



Rhode Island Department of Elementary and Secondary Education
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Carl G. Lauro Elementary School

PROVIDENCE

THE SALT VISIT TEAM REPORT

April 29, 2005



School Accountability for Learning and Teaching (SALT)

The school accountability program of the Rhode Island Department of Education

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For information about SALT, please contact:

Rick Richards

401-222-4600, x 2194

or

salt@ridoe.net.

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1. INTRODUCTION

The Purpose and Limits of This Report

This is the report of the SALT team that visited Carl G. Lauro Elementary School from April 25 - 29, 2005.

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 carefully designed to make it possible for visit team members to make careful judgments using accurate evidence. The careful 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 Carl G. Lauro Elementary School?

How well does the teaching at Carl G. Lauro Elementary School affect learning?

How well does Carl G. Lauro 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 Carl G. Lauro 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) 222-4600 x 2194 or ride0782@ride.ri.net 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 assures 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 109 hours in direct classroom observation. Most of this time was spent in observing complete lessons or classes. Almost every classroom was visited at least once, and almost every teacher was observed more than once. The team also spent over 57 hours interviewing faculty and staff.

The full visit team built the conclusions, commendations, and recommendations presented here through intense and thorough discussion. The team met for a total of 32 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 Carl G. Lauro 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 Providence School District 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 amend its School Improvement Plan to reflect these decisions.

The Providence School District, RIDE and the public should consider what the report says or implies about how they can best support Carl G. Lauro 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 CARL G. LAURO ELEMENTARY SCHOOL

Carl G. Lauro Elementary School is located in the Federal Hill section of the City of Providence, Rhode Island. The original building opened in 1921. An additional structure was built in 1927. The busy surrounding neighborhood consists of a variety of restaurants, boutiques, small businesses and community agencies.

With a population of 853 students, Carl Lauro School is the largest elementary school in Providence. It draws its culturally diverse student body from every neighborhood in the city. The school houses students in special education and in pre-school through fifth grade. The school also houses the largest Bilingual/ESL program in the Providence School District. Of the 853 students who attend this school, 600 (70.3%) are Hispanic, 135 (15.8%) are African-American, 77 (9%) are white, and 41 (4.8%) are Asian- American. Ninety-one percent of the students receive free or reduced priced lunch. Forty-six percent of the students receive instruction in either the bilingual or ESL program, and 15.7% of the students receive special education services.

A professional staff of one principal, one assistant principal, 41 full-time classroom teachers, 18 teacher assistants, seven special subject teachers, three instructional coaches and 12 support staff professionals service the school.

Carl Lauro offers students an array of partnerships with the community. The school has established relationships with the Gilbane Building Company, Holland and Knight Law Firm, Volunteers in Providence Schools, Brown University, the Rhode Island Children's Crusade and the AmeriCorps program. As a partner in education, Gilbane hosts the Student of the Month luncheons and financially supports special recognition and student-centered activities throughout the school year. Holland and Knight provides volunteers to read with students weekly during the Power Lunch program, and it quarterly brings performing arts shows to the school. The Volunteers in Providence Schools has more than 30 tutors who service students daily. The Children's Crusade, AmeriCorps and the Brown University Science programs allow students to participate in after-school and in-school programs that provide hands-on science experiences and enrichment and tutorial programs in literacy, mathematics, science and art.

3. PORTRAIT OF CARL G. LAURO ELEMENTARY SCHOOL AT THE TIME OF THE VISIT

Carl G. Lauro Elementary School is a large and diverse school nestled in the historic neighborhood of Federal Hill in the City of Providence, Rhode Island. This clean and well-maintained school exudes a warm and welcoming climate. Despite its vast size, as the largest elementary school in the Providence Public School District, a strong sense of community permeates the classes and halls. Respect, consideration and a value for learning are palpable throughout the school.

The students at this school care about their learning and are serious about doing their best. They love this school and their teachers. They feel safe here. They appreciate the many adults who work to help them learn and achieve and who care for them. While not all students currently meet appropriate academic standards, they do progress and grow, both academically and socially.

Most teachers at Carl G. Lauro are dedicated professionals who work hard to design dynamic and thoughtful lessons to help students realize their full potential. These teachers effectively implement research-based district instructional programs, initiatives and practices. They eagerly work together with their colleagues and welcome the support of coaches and other support staff who help them design and deliver quality teaching.

