



Dr. Martin Luther King, Jr. Elementary School

Providence

The SALT Visit Team Report

November 9, 2001



School Accountability for Learning and Teaching (SALT)

The accountability program of the Rhode Island Department of Education

The findings of this report are those of this SALT visit team. The names and affiliations of the members of the team are in the appendix. The team follows the school visit protocol in the *Handbook for Chairs on Conducting a SALT School Visit*. The team is required to focus on what it observes at the time of the visit and is restricted from comparing the school with any other. This school visit was supported by the Rhode Island Department of Education as one component of its accountability system, School Accountability for Learning and Teaching (SALT).

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For information about SALT, please contact Ken Fish at 401-222-4600, x 2200 or salt@ridoe.net.

This report is available at <http://www.ridoe.net/schoolimprove/salt/visits.htm>

1. THE PURPOSE AND LIMITS OF THIS REPORT

Overview

Sources of Evidence for This Report

Using the Report

**2. PROFILE OF Dr. Martin Luther King, Jr.
Elementary School**

***State Assessment Results for Dr. Martin Luther King, Jr.
Elementary School***

**3. PORTRAIT OF Dr. Martin Luther King, Jr. Elementary School AT THE
TIME OF THE VISIT**

4. FINDINGS ON STUDENT LEARNING

Sources of Evidence

Conclusions

Commendations for Dr. Martin Luther King, Jr. Elementary School

Recommendations for Dr. Martin Luther King, Jr. Elementary School

Recommendations for the Providence School District

5. FINDINGS ON TEACHING

Sources of Evidence

Conclusions

Commendations for Dr. Martin Luther King, Jr. Elementary School

Recommendations for Dr. Martin Luther King, Jr.

Elementary School

6. FINDINGS ON THE SCHOOL

Sources of Evidence

Conclusions

Commendations for Dr. Martin Luther King, Jr. Elementary School

Recommendations for Dr. Martin Luther King, Jr.

Elementary School

Recommendations for Providence School District

7. Final Advice to the School

Dr. Martin Luther King, Jr. Elementary School Improvement Team

The SALT Visit Team

New Standards Reference Examination and RI Writing

Assessment Results (2001)

Endorsement of SALT Visit Team Report

1. THE PURPOSE AND LIMITS OF THIS REPORT

Overview

This is the report of the SALT team that visited Dr. Martin Luther King, Jr. Elementary School from November 5 through November 9, 2001. The following features are at the heart of the report:

- ◆ The team seeks to capture what makes this school work, or not work, as a public institution of learning. Each school presents a unique picture.
- ◆ The team does not compare this school to any other school.
- ◆ When writing the report, the team deliberately chooses the words that convey its message best to the school, based on careful consideration of what it has learned about the school dynamics.
- ◆ The team makes its judgment explicit.

The major questions the team addresses are:

- ◆ How well do the students learn at this school?
- ◆ How well does this school teach its students?
- ◆ How well does this school support learning and teaching?

The SALT report creates accountability for improvement by connecting its judgments of quality and its recommendations for improvement directly to the actual work going on in this school at the time of the visit.

The team closely follows the visit protocol in the *Handbook for Chairs of the SALT School Visit*. The Catalpa endorsement certifies that this team followed the protocol and that this report meets all criteria required for a legitimate SALT visit report. The visit team is made up of primarily teachers and administrators from Rhode Island public schools. The majority of team members are teachers. The names and affiliations of the team members are listed at the end of the report.

Sources of Evidence for This Report

In order to write this report, the team examines test scores, student work, and other documents related to this school. The school improvement plan for Dr. Martin Luther King, Jr. 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 builds its conclusions primarily from information about what the students, staff, and administrators think and do during their day. Thus, the visit allows the team to build informed judgments about the teaching, learning, and support that actually takes place at Dr. Martin Luther King, Jr. Elementary School.

