

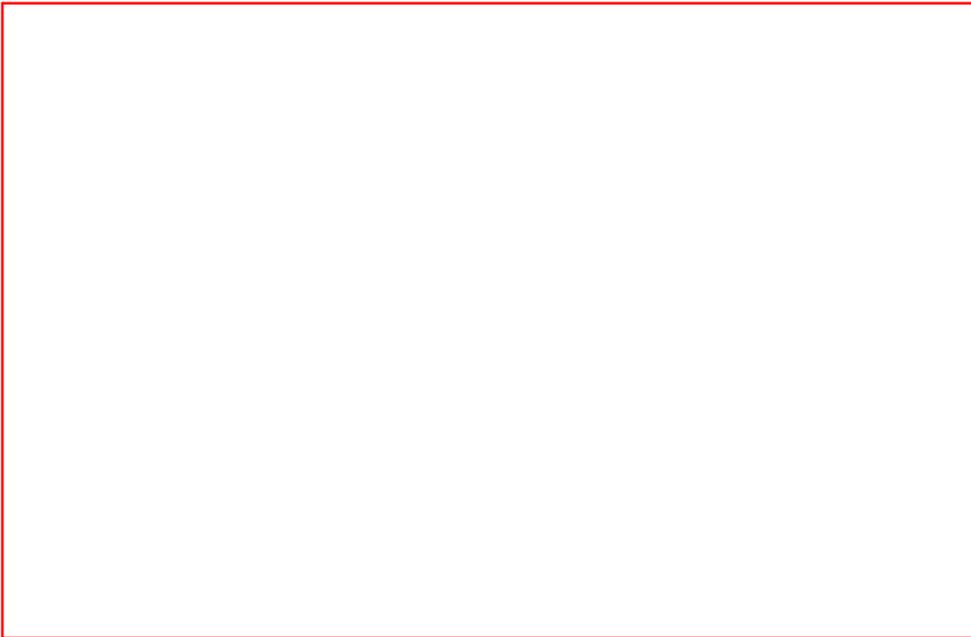


Nathan Bishop Middle School

Providence

The SALT Visit Team Report

January 11, 2002



School Accountability for Learning and Teaching (SALT)

The accountability program of the Rhode Island Department of Education

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

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

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1. THE PURPOSE AND LIMITS of this report

Overview

This is the report of the SALT team that visited Nathan Bishop Middle School from January 7, 2002, through January 11, 2002. The following features are at the heart of the report:

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

The major questions the team addresses are:

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

The findings of the SALT report are presented in six report sections:

Profile describes some of the key features of the school and sums up the school's results on state tests.

The team writes *Portrait* as an overview of what it thinks are the most important themes in the conclusions that follow. While *Portrait* precedes the team's conclusions, it is written after they are complete.

The team's conclusions are about how well the team thinks the school is performing in each of the three SALT focus areas: Learning, Teaching and The School.

The team may award commendations in each focus area for aspects of the school that it considers unusual and commendable. The team must make several recommendations to the school for each focus area, drawing on the conclusions for that area. The team may make recommendations to other agencies, e.g. the district.

The team provides the school with some brief comments about how it thinks the school should proceed, in the *Final Advice* section.

The Catalpa Ltd. endorsement of the legitimacy of the report and its conclusions appears on the final page.

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

The team closely follows the visit protocol in the *Handbook for Chairs of the SALT School Visit*. The Catalpa endorsement certifies that this team followed the visit protocol and that this report meets all criteria required for a legitimate SALT visit report.

Members of the visit team are primarily teachers and administrators from Rhode Island public schools. The majority of team members are teachers. The names and affiliations of the team members are listed at the end of the report.

Sources of Evidence for This Report

In order to write this report the team examines test scores, student work, and other documents related to this school. The school improvement plan for Nathan Bishop Middle School (Providence One Plan) 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 Nathan Bishop Middle School.

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

- ◆ *observing a total of 141 complete classes and 37 partial classes. The team spent a total of over 145 hours in direct classroom observation. Every classroom was visited at least once, and almost every teacher was observed two or more times.*
- ◆ *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*
 - Nathan Bishop Middle School Providence One Plan Team*
 - school and district administrators*
 - students*
 - parents*
- ◆ *talking with students, teachers, staff, school administrators, and Providence AFT Building Representative*
- ◆ *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

Nathan Bishop Middle School Providence One Plan 2001-2002

Nathan Bishop Middle School Faculty Survey June/December 2001

Nathan Bishop Middle School Teacher Profiles

Nathan Bishop Middle School Shadow Study Results

Nathan Bishop Middle School Professional Development Agendas 2000-2001

Teacher Evaluation Handbook for probationary and Tenured Teachers

district strategic plan

2000 SALT Survey report

Information Works! 2001

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

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 visit team built the conclusions, commendations, and recommendations presented here through intense and thorough discussion. The team met for a total of 30 hours in six separate meetings spanning the five days of the visit. This time is exclusive of the time the team spent in classrooms, with teachers, and in meetings with students, parents, and school and district administrators.