Two strong and caring administrators lead this school, and they have established student learning as a top priority for all. They have good working relationships with the faculty and staff, and they work closely with the School Improvement Team to lead the school. In return, the principal and assistant principal have the respect and support of the school faculty, staff, parents and students.

Despite the many successes at this school, several challenges persist. Not all teachers effectively and consistently implement appropriate instruction and the district programs. African-American students and students with special needs do not meet the state academic targets. Not enough students with special needs receive services in inclusive settings. Severe and persistent budget cuts have eroded the opportunities teachers have to meet for common planning time and have decimated the number of specialist teachers available to work here to provide a well-rounded education to the students of this school.

Carl G. Lauro Elementary School has not let these challenges prevent it from pursuing its common goal of successful learning and positive growth for all. Rather, it has established a solid foundation for students to meet the school's mission—to “develop in each child a lifelong commitment to learning.”

4. FINDINGS ON STUDENT LEARNING

Conclusions

Many students at Carl Lauro School write well. Students say they like to write; they enjoy creating stories and expressing themselves. These students effectively convey their ideas, develop them with details, and use voice in their writing. Students practice their writing skills in all subject areas and through a variety of genres. Students also become better writers because they successfully apply strategies such as visualization, questioning and writing effective leads to engage their audience. This is supported by sixty-nine percent of the fourth grade students meeting or exceeding the standard on the most recent writing effectiveness subtest of the New Standards Reference Examination. However, while most students can effectively organize, develop and explain their thinking in their writing, they do not consistently use the proper writing conventions such as grammar, mechanics, sentence structure and spelling. This is supported by sixty-three percent of the fourth grade students not meeting the standard for writing conventions on the New Standards Reference Examination. *(following students, observing classes, talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, 2004 New Standards Reference Examination School Summaries, 2004 Rhode Island Writing Assessment results)*

Students at this school read with varying degrees of success. Many students in the general education classes read well and at their grade levels. These successful readers use many strategies to decode words, predict and retell plots, and make inferences about their reading. Some students in the general education classes and many in the bilingual/ESL and special needs classes do not read as well and are not reading at their grade levels. These students have difficulty decoding words and understanding unfamiliar vocabulary. They often do not have the background knowledge necessary to comprehend their reading. Students say that they love to read, and they take pride in their ongoing growth in reading. Regardless of their ability levels, all students demonstrate progress in becoming better readers. *(following students, observing classes, meeting with students and parents, reviewing completed and ongoing student work, talking with students and teachers, discussing student work with teachers, reviewing classroom assessments, 2004 New Standards Reference Examination School Summaries)*

Students problem solve fairly well in a variety of settings throughout the school day. They can analyze situations and respond with a range of appropriate solutions in solving social problems with their peers, exiting the building for fire drills, completing ‘head problems’ during math lessons, and identifying character traits in their reading. These students know how to use multiple strategies, draw conclusions, use classroom resources and explain their thinking. However, many students are not so successful when they apply their problem-solving skills to extended problems that are primarily math-based. These students do not know where to begin, or cannot apply their strategies successfully, to solve such problems. They often do not persist but rely on their teachers or other students to provide the strategies and answers. The results for the 2004 New Standards Reference Examination math subtest for problem solving support this: eighty-five percent of the fourth grade students did not meet the standard. While these scores have improved over the last three years—from five to fifteen percent meeting the standard—the majority of students still do not demonstrate proficiency. *(following students, observing classes, observing the school outside of the classroom, talking with students, teachers, reviewing completed and ongoing student work, meeting with students, discussing student work with teachers, reviewing classroom assessments, 2002, 2003, and 2004 New Standards Reference Examination School Summaries)*

Students at this school love to learn and are excited to come here. They say that school is important because “if you learn you can go far.” Students actively engage in learning by participating in class discussions to explore literature, working collaboratively to play math money games and celebrating their successes with publishing parties. They also take risks and learn from their own mistakes and the mistakes of their peers. This positive approach provides a solid foundation for students to meet the school’s mission—to “develop in each child a lifelong commitment to learning.” *(following students, observing classes, observing the school outside of the classroom, reviewing completed and ongoing student work, meeting with school improvement team, students, school and district administrators, and parents, talking with students and teachers, discussing student work with teachers, Carl G. Lauro Elementary School Mission Statement)*

Students feel safe and valued as members of this school community. They say that they love their teachers and this school. Parents report that, even after moving to a different neighborhood, their children continue to want to attend Carl G. Lauro. Students are well behaved and respect one another and their school. They are considerate of adults and their peers. The students’ “mutual respect and understanding” of one another and their differences helps create a positive learning environment. *(following students, observing classes, observing the school outside of the classroom, meeting with students, school and district administrators, and parents, talking with students and teachers, Carl G. Lauro Elementary School Mission Statement)*

