for school improvement because these judgments identify where the visit team thinks the school is doing well and where it is doing less well.

The major questions the team addressed were:

How well do students learn at Henry J. Winters Elementary School?

How well does the teaching at Henry J. Winters Elementary School affect learning?

How well does Henry J. Winters Elementary School support learning and teaching?

The following features of this visit are at the heart of the 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.

The team sought to capture what makes this school work, or not work, as a public institution of learning. Each school is unique, and the team has tried to capture what makes Henry J. Winters Elementary School distinct.

The team did not compare this school to any other school.

When writing the report, the team deliberately chose words that it thought would best convey its message to the school, based on careful consideration of what it had learned about the school.

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

The team made its judgment explicit.

This report reflects only the week in the life of the school that was observed and considered by this team. The report is not based on what the school plans to do in the future or on what it has done in the past.

This school visit is supported by the Rhode Island Department of Education as a component of School Accountability for Learning and Teaching (SALT). To gain the full advantages of a peer visiting system, RIDE deliberately did not participate in the active editing of this SALT visit report. That was carried out by the team's chair with the support of Catalpa. Ltd.

The team closely followed a rigorous protocol of inquiry that is rooted in Practice-based Inquiry™ (Catalpa Ltd). The detailed *Handbook for Chairs of the SALT School Visit, 2nd Edition* describes the theoretical constructs behind the SALT visit and stipulates the many details of the visit procedures. The *Handbook* and other relevant documents are available at www.Catalpa.org. Contact Rick Richards at (401) 222-8401 or rick.richards@ride.ri.gov for further information about the SALT visit protocol.

SALT visits undergo rigorous quality control. Catalpa Ltd. monitors each visit and determines whether the report can be endorsed. Endorsement assures the reader that the team and the school followed the visit protocol. It also ensures that the conclusions and the report meet specified standards.

Sources of Evidence

The Sources of Evidence that this team used to support its conclusions are listed in the appendix.

The team spent a total of over 116 hours in direct classroom observation. Most of this time was spent observing complete lessons or classes. Almost every classroom was visited at least once, and almost every teacher was observed more than once. Team members had conversations with various faculty and staff members for over 33.5 hours.

The full visit team built the conclusions, commendations and recommendations presented here through intense and thorough discussion. The team met for a total of 30.5 hours in team meetings spanning the five days of the visit. This time does not include the time the team spent in classrooms, with teachers, and in meetings with students, parents, and school and district administrators.

The team did agree by consensus that every conclusion in this report is:

- Important enough to include in the report
- Supported by the evidence the team gathered during the visit
- Set in the present, and
- Contains the judgment of the team

Using the Report

This report is designed to have value to all audiences concerned with how Henry J. Winters Elementary School can improve student learning. However, the most important audience is the school itself.

How your school improvement team reads and considers the report is the critical first step. RIDE will provide a SALT Fellow to lead a follow-up session with the school improvement team to help start the process. With support from the Pawtucket School Department School Improvement Coordinator and from SALT fellows, the school improvement team should carefully decide what changes it wants to make in learning, teaching and the school and how it can amend its School Improvement Plan to reflect these decisions.

The Pawtucket School Department, RIDE and the public should consider what the report says or implies about how they can best support Henry J. Winters Elementary School as it works to strengthen its performance.

Any reader of this report should consider the report as a whole. A reader who only looks at recommendations misses important information.

2. PROFILE OF HENRY J. WINTERS ELEMENTARY SCHOOL

Henry J. Winters is one of 10 elementary schools in the urban school district of Pawtucket, Rhode Island. The school is named after Henry J. Winters, who was a former principal of the Broadway School. It was built in 1961. A room was added in the early seventies; two portable trailers were made permanent classrooms in 1989; the windows were replaced in 1995; and in 2000, a front sidewalk and circle driveway with an extra parking area were added. Winters presently serves students from kindergarten through grade 5.

Of the 400 students who attend this school, 40% are Hispanic, 39% are white, and 18% are black. The remaining students are Native American or Asian. Seven percent of the students are limited English proficient. Eleven percent of the students have IEP's (Individual Educational Plans), and 23% receive Title I services. Winters is classified as a Targeted Assisted Title I school. Seventy-two percent of the students receive free or reduced price lunch.

The professional staff at Henry J. Winters consists of one administrator and 44 full-time staff members, including 36 certified teachers. The professional staff also includes two ESL teachers, two reading teachers, two part-time enrichment teachers, a speech and language pathologist, four special education teachers, a librarian, a Reading First coach, an art teacher, a music teacher and a physical education teacher. A Diagnostic Prescriptive Teacher, a school psychologist, a band teacher, a school nurse, two building assistants, three custodians and a secretary complete the staff.

Winters is presently in its third year of a Reading First Grant that funds the Harcourt Reading Program "Trophies," which is a major component of the K-3 program. The grant also funded the purchase of reading assessments for screening and monitoring student progress, a Reading First school-based literacy coach and professional development.