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

- ◆ *observing a total of 126 complete classes and 56 partial classes. The team spent a total of over 150 hours in direct classroom observation. Every classroom was visited at least once, and almost every teacher was observed more than once.*

- ◆ *observing the school outside of the classroom*

- ◆ *following 11 students for a full day*

- ◆ *observing the work of teachers and staff for a full day*

- ◆ *meeting at scheduled times with the following groups:*
 - teachers*

 - school improvement team*

 - school and district administrators*

 - students*

 - parents*

- ◆ *talking with students, teachers, staff, and school administrators*

- ◆ *reviewing completed and ongoing student work*

- ◆ *interviewing teachers about the work of their students*

- ◆ *analyzing three years of state assessment results as reported in Information Works!*

- ◆ *reviewing the following documents:*
 - district and school policies and practices*
 - records of professional development activities*
 - classroom assessments*
 - Dr. Martin Luther King, Jr. Elementary School Providence One Plan (POP)*
 - Kaleidoscope, Key to King, Homework/Communication folder*
 - district strategic plan*
 - The Providence School Department Teacher Evaluation Handbook for Probationary and Tenured Teachers*
 - 1999, 2000 SALT Survey report*

classroom textbooks

1998, 1999, 2000 2001 Information Works!

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

1999, 2000, and 2001 Rhode Island Writing Assessment results

2001 New Standards English Language Arts Reference Examination School Summary

2001 New Standards Mathematics Reference Examination School Summary

The full team built the conclusions, commendations, and recommendations presented here through intense and thorough discussion. The team met for a total of 27 hours in six separate meetings spanning the five 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 must agree that every conclusion in this report:

- ◆ *is important enough to include in the report.*
- ◆ *is supported by the evidence the team has gathered during the visit.*
- ◆ *is set in the present.*
- ◆ *contains the judgment of the team.*

Using the Report

The team chooses deliberately the words, phrases, and sentences it uses in its conclusions, as well as in the *Portrait* and *Final Advice*. Thus, this report is the team's best attempt to encourage and support the school's continued improvement in strengthening the learning of its students.

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

It is important to note that this report reflects only the week in the life of the school that was observed and considered by this team. The report does not cover what the school plans to do, or what it has done in the past. This report is not prescriptive.

The value of this report will be determined by its effectiveness in improving teaching and learning. By considering the importance to the school of what the team said and why, the school takes its first step in becoming accountable in a way that actually improves learning.

It is important to read and consider this report as a whole. Recommendations and commendations should be considered in relation to the conclusions they follow.

After the school improvement team considers this report, it should make changes in the school improvement plan. The revised plan will form the basis for negotiating a Compact for Learning with the district. The purpose of the Compact is to ensure that the school and its district work out an agreement about the best way to improve the school and the best way to target district support for the school. A RIDE Field Service Team representative will offer assistance in preparing the compact.

2. PROFILE OF Dr. Martin Luther King, Jr. Elementary School

Dr. Martin Luther King, Jr. Elementary School is a K-5 school located on the East Side of Providence, Rhode Island. One of the 49 schools in the Providence School Department, it serves children of the Mt. Hope and East Side neighborhoods. The present enrollment is 624 students. The student population at King School is comprised of 41 percent black, 13 percent Hispanic, 43 percent white, and two percent Asian. Fifty-four percent of the students receive free or reduced-priced lunch. Sixty-nine, or 10.9 percent, of the students receive special education services.

A principal with an education staff of 25 regular education teachers and 21 specialists administer King School. The district is comprised of a superintendent, a deputy superintendent for teaching and learning, a chief of staff, and a senior director of administration and finance. The Providence School Board has nine appointed members.

Dr. Martin Luther King, Jr. Elementary School is a recipient of the Health, Education, and Learning in Providence Grant for literacy (HELP) and the Comprehensive School Reform Demonstration Grant (CRD) for numeracy. Both teachers and parents at King School serve as members of the Rhode Island Home/School Compact. Miriam Hospital/Lifespan is a community partner of the King School. Its employee volunteers visit the school weekly to take part in the "Power Lunch Program," where they read with at-risk readers. The Mt. Hope Neighborhood Association and the Mt. Hope YMCA provide student daycare before and after school. Casey Family Services, established nine years ago, has a satellite office at the King School to provide early intervention and support to at-risk families.