Important Thematic Findings in Student Learning

Students:

- ◆ *Love their school and their teachers; they love learning and value it*
- ◆ *Are progressing at different rates in their ability to read, write and problem solve*
- ◆ *Know how to express their ideas and explain their thinking effectively*
- ◆ *Use a range of strategies to help them read, write and problem solve*
- ◆ *Actively participate in their learning, and work cooperatively with one another*

5. FINDINGS ON TEACHING FOR LEARNING

Conclusions

Teachers teach students to write effectively in all subject areas and genres. Teachers' excitement about writing is contagious and motivates students to learn to become better writers. They effectively model good writing, use mini-lessons about small moments, communicate clear expectations and celebrate student work. Teachers also provide and use important tools and materials such as good literature, word walls, criteria charts and writing folders with helpful writing hints. While teachers teach students to write effectively, they do not sufficiently or successfully teach the writing conventions. Teachers recognize the importance of these conventions, yet few have multiple strategies for teaching or holding students accountable for using them correctly. The school conducted self-study also identified writing conventions and usage such as "syntax, structure, and encoding" as areas that need improvement. *(following students, observing classes, meeting with school improvement team and school administrators, talking with teachers, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, school improvement plan, 2004 New Standards Reference Examination School Summaries, 2004 Rhode Island Writing Assessment results, Carl G. Lauro Elementary School SALT Self-Study)*

Many teachers successfully teach reading. These teachers believe that their students can learn to read well and have high expectations for them. They inspire their students to achieve and are knowledgeable about best teaching practices. They also use formal and informal assessments to monitor progress and match students to texts at their appropriate levels. Importantly, teachers build classroom libraries—often at their own expense—that reflect the interests and languages of their students. Teachers also effectively use programs such as Hampton Brown K-2 phonics, READ 180 and Orton-Gillingham to help students develop basic and remedial reading skills. Teachers who are less successful at teaching reading do not appropriately match their students' independent reading abilities to texts, provide sufficient and explicit reading instruction such as frequent mini-lessons, or teach their students a variety of strategies to decode words and build fluency. *(following students, observing classes, talking with students, teachers and school administrators, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, classroom textbooks, trade books, 2004 New Standards Reference Examination School Summaries)*

Teachers teach students to problem solve in some situations fairly well. They do this by encouraging students to problem solve in a variety of social and academic settings including resolving peer conflicts, solving 'head problems' and Daily 2s, and writing letters to characters in stories offering possible solutions. They teach their students to analyze problems, consider alternatives, determine solutions and reflect upon their decisions. However, they are less successful when teaching students to solve multi-step and complex math problems. They do not explicitly teach the necessary problem solving strategies and skills or give students sufficient opportunities to solve problems. Although students are not successful problem solvers, many teachers report little to moderate need for additional professional development in this area, according to the 2004-2005 SALT Survey. These teachers do not use assessment data to determine their professional development needs to address the clear deficiencies of their students. *(following students, observing classes, observing the school outside of the classroom, meeting with students, talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, 2004 SALT Survey report, 2004 New Standards Reference Examination School Summaries, reviewing classroom textbooks, Carl G. Lauro Elementary School Mathematics Investigations binder)*

The teachers at Carl G. Lauro Elementary School are extremely dedicated and nurturing. They are professionals who know how to build a sense of community within an enormous school. Parents say the teachers "are excellent and could not be better." Students say they love their teachers and that they are nice. School administrators say that the teachers are a strength of this school. In turn, the teachers love their students, want the best for them and are proud of their accomplishments. They give a lot of themselves to make this school a place where kids want to come and learn. *(following students, observing classes, observing the school outside of the classroom, meeting with school improvement team, students, school and district administrators, and parents, talking with students, teachers and school administrators, discussing student work with teachers)*

The teachers at Carl G. Lauro Elementary School are professionals who are open to new ideas and who collaborate with one another to improve their instruction. Most teachers embrace and effectively implement new research-based practices and district initiatives and programs. Teachers reflect upon their teaching, identify their areas of need, and seek out colleagues, coaches, other support staff and the school administrators to help them improve their practice. Notably, teachers do this without the benefit of common planning time, which they lost during recent district budget cuts. However, teachers and school and district administrators say that some teachers resist change and do not consistently implement the district's scope and sequence, thus limiting their students' opportunities to achieve. *(following students, observing classes, observing the school outside of the classroom, meeting with school improvement team and school and district administrators, talking with teachers and school administrators, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, school improvement plan, records of professional development activities, 2004 SALT Survey report)*