Students participate in a variety of activity clubs, as well as receive extra reading and math help through the COZ 21st Century After School Program. First and second graders participate in the weekly Weed N' Seed program, where they do extra reading with the help of a community member. An adult education program offers ESL classes for the adult community.

3. PORTRAIT OF HENRY J. WINTERS ELEMENTARY SCHOOL AT THE TIME OF THE VISIT

Henry J. Winters Elementary, an urban community school, is located in the Broadway section of Pawtucket, Rhode Island. Students from diverse cultural backgrounds walk to this neighborhood school or their parents drive them. No students ride the bus. Once inside the school, it is quite apparent that the building needs routine maintenance and repair. Space is at a premium.

Students like coming to school here. They feel safe, and most of them want to learn. For many, reading, writing and problem solving are difficult; yet they think they are doing well. Most students learn at a basic level. Few are self-motivated or challenged by their teachers to develop beyond this level.

Teachers genuinely care about their students. They routinely arrive long before the beginning of the school day and stay long after it ends to prepare their lessons. Teachers are just beginning to differentiate their instruction. Teaching practices and expectations for student achievement are inconsistent. Special education and ELL learners receive support services within the regular education setting. Classroom instruction is mainly teacher-centered. There is little emphasis on student collaboration, independence and critical thinking.

There is a strong sense of community here despite the high transient population. Parents feel welcome, but few volunteer during the school day. Many are limited English proficient. An active family outreach program provides numerous support services for students and their families.

The principal, in his second year at Winters, works to make many positive changes to address student needs. But change is slow. Much work remains to be done if Winters is to achieve its vision of “becoming a high performing school” where all students are consistently held to the same high expectations.

4. FINDINGS ON STUDENT LEARNING

Conclusions

Teachers say, and the SALT team agrees, that students at Henry J. Winters have a “thirst for books.” They view themselves as readers. Most enthusiastically identify books they like to read and know why they like them. Many know how to predict and connect what they read to other books they have read, as well as to their personal experiences. While many students are beginning to improve their reading skills, too many still read below grade level. The problem is that many students rely mainly on “sounding out” to figure out unfamiliar words. Far too many students do not know how to apply additional reading strategies to read fluently or to understand text. In addition, students rely on teacher-directed questions to help them understand what they read. They often sit and wait for the teacher to ask them questions, rather than try to understand what they read on their own. Few know how to think critically when they analyze and interpret text. *(following students, observing classes, talking with students and teachers, discussing student work with teachers, reviewing completed and ongoing student work, 2004 New Standards Reference Examination School Summaries, findings of self-study of Henry J. Winters School)*

This pattern continues with student writing. Students say they love to write; however, the written work of many students shows poor organization, limited word choice, simple repetitive sentences and numerous errors in grammar and mechanics. In a few classrooms, students do write well. Their writing has a clear beginning, a middle and an end. It includes detailed sentences with fewer errors in grammar and mechanics. These students can articulate what expert writers do. They organize their thoughts using graphic organizers, and they know how to transfer these thoughts into meaningful sentences. They read over what they have written and try to add words and sentences to improve it. They are learning how to edit with their peers. These students frequently read their writing aloud and can identify the elements of quality writing in the work of their peers. Unfortunately, far too many students are just beginning to learn these skills and rarely practice them or apply them consistently to their work. Additionally, many students rarely write substantive, well-developed pieces. *(following students, observing classes, talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers, meeting with parents, 2004 New Standards Reference Examination School Summaries, 2004 Rhode Island Writing Assessment results, 2003-4 Information Works!, findings of self-study of Henry J. Winters School)*

Students at Winters know how to solve simple problems connected to their daily work, yet few realize that they are using problem solving strategies to find a solution. Students have a basic understanding of simple math facts. While they know how to use manipulatives and pictures as tools to explain number sentences, few understand the underlying math concepts. Students rarely solve complex, multiple step math problems that require critical thinking skills. While some can orally explain how they solved a problem, many have difficulty transferring this information into a coherent, clear and concise written explanation. Most important, many students do not problem solve well. They have difficulty justifying their solutions and explaining their reasoning. They do not consistently share their reasoning aloud with their peers or teachers or build on the knowledge of others. *(following students, observing classes, talking with students and teachers, meeting with students and district administrators, 2004 New Standards Reference Examination School Summaries, reviewing completed and ongoing student work, reviewing classroom assessments, reviewing school improvement plan, findings of self-study of Henry J. Winters School, discussing student work with teachers)*

While most students say they love school and their teachers, there is an important disparity among them as learners. Some are motivated, confident and persistent risk takers, while others lack self-confidence and rely mainly on their teachers to direct their learning. During whole group instruction, some listen attentively, and others are frequently off-task. Some ask questions; others just sit. While students say they try their best, many cannot explain why their work is good. In addition, few students consistently go back and try to improve their work. Teachers say, and the SALT team agrees, that many students are better at sharing their ideas orally than in writing. *(following students, observing classes, talking with students and teachers, meeting with the school improvement team, students, and school and district administrators, reviewing completed and ongoing student work, discussing student work with teachers)*