At the time of the visit the teachers at Dr. Martin Luther King, Jr. School were in a work to rule situation. While this complicated scheduling meetings with teachers, it did not have any adverse effect on the team's ability to collect evidence.

State Assessment Results for Dr. Martin Luther King, Jr. Elementary School

On the 2000-2001 New Standards Mathematics Reference Examination, two in five of the fourth graders (38%) at King School met or exceeded the standard in basic skills; one in five of the fourth graders (21%) met or exceeded the standard in concepts, and one in ten of the fourth graders (13%) met or exceeded the standard in problem solving. Equity gaps (a difference of more than 15%) exist for fourth grade special education, poverty, Black, Hispanic and White students on mathematics tests. Students at the Dr. Martin Luther King, Jr. Elementary School perform at the same level as similar students in the state in mathematical skills and problem solving, and below the level of similar students in the state on mathematical concepts.

On the 2000-2001 New Standards English Language Arts Reference Examination three in five of the fourth grade students (61%) at King School met or exceeded the standard in Reading: Basic Understanding; one in two of the fourth graders (45%) met or exceeded the standard in Reading: Analysis and Interpretation; and one in two of the fourth graders (47%) met or exceeded the standard in Writing: Effectiveness; and one in two of the fourth grade students (48%) met or exceeded the standard in Writing: Conventions. Equity gaps (a difference of more than 15%) exist for Black, Hispanic, Native American, and poverty students on the New Standards English Language Arts Reference Examination. Students at the Dr. Martin Luther King, Jr. Elementary School perform above the level as similar students in the state in reading: basic understanding and analysis and interpretation and writing: conventions and at the same level as similar students in the state in writing: effectiveness.

On the Rhode Island Writing Assessment one in ten of the third graders (13%) met or exceeded the standard.

The students at Dr. Martin Luther King Elementary School have not shown consistent growth in any of the areas measured by the New Standards Reference Examination or the Rhode Island Writing Assessment.

The most recently available New Standards Reference Examination results have been appended to this report. *Information Works!* data for Dr. Martin Luther King, Jr. Elementary School is available at www.ridoenet.net.

3. PORTRAIT OF Dr. Martin Luther King, Jr. Elementary School AT THE TIME OF THE VISIT

The Dr. Martin Luther King, Jr. Elementary School is home to a diverse community of learners. In an attractive, clean, and orderly environment students move about the hallways under the careful direction of their teachers. The students are polite and responsive to adults and respectful of them. Popular children's literature and quality student writing is prominently displayed in the hallways. Literacy is a strong focus in this school.

Committed to the learning of their students, teachers have embarked on a journey to improve literacy. This commitment requires them to participate in professional development to learn a variety of new teaching strategies. Through the creative use of time and resources, much of this professional development time is woven into the school day. Most teachers at Dr. Martin Luther King School have risen to the challenge of integrating effective balanced literacy and process writing into their daily instruction.

Clustered grade level classrooms or units add to a sense of community within each grade, but contribute to limited interaction and communication across grade levels. The size of the school and the monitored movement of students through the halls result in lost instruction time.

Furthermore, specialists and special education teachers lack the opportunity to participate consistently in scheduled dialogues with their colleagues. This obstructs their ability to plan appropriately for the diverse learning needs of their students, leaving some students frustrated and unchallenged.

Dr. Martin Luther King School is in transition in mathematics. Teachers are in the process of implementing a new mathematics program, *Investigations*. Impeded by a lack of necessary materials, however, mathematics instruction remains inconsistent and unfocused. The resulting lack of a continuous mathematics program frustrates teachers and limits mathematics instruction for students.