Commendations for Carl G. Lauro Elementary School

- Dedicated, collaborative and committed professionals
- Inspiring and motivating teachers
- Successful and effective teaching of writing
- Effective use of modeling strategies
- Most are open to new ideas, and implement district programs

Recommendations for Carl G. Lauro Elementary School

- Continue successfully to teach and motivate students to write effectively.
- Hold students accountable for the use of proper writing conventions.
- Continue to develop and implement strategies to help all students become successful readers.
- Participate in additional professional development to improve the teaching of math problem solving.
- Challenge students regularly to solve multi-step and complex math problems.
- Analyze and use assessment data to drive instruction and determine professional development needs.
- Continue to collaborate to inspire all students to achieve.

Recommendations for Providence School District

- Provide professional development opportunities in the areas of math problem solving and writing conventions.
- Work with the Carl G. Lauro Elementary School community to provide sufficient time for teachers to meet and collaborate.

6. FINDINGS ON SCHOOL SUPPORT FOR LEARNING AND TEACHING

Conclusions

Carl G. Lauro Elementary School is a warm, welcoming and diverse learning community. Despite its large size, it has the feel of a neighborhood school. The administrators, teachers, staff, students and families all work together to create a safe and successful learning environment. Students enjoy coming here, and they feel free to take risks, make mistakes and learn from one another. *(following students, observing classes, observing the school outside of the classroom, meeting with school improvement team, students, school and district administrators, and parents, talking with students, teachers and school administrators, discussing student work with teachers)*

Two hard working and caring administrators lead this school. The principal and assistant principal have established a strong complementary working relationship with each other, and they also work well with the faculty and staff. They are highly respected by families, and students say that they are nice. The administrators have a great attitude towards students, and faculty and staff say that they “let kids be kids.” They have made student learning the top priority for everyone. These leaders work successfully with the School Improvement Team, coaches and other support staff to lead the school through a trying time of budgetary and staff reductions. *(following students, observing the school outside of the classroom, meeting with school improvement team, students, school and district administrators, and parents, talking with students, teachers and school administrators)*

The bilingual/ESL program is particularly supportive of students’ needs. These programs are intended to accommodate both the academic and language needs of students by providing an equitable education with the same academic rigor as general education classes. Most teachers in these classes have high expectations for student learning, and they provide effective instruction. Some, however, have serious difficulty teaching, modeling and communicating with students both orally and in writing due to their language deficiencies in either English or Spanish. Teachers report their concerns about keeping pace with the scope and sequence, as well as with the number of students in their classes and the amount of paperwork required to implement these programs. *(following students, observing classes, talking with teachers and school administrators, meeting with school improvement team and district administrators, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments)*

Carl Lauro uses a variety of models to teach students with special needs. Teachers in many of these models effectively use specialized programs, such as Orton-Gillingham and Wilson, to help students develop stronger literacy skills. The emotional disorder classes provide a strong and effective structure to help students learn and to help them become part of this school. However, other self-contained classrooms have experienced numerous transitions that negatively impact learning and teaching. Some students receive special education services in inclusion settings, but most do not, and this causes them to miss important instruction in their own classes. Teachers and administrators agree that these students benefit from the inclusion models, but they do not feel they have consistent district support or sufficient training to accomplish this. It is not surprising that special needs students consistently do not meet the academic targets in literacy or math. *(following students, observing classes, observing the school outside of the classroom, meeting with school improvement team and school and district administrators, talking with students, teachers and school administrators, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, 2004 SALT Survey report, school and district report cards, 2003 Information Works!, 2004 New Standards Reference Examination School Summaries)*

The district literacy program and its scope and sequence are comprehensive, developmentally appropriate and effectively implemented in most classes. This program provides a concrete framework and pacing so that consistent instruction occurs throughout and across the grades. Teachers use this as an effective guide to help make rich literature come to life for their students. The district numeracy program that combines Investigations and Math Matters does not completely meet the needs of these students. While these programs provide hands-on and open-ended exploration that excites and motivates students, they do not provide enough opportunities for students to practice complex and multi-step problem solving. The literacy and numeracy coaches provide teachers with effective support in implementing these programs in the classroom. Regrettably, the district does not provide teachers with an established science and social studies scope and sequence for all grade levels. *(following students, observing classes, meeting with school improvement team, students, school and district administrators, and parents, talking with students, teachers and school administrators, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, school improvement plan, district and school policies and practices, classroom textbooks)*