Important Thematic Findings in Student Learning

Students:

- ◆ *Are happy, receptive learners who like to come to school*
- ◆ *Read, write and problem solve at a basic level*
- ◆ *Communicate more effectively orally than in writing*
- ◆ *Rely on teachers to direct their learning*

5. FINDINGS ON TEACHING FOR LEARNING

Conclusions

Most teachers at Winters proficiently teach basic reading skills. Their instruction emphasizes sight vocabulary and phonics. They encourage students to connect what they read to other books they have read and to their personal experiences. They read aloud daily to their students, modeling fluency and asking literal questions. The problem is that only a few teachers ask questions that require students to use critical thinking skills. These teachers explicitly teach students how to stop, think and question while they read. Additionally, they teach students numerous reading strategies that provide them with a repertoire of ways to read and understand text. Hence, while most students are learning to love to read, few are learning the necessary strategies to analyze and interpret text. *(following students, observing classes, talking with students and teachers, meeting with parents and district administrators, reviewing completed and ongoing student work, discussing student work with teachers, reviewing school improvement plan, 2004 New Standards Reference Examination School Summaries)*

Some teachers at Winters are excellent writing instructors. They read and discuss examples of quality writing with their students. They give students consistent feedback while they are writing by pointing out the strengths in their work. They provide ample time for students to write and read their writing pieces aloud to their peers, and they encourage students to give one another constructive feedback. Students in these classrooms write well. However, these effective instructional practices do not consistently take place in every classroom. In most classrooms, appropriate spelling, punctuation and the use of graphic organizers dominate instruction. Most teacher feedback focuses on writing conventions, grammar and organization with little emphasis on voice, word choice and sentence variety. Few provide adequate opportunities for students to write for an extended period or consistently to share their writing. As a result, only a few students know how to write beyond the basic level. *(following students, observing classes, discussing student work with teachers, reviewing completed and ongoing student work, reviewing school improvement plan, findings of self-study of Henry J. Winters)*

Teachers do not share the same high expectations for quality work in problem solving. Some teachers ask questions that show they expect their students to use critical thinking skills to find the answers. Others ask questions that show they are satisfied with responses that simply focus on students finding the correct answer rather than demonstrating how they solved it. Most teachers require students to solve problems that are not challenging and that require only straightforward computation. While teachers use the prescribed, mandated programs, only a few extend their lessons to teach problem solving beyond the basic level. Few teachers show their students how to use multiple strategies to solve problems and justify their solutions or require them to do so. Not all teachers provide sufficient time for students to explore solutions, work collaboratively or explain their reasoning in writing. Only a few teachers utilize the expertise of the math coach or pursue additional professional development to improve their instruction. *(following students, observing classes, meeting with parents and district administrators, reviewing completed and ongoing student work, discussing student work with teachers, findings of Henry J. Winters self-study, reviewing classroom assessments, reviewing school improvement plan)*

While all Winters' teachers genuinely care about their students and say they love working here, an important disparity exists among their teaching practices. Some teachers have high expectations for all their students, and they hold their students accountable, while others do not. Only a few teachers push all students within their classrooms to think, take risks, ask questions and reflect on their learning. They encourage students to go back and improve their work. These teachers have confidence in their students' abilities to direct their own learning, and they encourage active student participation and interaction. They teach students in a variety of ways using whole group, small group and one-to-one instruction in all subject areas. However, too many teachers rely solely on teacher-centered, whole group instruction, which allows students to sit passively and requires them to listen for long periods of time. In these classrooms, students "tune out," are often off-task, distract others and do not produce high-quality work. While teachers say they collaborate, the SALT team believes that they underutilize the expertise of some teachers on the Winters' staff. (*following students, observing classes, meeting with students, parents and district administrators, talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers, findings of Henry J. Winters self-study*)

Commendations for Henry J. Winters Elementary School

Caring, hard-working teachers

Collaborative, supportive staff

Strong sense of community

Recommendations for Henry J. Winters Elementary School

Set clear high expectations for all students. Challenge all students to move beyond the basic level in reading, writing and problem solving. Increase differentiated instruction, and hold students accountable for their work.

Use information from both formal and informal assessments to inform teaching decisions.

Model and require students to think critically in all subject areas.

Develop and use benchmark papers at all grade levels more effectively and consistently in writing and problem solving. Consistently provide opportunities for students to share and improve their work. Provide opportunities for students to write for extended periods of time.

Decrease teacher-centered lessons. Emphasize an inquiry approach to learning, increasing peer collaboration and hands-on activities.

Use teacher expertise from within both the school and the district to encourage and support change in instruction practices. Invite coaches into your classrooms to support your instruction.

Recommendations for Pawtucket School Department

Be creative in finding ways to increase the number of literacy and math coaches. Use their expertise to model effective teaching practices. Provide more support for intermediate students in literacy.