4. FINDINGS ON STUDENT LEARNING

Sources of Evidence

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

Conclusions

Students at Dr. Martin Luther King School are excited about reading. They manage reading tasks independently, as they participate in the Balanced Literacy Program. Some students in the guided reading groups automatically use a variety of strategies to decode and comprehend the material, while others require prompting. When selecting books for independent reading, students make choices that are appropriate for their level. Students discuss and write about what they read and make connections to their lives and other texts. While most are able to read within their instructional groups, some students have difficulty applying their skills to other grade-level reading tasks: math problems, research materials, texts, and directions. Multiple opportunities to practice reading at their levels build fluency, therefore increasing student comprehension. (*1999, 2000, 2001 New Standards English Language Arts Reference Examination results, observing classes, following students, meetings with students, reviewing completed and ongoing student work, talking with students and teachers*)

Students are enthusiastic about and engaged in their writing and show pride in their products. Students write well and are willing to take risks. They understand and effectively use the process of writing. Students respect the work of others and communicate this readily to their peers. Some revise their work and successfully use classroom tools, such as word walls, personal dictionaries, and classroom print. Some refer

to writing criteria to revise their work. Students write for a variety of purposes and audiences. They keep reading response journals and writers' journals, as well as write memoirs, essays, and letters. Students use writing to further their understanding and interpretation of literature. This clear focus on writing strengthens students' ability to write effectively. (1999,2000, 2001 *New Standards English Language Arts Reference Examination results, 1999, 2000, 2001 Rhode Island Writing Assessment results, reviewing completed and ongoing student work, following students, interviewing teachers about the work of their students, observing classes, observing the school outside of the classroom*)

Most students routinely complete basic computation assignments. They solve problems, when given the strategy, but too few students independently self-select appropriate strategies. Students' limited exposure to and their lack of active involvement in a complete mathematics program deprives them of the necessary conceptual foundations to become successful in numeracy. This results in an alarming decline in mathematical skills, as measured by the New Standards Mathematics Reference Examination results. (1999, 2000, 2001 *New Standards Mathematics Reference Examination results, SALT Survey 1999-2000, observing classes, meetings with students and parents, reviewing completed and ongoing student work, following students, 2001 Information Works*)

The majority of students at Dr. Martin Luther King, Jr. School are courteous and respectful; they know what behavior is expected of them within their school environment. They go about their daily routines in an orderly and patient manner. Students are comfortable with adults; they readily and willingly share their work and ideas with others in their learning community. Students are accepting of individual differences in their diverse learning environment. Many are eager and excited learners. However, others are frustrated, bored, and unmotivated. The ability of some learners to reach their potential is hindered by their limited choice and the inconsistent rigor in instruction. (*meetings with students and parents, reviewing completed and ongoing student work, observing classes, following students, observing the school outside of the classroom*)

Commendations for Dr. Martin Luther King, Jr. Elementary School

The students' love, appreciation, and enjoyment of reading

The abundance of quality student writing

The cooperative and respectful students

Recommendations for Dr. Martin Luther King, Jr. Elementary School

Increase daily opportunities for students to read at their independent and instructional reading levels.

Apply reading skills to other content areas.

Continue the strong focus on Balanced Literacy.

Increase standards-based mathematics instruction. Roll in the *Investigations* math program and, in the meantime, use existing materials to provide students a balanced mathematics program.

Recommendations for the Providence School District

Support the implementation of *Investigations* with necessary materials and professional development.

5. FINDINGS ON TEACHING

Sources of Evidence

- ◆ *observing classes*
- ◆ *observing the school outside of the classroom*
- ◆ *talking with students and teachers*
- ◆ *meetings with students, parents, school, and district administrators*
- ◆ *reviewing completed an ongoing student work*
- ◆ *following students*
- ◆ *interviewing teachers about the work of their students*

Conclusions

Teachers at Dr. Martin Luther King School embrace the Balanced Literacy Program. They use a variety of instructional strategies and resources. Within guided reading, teachers are working to meet the needs of students at their instructional levels. While some teachers are comfortable and skilled, others are learning from ongoing professional development opportunities. Teachers promote reading as enjoyable and use read alouds to model fluent reading and to engage students in critical discussion of literature. Teachers connect reading and writing through seamless integration of planned writing opportunities that support balanced literacy. Through modeling and daily lessons, teachers provide students with the necessary tools for writing. Consistent implementation and facilitation of the writing process throughout the grades is evident in examples of high quality student writing. (*observing classes, interviewing teachers about the work of their students, meeting with parents, following students*)