This school is challenged by annual reductions in resources and staffing due to budget cuts. Teachers say that the lack of common planning time, caused by staffing cuts, severely limits the consistent collaboration of grade level teachers, specialist teachers and support staff. Teachers report that they spend significant amounts of their own money to have adequate classroom libraries. Due to the absence of technology staff and computer hardware, students at this school rarely use technology. Children do not have sufficient time to learn and grow through a well-rounded education, as there is only one art teacher, one music teacher and one librarian to teach nearly 1000 students. *(following students, observing classes, observing the school outside of the classroom, meeting with school improvement team, students, school and district administrators, talking with students, teachers and school administrators, 2004 SALT Survey report, reviewing school improvement plan, district and school policies and practices)*

Commendations for Carl G. Lauro Elementary School

- Safe and successful learning environment
- Caring and supportive administrators
- Strong and effective emotional disorder classes
- Comprehensive and developmentally appropriate literacy program

Recommendations for Carl G. Lauro Elementary School

- Work with those teachers in the bilingual/ESL program who need to increase their proficiency in English or Spanish.
- Increase the number of special education students who receive services in an inclusive setting.
- Provide professional development and training for special education and general education teachers to work in an inclusion model.
- Examine the numeracy programs currently in place, and work with teachers to improve their instruction of problem solving.
- Work with the school district to develop and implement a scope and sequence for science and social studies.
- Provide time for teachers regularly to meet and collaborate.
- Work with teachers to increase the use of technology throughout the school.

Recommendations for Providence School District

- Provide this school with a scope and sequence for science and social studies.
- Work with the school to ensure that all bilingual/ESL teachers are proficient in English and/or Spanish.
- Work with this school to provide time for teachers regularly to meet and collaborate.

7. FINAL ADVICE TO CARL G. LAURO ELEMENTARY SCHOOL

Carl G. Lauro Elementary School should celebrate its students' steady academic growth in the many areas of literacy and numeracy. The entire school community should be commended for its delivery of services, its many accomplishments and its strong literacy program. Continue to work well as a collaborative professional community with a continuous focus on impacting student learning positively.

Develop and implement more effective strategies for teaching writing conventions and problem solving to all students. Teach students to employ more strategies to solve complex problems. Examine assessment information to plan instruction, next steps for professional development and school-wide improvement. Institute consistent educational programs for bilingual/ESL and special needs students. Incorporate the use of technology across the curriculum.

Continue to reflect on your practice. Learn from one another, support one another, and become even better at what you do. Keep your contagious enthusiasm for teaching and learning that you instill in your wonderful students. Keep challenging your students to become lifelong learners. We encourage you to continue providing a caring, nurturing and stimulating environment for everyone who walks through the doors of Carl G. Lauro.

ENDORSEMENT OF SALT VISIT TEAM REPORT

Carl G. Lauro Elementary School

April 29, 2005

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.
May 20, 2005

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 Carl G. Lauro 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 Carl G. Lauro Elementary School.

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

- ◆ *observing classes*
- ◆ *observing the school outside of the classroom*
- ◆ *following 10 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*
- ◆ *discussing student work with teachers*
- ◆ *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 Carl G. Lauro Elementary School*
 - district strategic plan*
 - 2004 SALT Survey report*
 - classroom textbooks*
 - 2003 Information Works!*
 - 2004 New Standards Reference Examination School Summaries*
 - 2004 Rhode Island Writing Assessment results*

School and District Report Cards

Carl G. Lauro Elementary School Professional Development binder

Carl G. Lauro Elementary School Parent Engagement binder

Providence School Department Health Scope and Sequence binder

Providence School Department Music Scope and Sequence binder

Providence School Department Art Scope and Sequence binder

Carl G. Lauro Elementary School Teacher Handbook binder

Carl G. Lauro Elementary School English/Language Arts Balanced Literacy binder

Carl G. Lauro Elementary School Children's Crusade binder

Carl G. Lauro Elementary School Mathematics Investigations binder

Carl G. Lauro Elementary School Mission Statement

Carl G. Lauro SALT Self-Study

Tradebooks

State Assessment Results for Carl G. Lauro Elementary School

Assessment results create pieces 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 for 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 four different ways:

- ◆ *against performance standards;*
- ◆ *compared to similar students in the state;*
- ◆ *across student groups within the school;*
- ◆ *and over time.*

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. 2003-2004 Student Results on Rhode Island State Assessments

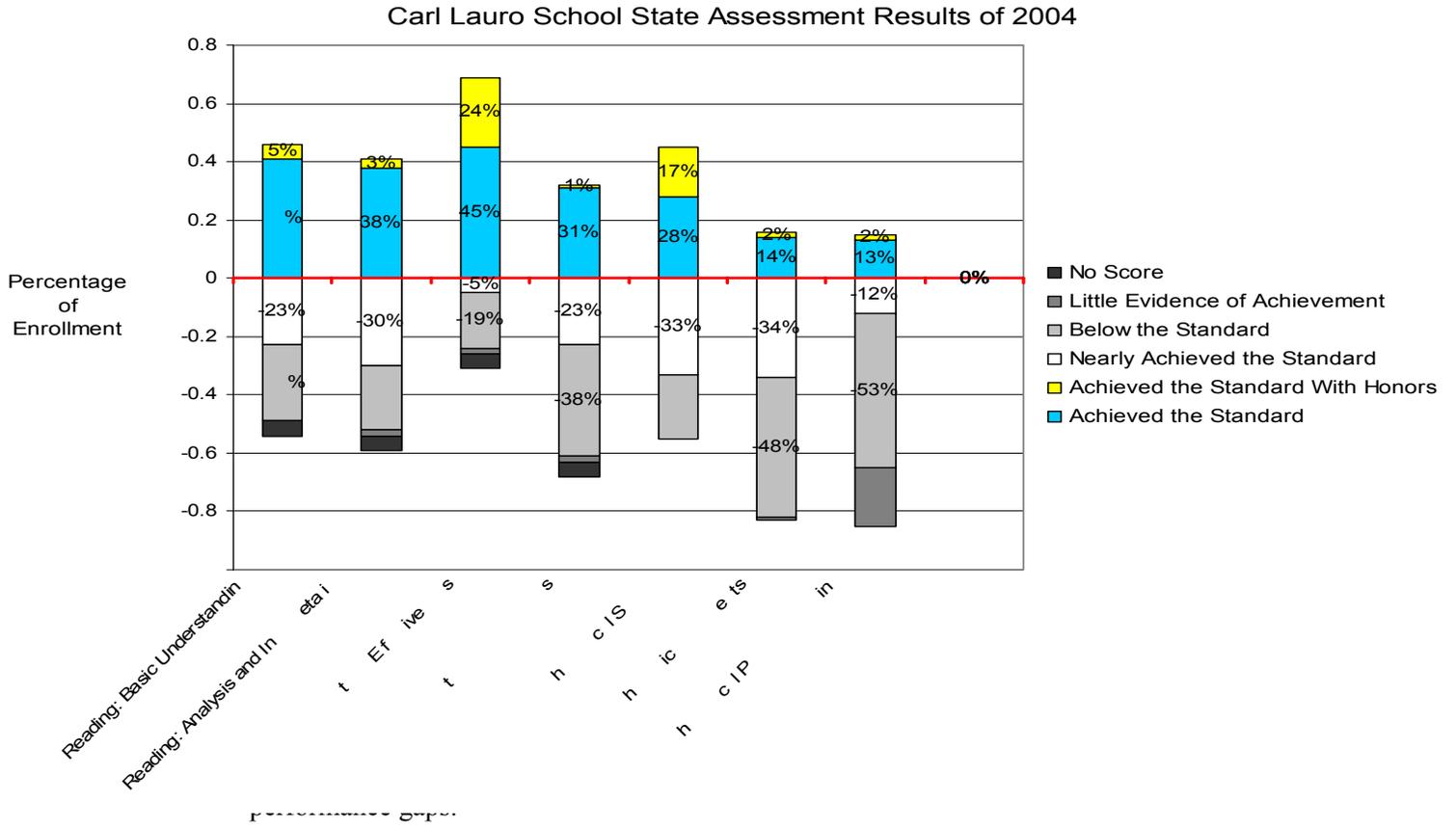
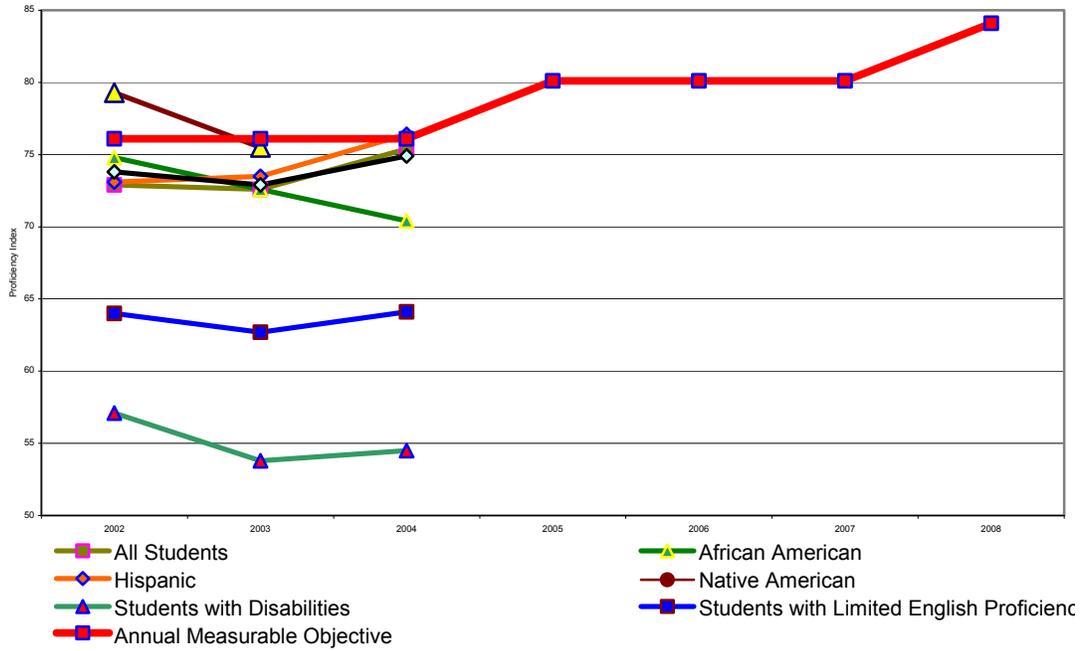
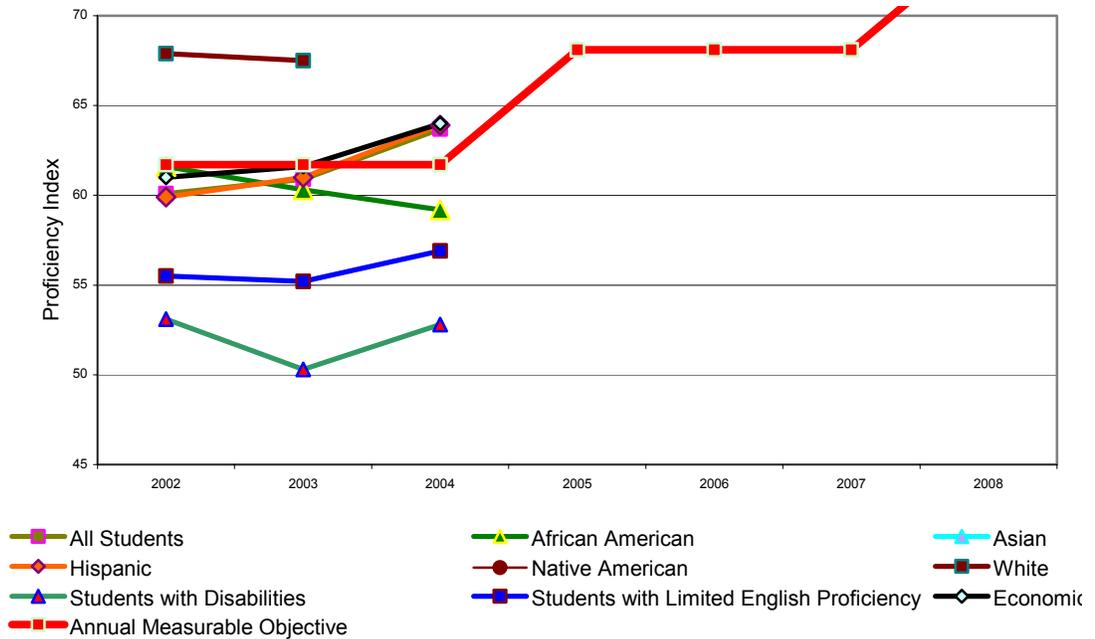