Continue to support professional development for literacy and math. Monitor and hold teachers accountable for their instructional practices.

6. FINDINGS ON SCHOOL SUPPORT FOR LEARNING AND TEACHING

Conclusions

The principal, in his second year at Winters, is making many positive changes to address student needs. He places classrooms on the same grade level together within the school to encourage consistency of instruction and teacher collaboration. He developed a schedule to provide common planning time several days a week at every grade level. He keeps his staff focused on learning and teaching, and he works with his teachers to change existing instructional practices. *(following students, observing classes, findings of Winters self-study, talking with teachers, meeting with the school improvement team and the school administrator)*

The school facility requires upgrading. The walls in some classrooms are dirty, some rugs are tattered and duct-taped together, some windows do not open and shut properly, and the bathrooms are not well-maintained. Space is at a premium. Seven resource specialists share one room. The small multi-purpose room, located in the center of the school, is in constant use. Teachers and students pass through this room, while physical education class is in session, creating an overcrowded environment. Cafeteria personnel must wait until classes are over to set up lunches. Two classrooms are housed in what was a temporary portable trailer that is now a permanent structure. These classrooms are isolated from the rest of the school. The carpeting is bunched up; it is taped together and creates a safety hazard. Because there is limited storage space in these classrooms, materials clutter the rooms making them small and crowded. All these conditions negatively affect the learning environment. *(following students, observing classes, talking with teachers, meeting with school administrator)*

There is limited technology at Winters Elementary School. There is a disparity in the number and condition of classroom computers. Some classrooms have five computers, while others have three, and not all of them are in good working condition. The District reports that there is a plan in place to upgrade and update computers and software for each grade level, as funds become available. Teachers report that they would like to integrate the use of computers more into their lessons, but the number of computers is limited and they are not in reliable working condition. *(following students, observing classes, talking with teachers, meeting with school and district administrators)*

While Winters is working towards an “All Kids belong to All Teachers” agenda, not all teachers share this view. Many instructional models are in place. The current pull-out enrichment model services identified students in only the fourth and fifth grades. Two reading teachers work with small groups providing intervention lessons, both within and outside the classroom. With few exceptions, the special education and LEP learners receive instruction within the regular education setting. In some classrooms, both special educators and regular education teachers provide direct specialized instruction for these learners. In other classrooms, teachers wait for the special educator to arrive to service those students. Teachers report frustration with the wide range of student learning needs within individual classrooms and the lack of teaching assistants. The SALT team believes that the expertise of the existing personnel is not being utilized to its fullest potential. *(following students, observing classes, observing the school outside the classroom, meeting with parents and district administrators, talking with teachers and parents)*

Many effective programs are in place to help and support students and their families. The Second Step program, held during the school day, helps students practice appropriate social behavior. Students learn positive ways to handle their anger and frustration. The Child Opportunity Zone (COZ) provides numerous before and after school programs, enrichment activities, homework help and clubs. The Weed N' Seed Program provides extra reading support for identified students. These programs provide needed reinforcement of academic skills and allow students to participate in activities that develop their interests. An adult education program offers ESL classes for families. The family outreach coordinator is the liaison between families, the community and the school. She acts as an interpreter, does home visits and communicates daily with the principal. Teacher, parents and the school administrator report that they don't know what they would do without her. All of these programs and support services are well-attended and help to build a strong sense of community at Winters Elementary School. Despite this, few parents participate in the Parent Teacher Organization or volunteer in the school. Parents report that they would like to have more evening PTO meetings. *(following students, observing classes, observing the school outside the classroom, talking with students and teachers, meeting with the school improvement team, parents, students, and school and district administrators, findings of Henry J. Winter's self-study)*

The school improvement team commendably conducted a thorough, honest self-study involving many members of the faculty. They used data from several sources including following students, looking at student work, examining test data and the SALT Survey results. Most important, they used this data to inform their school improvement plan. As written, the action steps in student learning specifically state what students should be doing in the classroom to improve, but the action steps for teaching for learning are too vague and do not provide the needed specific guidance for what teachers need to do. While the plan mentions the use of math and literacy coaches and math mentors, it noticeably fails to mention the use of other support personnel. Most teachers are familiar with the plan, and some use it when planning their lessons. However, the SALT team did not see evidence that many of the student learning action steps are being implemented. Teachers are not held accountable for implementing the plan. *(following students, observing classes, findings of Winters self-study, reviewing school improvement plan, talking with teachers, meeting with the school improvement team)*

Commendations for Henry J. Winters Elementary School

Thorough, honest self-study

Effective community outreach program

Recommendations for Henry J. Winters Elementary School

Rewrite and amend the school improvement plan to add specific action steps for changes in teaching for learning. These steps need to state specifically what teachers do to ensure that changes occur in student learning.

Prioritize building maintenance needs, and communicate them to the District.

Ensure an equitable distribution of computers.