Ineffective management of time interferes with teaching and learning. Time is lost in classroom transitions, school travel, passive waiting, and routine procedures. Teachers interrupt the flow of teaching and waste instructional time to address repeated minor behavioral issues. In an already short day, the cumulative effect of these disruptions deprives students of opportunities to engage actively in learning. (*observing classes, meeting with students, talking with students, following students, observing the school outside of the classroom*)

Teachers use a variety of strategies in reading and writing instruction that directly aligns with the Balanced Literacy initiative. However, in other subject areas teacher choice of instructional strategies, materials, and pacing does not meet the needs of all learners in this diverse population. Too many teaching strategies are limited to whole-group instruction and low-level tasks, lacking opportunity for students to employ higher level thinking skills. There is limited use of technology, other instructional tools, and materials. Although students sit in groups, they do not necessarily work cooperatively or collaboratively. Without instruction, modeling, and practice students do not know how to work effectively in groups, to communicate with one another, to be involved in accountable talk, or to learn from each other. (*following students, observing classes, meetings with students and parents, talking with students*)

In mathematics teachers' focus on problem solving strategies, which they generally supplement with low-level worksheets. Some teachers have had the opportunity to participate in in-service training. While some have chosen to implement the *Investigations* math program this year, others have decided to wait until next year. During this transition, teachers cannot ignore daily comprehensive standards-based mathematics instruction for their students. (*observing classes, following students, talking with teachers and students, meetings with school and district administrators*)

The understanding and implementation of standards and standards-based instruction is emerging and inconsistent; it is limited mostly to writing. Most teachers use criteria to guide student work and rubrics to evaluate student work. Some teachers also use rubrics to assess student work and to guide students through the revision process, but only a few teachers connect criteria and rubrics to explicit standards to guide their instructional practice. Teachers over reliance on verbal feedback, rather than written feedback, weakens students ability to reflect on and revise their work. This confusion in the understanding and use of standards, criteria, and rubrics results in ineffective standards-based instructional practice and therefore limits academic rigor. (*observing classes, meetings with students and school and district administrators, reviewing completed and ongoing student work, interviewing teachers about the work of their students, following students*)

The teachers at Dr. Martin Luther King School are a professional community of educators, who enjoy being part of their learning environment. They are proud of their school and strive to create a positive atmosphere that celebrates the diversity of their students and recognizes them as individuals. Most teachers are committed to professional development and the improvement of their craft. Others are hesitant, finding change difficult. A spirit of collegiality exists within grade level units, encouraging strong peer support and collaboration. However, time, structure, and the physical restrictions within the building inhibit teachers from effectively communicating across grade level units and with specialists. While teachers focus on controlling classroom behavior, many are overly concerned about minor infractions and the lack appropriate non-intrusive methods of classroom management. (*observing classes, observing the school outside of the classroom, talking with students, teachers, staff, and school administrators, following students, meetings with parents*)

Commendations for Dr. Martin Luther King, Jr. Elementary School

Great work in promoting and teaching the writing process

Efforts to implement Balanced Literacy

Efforts to incorporate criteria and rubrics in their instructional practice

Recommendations for Dr. Martin Luther King, Jr. Elementary School

Continue the use of the writing process and Balanced Literacy initiative.

Develop consistent positive behavior management techniques, while monitoring the use of instructional time.

Work toward full implementation of the *Investigations* program, while continuing standards-based mathematics instruction.

Continue to develop an understanding of standards-based instruction across the curriculum.

Use written feedback in all areas to improve student performance.