Table 2. 2003-2004 Student Results across Subgroups

Annual Proficiency, Carl G. Lauro Elementary School, Gr. 4 ELA



Annual Proficiency, Carl G. Lauro Elementary School, Gr. 4 Math



REPORT CARD FOR CARL G. LAURO ELEMENTARY SCHOOL

This Report Card show the performance of Carl G. Lauro Elementary School compared to the school’s annual measurable objectives (AMO).

These report card scores describe Carl G. Lauro Elementary School as a School in need of improvement/insufficient progress.

Table 3. Report Card for Carl G. Lauro Elementary School

2004 Rhode Island School Report Card

RI SCHOOL: CARL G. LAURO MEMORIAL SCHOOL

RI DISTRICT: PROVIDENCE

GRADE: 04

INDEX PROFICIENCY SCORE, 2002-04	ENGLISH LANG. ARTS TARGET SCORE: 76.1				MATHEMATICS TARGET SCORE: 61.7			
STUDENT GROUP	THIS SCHOOL	TARGET MET?	THIS DISTRICT	THE STATE	THIS SCHOOL	TARGET MET?	THIS DISTRICT	THE STATE
All Students	75.4	YES††	74.4	86.1	63.7	YES	63.4	77.5
African Americans	70.4	NO	74.5	77.8	59.2	NO	61	65.9
Asian	*	YES	78.8	84.5	*	YES	69.4	77.1
Hispanic	76.4	YES	73.7	75.8	63.9	YES	63.5	65.8
Native Americans	*	YES	73.9	83.9	*	YES	61.3	73
White	*	YES	78.6	88.5	*	YES	68.1	82
Students with Disabilities	54.5	NO	56.5	69.5	52.8	NO	54.8	66.4
Students with Limited English Proficiency	64.1	YES†	67.6	68.9	56.9	YES†	59.4	61
Students who are Economically Disadvantaged	74.9	YES††	74.1	77.8	64	YES	63.2	68.4

PERCENT OF STUDENTS TESTED, 2002-04	Target: 95%			
	THIS SCHOOL	TARGET MET?	THIS DISTRICT	THE STATE
English Language Arts	96.8	YES	98.3	99.1
Mathematics	99.4	YES	98.9	99.4

ATTENDANCE RATE	Target: 90%			
	THIS SCHOOL	TARGET MET?	THIS DISTRICT	THE STATE
	92	YES	92.5	94.8

TARGETS MET/MISSED, THIS SCHOOL	TARGETS MET	TARGETS MISSED
English Language Arts Index Score	7	2
Mathematics Index Score	7	2
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](#).

Information Works! data for Carl G. Lauro Elementary School is available at <http://www.ridoe.net>.

THE CARL G. LAURO ELEMENTARY SCHOOL IMPROVEMENT TEAM

Muriel Holfelder
Special Subject Representative
SIT Co-Chair

Rachel Salvatore
East Side Non-LEP Representative
SIT Co-Chair

Sandra Black
Non-Certified Representative

Patricia Caporelli
Assistant Principal

Suzanne Davis
LIFT Representative

Diana DiRobbio
West Side Non-LEP Representative

Kimberly Jackson
Parent

Robin Mathis
Principal

Cynthia O'Brien
General Education Representative

Francesca Orsini
Union Representative

Melissa Reeves
SIT Secretary
Special Education/Evaluation Team Representative

Susan Riccio
ESL Representative

Stacey Roginski
Bilingual Representative

MEMBERS OF THE SALT VISIT TEAM

Andre Audette
Standards Coach
Pawtucket School Department
Office of School Improvement and Support Services
Rhode Island Department of Education
Regents SALT Fellow
Team Chair

Susan Hay Pease
Parent
Primrose Hill School
Barrington School Department
Barrington, Rhode Island

Rita McGoff
Grade 2 Teacher
Frenchtown School
East Greenwich School Department
East Greenwich, Rhode Island

Raymond Dalton
Principal
Elizabeth Baldwin School
Pawtucket School Department
Pawtucket, Rhode Island

Leslie Pettingell
Grade 5 Teacher
Curvin-McCabe School
Pawtucket School Department
Pawtucket, Rhode Island

Doreen Gardner
Grade 3 Resource Teacher
North Smithfield Elementary School
North Smithfield School Department
North Smithfield, Rhode Island

Hilda Potrzeba
Teacher Quality Fellow
Rhode Island Department of
Education

Norman Loiselle
Grade 3 Teacher
Leo A. Savoie School
Woonsocket School Department
Woonsocket, Rhode Island

Joyce Ruppell
Aspiring Principal
Fishing Cove School
North Kingstown School Department
North Kingstown, Rhode Island