Re-examine your various service provider models to better utilize the expertise of support personnel. Continue to seek professional development in differentiation of instruction for all students. Continue to increase the inclusion model for an “all kids belong to all teachers” agenda.

Continue to support existing programs for student and family involvement. Seek ways to extend these activities, specifically ESL, to service a greater number of families. Consider alternating the PTO’s regular coffee hour meeting times to include evening meetings.

Provide time for teachers to observe the effective teaching practices that already exist in this school.

Recommendations for the Pawtucket School Department

Provide funds and specific timelines for needed building repairs and maintenance.

Continue to upgrade and update computers and software for each grade level.

Address safety issues in the converted trailer/classrooms.

7. FINAL ADVICE TO HENRY J. WINTERS ELEMENTARY SCHOOL

The SALT team wishes to acknowledge your hard work and dedication. Your open and honest self-study is a testament to your desire to improve student learning and instructional practices. We commend you. You have come a long way in the last year and a half. Now it is time to use the information in your self-study and this report to guide your next steps.

Look beyond the prescribed programs to improve your teaching and your students' learning. Increase the consistency of your instruction, and raise the level of your expectations for all students. Show them what quality work looks like. Emphasize the daily, explicit instruction of high-level reading, writing and problem solving. Utilizing an inquiry approach, explicitly teach students to use their critical thinking skills. Capitalize on their thirst for learning, and challenge them to extend their knowledge beyond the basic level. Your students will only benefit.

Frequently examine student work with your colleagues across all grade levels. Work together to raise the level of consistent expectations for instructional practices and for excellence in student achievement.

Take advantage of the effective teaching practices that already exist in this school. Use these as models, and ask for on-going support as you continue to improve your instruction. Open your doors to the literacy and math coaches, and ask them for help, not only with centers, but also with the delivery of instruction. You have the tools and resources to make needed changes.

The SALT team is confident that you can help your students improve. Believe in the ability of your students to learn beyond the basic level. To quote one of your students, "I come to school each day to learn so I can live out my dreams!"

ENDORSEMENT OF SALT VISIT TEAM REPORT

Henry J. Winters Elementary School

January 27, 2006

Catalpa Ltd. monitors all SALT visits and examines each SALT visit team report to determine whether it should be endorsed as a legitimate SALT report. The endorsement decision is based on procedures and criteria specified in *Endorsing SALT Visit Team Reports*. (available on Catalpa website). Catalpa Ltd. bases its judgment about the legitimacy of a report on these three questions:

Did the SALT visit team and the host school conduct the visit in a manner that is reasonably consistent with the protocol for the visit?

Do the conclusions of the report meet the tests for conclusions specified in the visit protocol (important, accurate, set in present, shows the team's judgment)?

Does the report meet the tests for a report as specified in the visit protocol (fair, useful, and persuasive of productive action)?

Using the answers to these questions, the final decision to endorse the report answers the overall endorsement question: Is this a legitimate SALT team visit report? In order to make this determination, Catalpa weighs all the questions and issues that have been raised to decide whether a report is legitimate or not. While it is possible that a challenge related to one of the three questions listed above would be serious enough to withhold or condition the endorsement, it is more likely that issues serious enough to challenge a report's legitimacy will cut across the three questions.

While the SALT visit protocol requires that all SALT visits are conducted to an exceptionally high standard of rigor, visits are "real-life" events; it is impossible to control for all unexpected circumstances that might arise. The protocol for the conduct of the visit is spelled out in the *Handbook for SALT Visit Chairs, 1st edition*.

Since unexpected circumstances might result in either the team or the school straying too far from the protocol for a visit, Catalpa monitors both the school and the team during a visit regarding the conduct of the visit.

Most often actual visit events or issues do not challenge a report's legitimacy and Catalpa's monitoring and endorsement is routine. A district administrator, principal, faculty member or parent may not like a report, or think it is too negative, or think the visit should have been conducted in a manner that is not consistent with the protocol. None of these represent a challenge to a report's legitimacy; concerns that might challenge an endorsement are based on events that stray too far from the protocol.

The Catalpa review of this visit and this report was routine.

The steps Catalpa completed for this review were:

- discussion with the chair about any issues related to the visit before it began
- daily discussion of any issues with the visit chair during the visit
- observation of a portion of the visit
- discussion with the principal regarding any concerns about the visit at the time of the visit
- thorough review of the report in both its pre-release and final version form

The findings from the review are:

1. This team was certified to meet team membership requirements by RIDE staff.
2. 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.
3. The conclusions are legitimate SALT visit conclusions.
4. The report is a legitimate SALT visit report.

Accordingly, Catalpa Ltd. endorses this report.



Thomas A. Wilson, EdD
Catalpa Ltd.
February 12, 2006

REPORT APPENDIX

Sources of Evidence for This Report

In order to write this report the team examined test scores, student work, and other documents related to this school. The school improvement plan for Henry J. Winters Elementary 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 built its conclusions primarily from information about what the students, staff and administrators think and do during their day. Thus, this visit allowed the team to build informed judgments about the teaching, learning and support that actually takes place at Henry J. Winters Elementary School.