6. FINDINGS ON THE SCHOOL

Sources of Evidence

- ◆ *observing classes*
- ◆ *observing the school outside of the classroom*
- ◆ *talking with many students, teachers, staff, and school administrators*
- ◆ *meetings with parents, students, school, and district administrators*
- ◆ *following students*
- ◆ *reviewing completed and ongoing student work*
- ◆ *. Providence One Plan (POP) 2001-2002 for Dr. Martin Luther King, Jr. Elementary School*
- ◆ *The Providence School Department Teacher Evaluation Handbook for Probationary and Tenured Teachers.*
- ◆ *Kaleidoscope, Key to King, Homework/Communication folder*
- ◆ *reviewing classroom textbooks*

Conclusions

While Dr. Martin Luther King School has differentiated programs available to students, there is a lack of rigor, continuity, and communication. The Academically Talented Program lacks necessary rigor to provide students with academic challenge beyond the classroom. The student selection process is confusing. There are misconceptions about the program among teachers, students, and parents. In an effort to provide a continuum of service for special education students, a new Intensive Resource Program is in place to support the inclusion of students with special needs within the regular classroom. The pull-out resource program is inconsistent within the school, with unclear coordination among special education and regular education programs and teachers. Inconsistent expectations for student learning exist within the continuum of special education. Ad hoc planning does not support student learning. Within the differentiated programs, inconsistent levels of expectations and practices do not provide equitable educational opportunities or a cohesive learning experience for all students. (*observing classes, reviewing completed and ongoing student work, talking with students and teachers, meetings with parents, school, and district administrators, following students*)

Dr. Martin Luther King School has identified the *Investigations* as its core mathematics program. Trained lead teachers are in place to begin the process of program implementation. Active student involvement in a comprehensive mathematics program is necessary. (*observing classes, talking with students and teachers, meetings with students, school, and district administrators, following students, reviewing completed and ongoing student work, reviewing the Dr. Martin Luther King Providence One Plan 2001-2002, reviewing*

classroom textbooks)

Dr. Martin Luther King School conducted a thorough self-study and used the subsequent information gained in developing their 2001-2002 Providence One Plan. Action steps are at various levels of implementation; however, target dates and evaluation plans are not specific. Therefore, progress is unclear. *(Dr. Martin Luther King, Jr Providence One Plan 2001-2002, meeting with school improvement team)*

Dr. Martin Luther King School has an impressive group of parents, volunteers, and community partners with a well-established record of advocating for the needs of all students. Through their dedication and support, outreach programs are implemented to continuously bridge the gap of communication between school and home. This involvement enhances the education experience for all students. *(Kaleidoscope, Key to King, Homework/Communication folder, Providence One Plan 2001-2002, meetings with parents and school improvement team, observing the school outside of the classroom, observing classes, following students)*

The teacher evaluation process at Dr. Martin Luther King, Jr. School is outlined by *The Providence School Department Teacher Evaluation Handbook for Probationary and Tenured Teachers*. This process is clearly defined by contractual language. An extensive annual evaluation procedure is used for probationary teachers. A similar, but less rigorous, evaluation process is in place for tenured teachers. Although research-based in design, it has no reference to Rhode Island Beginning Teacher Standards or to the Principles of Learning. While the process is good, the frequency of evaluation is inadequate, and its use to inform teaching and learning within this building is unclear. *(The Providence School Department Teacher Evaluation Handbook for Probationary and Tenured Teachers, meetings with school and district administrators)*

Dr. Martin Luther King, Jr. School is a diverse learning community with strong leadership and support. The principal is an instructional leader, who has a positive and visible presence throughout the entire building. An active team of teachers provides leadership on school-wide issues, including academic initiatives. A strong core group of parents and community partners is actively involved in the work of the school. Together they create a learning community that is moving forward to improve education for all students. *(observing the school outside of the classroom, meetings with parents, teachers, students, school improvement team, and district administrator, following students, observing classes)*

Commendations for Dr. Martin Luther King, Jr. Elementary School

Strong leadership and positive rapport of the principal with all stakeholders of the community

Involvement of parents and community partnerships

Recommendations for Dr. Martin Luther King, Jr. Elementary School

Provide scheduled opportunities for teachers to coordinate with differentiated and regular education programs.