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

- ◆ *observing classes directly*
- ◆ *observing the school outside of the classroom*
- ◆ *following 8 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 state assessment results as reported in Information Works!*
- ◆ *reviewing the following documents:*
 - district and school policies and practices
 - records of professional development activities
 - classroom assessments
 - school improvement plan for Henry J. Winters Elementary School
 - district strategic plan
 - 2005 SALT Survey report
 - classroom textbooks
 - 2005 Information Works!
 - 2004 New Standards Reference Examination School Summaries

School and District Report Cards

The School Committee of the City of Pawtucket and the Pawtucket Teachers' Alliance, Local 930, American Federation of Teachers

Agreement between the Rhode Island Council 94 AFSCME, AFL_CIO, Local 1352 and the Pawtucket School Committee

Winters Self-Study notebooks

Henry J. Winters Photo Album

Lesson plans of Henry J. Winters Elementary School

Communication binder

Teacher handbook

Substitute binder/professional development records

State Assessment Results for Henry J. Winters Elementary School

Assessment results create sources of evidence that the visit team uses as it conducts its inquiry. The team uses this evidence to shape its efforts to locate critical issues about the school. It also uses this evidence, along with other evidence, to draw conclusions about those issues.

This school's results are from the latest available state assessment information. It is presented here in three different ways:

- ◆ *against performance standards,*
- ◆ *across student groups within the school, and*
- ◆ *over time.*

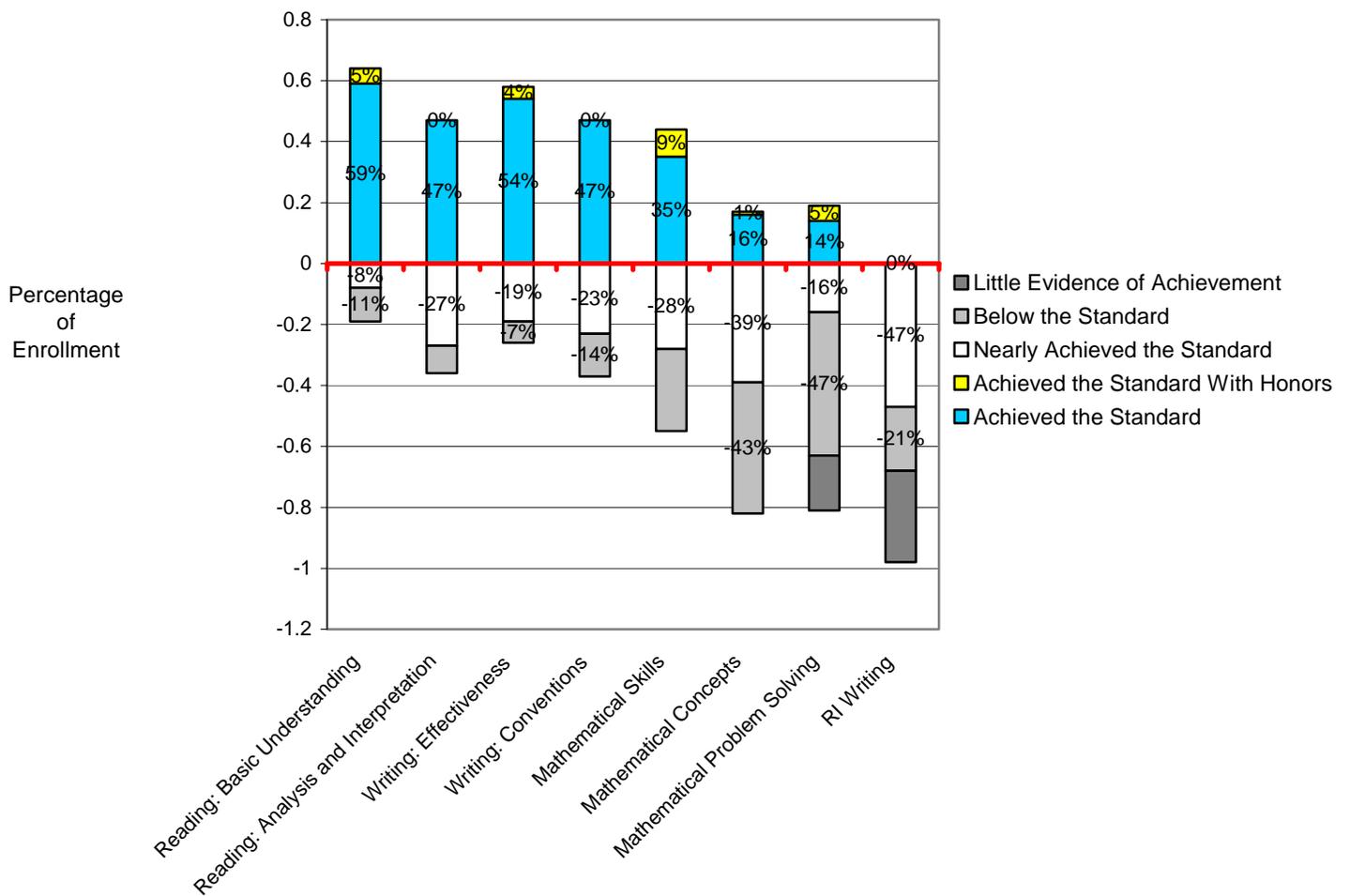
Information Works! data for Henry J. Winters Elementary School is available at [/www.infoworks.ride.uri.edu/2005/default.asp](http://www.infoworks.ride.uri.edu/2005/default.asp).