Expand the intensive resource model.

Clarify the purpose, selection criteria, and scope for the Academically Talented program.

Implement the *Investigations* math program with job embedded professional development.

Review the Providence One Plan, adding target dates and evaluation procedures.

Use the teacher evaluation model to enhance teaching and learning.

Recommendations for Providence School District

Review the teacher evaluation process.

Support initiative for mathematics.

7. Final Advice to the School

You are well underway on your journey to create a community of readers and writers. Continue the celebration and exploration. Working together, you have made strides in literacy. Capitalize on your spirit of collegiality as you move forward to new challenges in mathematics.

Through the process of self-study and extensive professional development experiences, you, too, are learners. This models your belief in lifelong learning for students. However, while some of your students are reaching high levels, others are left behind. Enhance the rigor of your program for all learners. Set high expectations. Do not let behavior be a barrier to participation.

Your time with students is valuable. Use it wisely. Continuously monitor your goals and choose instructional strategies carefully. Become facilitators of learning. As you give students more responsibility in their learning, allow them to make choices and self-monitor their behavior.

Communication is the key to strengthening your learning community. Do not allow the walls and the wings of the building to limit dialogue beyond your grade level units. Use every opportunity to include all staff in meaningful dialogue. Work together to develop a cohesive and consistent learning experience for all students.

It is our intent that you use this report to further your efforts as you move forward to improve student learning.

Dr. Martin Luther King, Jr. Elementary School Improvement Team

George Latos, Chairperson
Teacher

Amy Rittenhouse, Chairperson
Parent

Rick Burt
Teacher

Bonnie Braga
Community Partner

Betty Daniels
Teacher

Phyllis DeCesare, Recording Secretary
Teacher

Alexis Devine
Parent

Rosanne DiCenso
Literacy Coach

Catherine Knapp
Parent

Jean Mason
Teacher

Gary Moroch
Principal

Robyn Noble
Teacher

Rosemary Wittels
School Nurse

The SALT Visit Team

Donna Reinalda, Chair
Multi-age teacher (1-3)
Sowams School
Barrington
on leave to the Rhode Island Department as a SALT Fellow

Patricia Barlow
Principal
Agnes B. Hennessey School
East Providence

Kathleen Caffrey
School Change Facilitator
East Bay Educational Collaborative
Warren

Cheryl Camara
Grade 4
Alice M. Waddington School
East Providence

Holly Gray
Grade 5 Inclusion Teacher
Social Street School
Woonsocket

Charlotte Josephs
Grade 1
Guiteras School
Bristol-Warren

Brandi Layfield
Grade 3
Bernon Heights Elementary School
Woonsocket

Jan Martin
Parent
Bristol-Warren

Maureen McConnell
1-5 Resource
Veterans Memorial School

Central Falls

Jodie Olivo

Grade 5

Nathanael Greene Elementary School

Pawtucket

Kathleen Swann

Executive Director

Rhode Island Teaching and Learning Center

State Facilitator

National Board for Professional Teaching Standards

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

Endorsement of SALT Visit Team Report

Dr. Martin Luther King, Jr. Elementary School

November 9, 2001

To complete the Catalpa Ltd. report endorsement, I discussed the conduct of the visit with the Visit Chair while it was in process, I observed a portion of the visit and I have reviewed this report. Based on my knowledge derived from these sources of evidence, using the criteria specified in the *Endorsing SALT Visit team Reports by Catalpa Ltd.*, and using the methodology and procedures specified in the *Handbook for SALT Visit Chairs, 1st edition*), I conclude that:

1. This report was produced by a legitimate SALT Visit that was led by a trained SALT Visit Chair and conducted in a manner that is consistent with SALT Visit procedures.
2. The conclusions and all other content of this report meet the criteria specified for a SALT Visit report.

Accordingly, Catalpa Ltd. endorses this report as a legitimate SALT Visit Report.



Thomas A. Wilson, EdD
Catalpa Ltd.
December 3, 2001