RESULTS IN RELATION TO PERFORMANCE STANDARDS

The first display shows how well the students do in relation to standards in English/Language Arts and mathematics. Student results are shown as the percentage of students taking the test whose score places them in the various categories at, above, or below the performance standard. Endorsed by the Board of Regents for Elementary and Secondary Education in 1998, the tested standards can be found in the publication *New Standards Performance Standards*.

Table 1. 2005 Student Results on Rhode Island State Assessments

Henry J. Winters School State Assessment Results of 2005

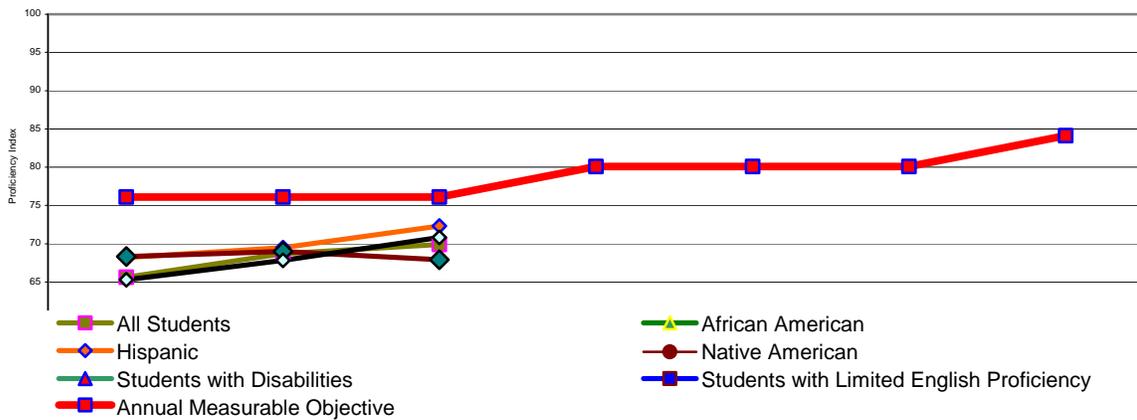


RESULTS ACROSS STUDENT GROUPS WITHIN THE SCHOOL

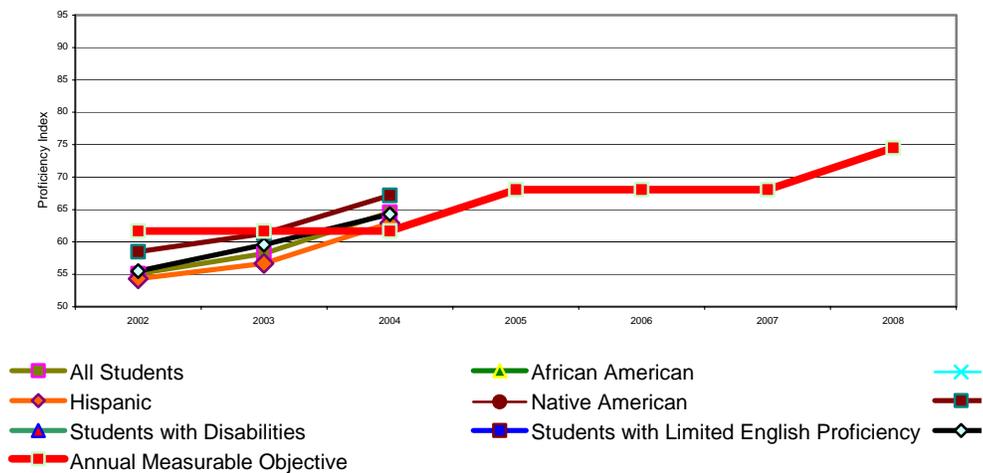
An important way to display student results is across different groups of students in this school who have different characteristics. This display creates information about how well the school meets the learning needs of its various students, in accord with the federal *No Child Left Behind* legislation. To ensure that these smaller groups of students contain enough data to make results accurate, results are based on three years of testing. Any student group whose index scores do not meet targets set by RIDE, require additional attention to close its performance gap.

Table 2 2002-2004 Student Results across Subgroups

Annual Proficiency, Henry J. Winters Elementary School, ELA, Gr. 4



Annual Proficiency, Henry J. Winters Elementary School Gr. 4 Math



REPORT CARD FOR HENRY J. WINTERS ELEMENTARY SCHOOL

In 2005, schools were classified by their attendance rate. Using this measure, Henry J. Winters Elementary School *Made Adequate Yearly Progress*.

The 2004 Report Card shows the performance of Henry J. Winters Elementary School compared to the school's annual measurable objectives (AMO). This report card describes Henry J. Winters Elementary School *In Need of Improvement, Making Insufficient Progress*.

| Index Proficiency Score, 2002-04 | English Language Arts Target score: 76.1 | | | | MATHEMATICS Target score: 61.7 | | | |
|--|--|-------------|------------------|--------------|--------------------------------|-------------|------------------|--------------|
| | this School | Target Met? | this District | thE State | this School | Target Met? | this District | thE State |
| All Students | 69.9 | YES† | 82.7 | 86.1 | 64.6 | YES | 71.7 | 77.5 |
| African Americans | * | YES | 80.4 | 77.8 | * | YES | 66.6 | 65.9 |
| Asian | * | YES | * | 84.5 | * | YES | * | 77.1 |
| Hispanic | 72.3 | YES† | 79.4 | 75.8 | 62.9 | YES | 67.4 | 65.8 |
| Native Americans | * | YES | * | 83.9 | * | YES | * | 73 |
| White | 67.9 | NO | 86.2 | 88.5 | 67.2 | YES | 76 | 82 |
| Students with Disabilities | * | YES | 64.6 | 69.5 | * | YES | 59.9 | 66.4 |
| Students with Limited English Proficiency | * | YES | 69.4 | 68.9 | * | YES | 56.8 | 61 |
| Students who are Economically Disadvantaged | 70.8 | YES†† | 81.1 | 77.8 | 64.3 | YES | 68.8 | 68.4 |

| PERCENT of students tested, 2002-04 | Target: 95% | | | |
|--|-------------|-------------|------------------|--------------|
| | this school | target met? | THIS DISTRICT | the state |
| English Language Arts | 99.4 | YES | 99.5 | 99.1 |
| Mathematics | 99.4 | YES | 99.5 | 99.4 |

| Attendance Rate | Target: 90% | | | |
|-----------------|-------------|-------------|------------------|--------------|
| | this school | target met? | THIS DISTRICT | the state |
| | 94.7 | YES | 95.1 | 94.8 |

| TARGETS MET/MISSED, THIS SCHOOL | | |
|--------------------------------------|----------------|-------------------|
| | TARGETS MET | TARGETS MISSED |
| English Language Arts Index Score | 8 | 1 |
| Mathematics Index Score | 9 | 0 |
| Percent Tested | 2 | 0 |
| Attendance Rate | 1 | 0 |

this school is classified as:

**School in Need of Improvement/
Insufficient Progress**

KEY: * Student group has too few students to calculate results.

† "Safe Harbor" - Student group has fallen short of the target but has made sufficient improvement over last year's score.

†† Student group has met the target based only on the most recent year of test results. NOTE:

For information on targets and classifications, please see Quick Guide .

THE HENRY J. WINTERS ELEMENTARY SCHOOL IMPROVEMENT TEAM

Tracie Gwozdz
Grade 3 Teacher
Chairperson

Keith Hemenway
Principal
Vice Chairperson

Ann Barry
Grade 2 Teacher

Kathy Church
Parent

Carol Farb-Fishbein
Grade 5 Teacher

Paulette Hughes
Grade 3 Teacher

Pauleena King
Parent

Trisha McBride
Special Education Teacher

Jackie Sisun
ESL Teacher

Alba Steiner
Community Member

Patti Volante
Non-certified staff

Marie Williams
Community Member

MEMBERS OF THE SALT VISIT TEAM

Ruth S. Haynsworth
Grade 5 Teacher
Stony Lane Elementary School
on leave to the
Office of Progressive Support and Intervention
Rhode Island Department of Education
Regents SALT Fellow
Team Chair

Marianne M. Ainsworth
National Board Certified Teacher
Grade 1 Inclusion Teacher
Oakland Beach Elementary School
Cranston, Rhode Island

Deborah Bessette
Principal
Edmund Flynn Elementary School
Providence, Rhode Island

Joan Booth
Grade 5 Inclusion/Special Education Teacher
Hampden Meadows
Barrington, Rhode Island

Karen Colicchio
Special Education Teacher
Charlestown Elementary School
Chariho Regional School District
Charlestown, Rhode Island

Sandra Meekins
Grade 5 Teacher
Mary Fogarty Elementary School
Providence, Rhode Island

Janet Provost
Grade 3 Teacher
Primrose Hill Elementary School
Barrington, Rhode Island

Deborah Schofield
Kindergarten Teacher
Washington Oak Elementary School
Coventry, Rhode Island

CODE OF CONDUCT FOR MEMBERS OF VISIT TEAM

INSERT HERE