The team must agree that every conclusion in this report:

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

Using the Report

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

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

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

This report is not prescriptive. The value of this report will be determined by its effectiveness in improving teaching and learning. By considering how important it considers what the team has said and why, the school will take its first step in becoming accountable in a way that actually improves learning.

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

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

2. PROFILE OF Nathan Bishop Middle School

Background

Nathan Bishop Middle School is located in the East Side neighborhood of Rhode Island's capitol city of Providence. It is one of nine middle schools in the city that serve students in grades six through eight. One principal and two assistant principals administer the school, and 65 full- and part-time teachers serve the 678 students, who attend Nathan Bishop Middle School.

Thirty-six percent of the students are Hispanic, 36 percent are black, 18 percent are white, eight percent are Asian, and two percent are Native American. Twenty percent of the students receive ESL services and 20 percent receive Special Education services. Ninety-two percent of Nathan Bishop students qualify for free or reduced-price lunch. Last year the school's mobility rate was 22 percent. Students who normally would attend Nathan Bishop, but who have been identified as gifted, attend Nathaniel Greene Middle School in another part of the city.

Nathan Bishop Junior High School opened in 1929. During the 1970's, when the Providence School System adopted the middle school concept, the school was renamed Nathan Bishop Middle School. Although there were plans to renovate the entire building, they were not completed because of the lack of available funds. In 1991 Nathan Bishop Middle School was named as one of the first four schools in the state of Rhode Island to become part of the Carnegie School initiative. Through this initiative the school was eligible for assistance in developing effective middle school practices.

Recent initiatives include the Peer Mediators program that was established in Fall 2001 as a way to address the very high number of student suspensions resulting from fights between and among students. Twice a week students, who have disputes with one another, meet with a mediation team to work out a non-violent solution to their problem. The mediation team is made up of student(s) and a supervisor from the Rhode Island Mediation Center. While this program is still too new for a comprehensive analysis to be completed, the administrative staff of the school has noted a markedly reduced number of suspensions resulting from fighting.

Discipline issues in general are a concern at Nathan Bishop Middle School, and with the help of the district the school has begun to look at ways to address them. The Cooperative Discipline Model was presented to the faculty in Fall 2001. However, plans to implement this model are on hold until the "work-to-rule" contractual conditions have been resolved.

The Music School is a private organization that uses the Nathan Bishop building after normal school hours. While it is not a school program, The Music School has provided a director for the Bishop School Choir. The Music School has also established a music scholarship program for Bishop students, which is scheduled to be implemented in Spring 2002.

State Assessment Results for Nathan Bishop Middle School

On the subtests of the 2001 New Standards Mathematics Reference Examination one in 20 of the eighth graders (6%) met or exceeded the standard in basic skills; fewer than one in 20 of the eighth graders (2%) met the standard in concepts; and fewer than one in 20 of the eighth graders (3%) met the standard in problem solving. *Information Works! 2001* (2000 assessment results) shows that equity gaps (a difference of more than 15%) exist in mathematics for the following groups of students: Black, Hispanic, Native American, Special Education, and Limited English Proficient. Students at the Nathan Bishop Middle School perform at the same level as similar students in the state on mathematics subtests: Basic Skills, Concepts, and Problem Solving.

On the reading subtests of the 2001 New Standards English Language Arts Reference Examination one in four of the eighth graders (25%) met the standard in Reading: Basic Understanding; and one in 20 of the eighth graders (5%) met the standard in Reading: Analysis and Interpretation. *Information Works! 2001* (2000 assessment results) shows that equity gaps (a difference of more than 15%) exist in reading for the following groups of students: Asian, Black, Hispanic, Native American, Male, Special Education, and Limited English Proficient. Students at the Nathan

Bishop Middle School perform above the level of similar students in the state on reading subtests: Basic Understanding and Analysis and Interpretation.

On the writing subtests of the 2001 New Standards English Language Arts Reference Examination almost one in five of the eighth graders (19%) met the standard in Writing: Effectiveness; and almost one in five of the eighth graders (18%) met the standard in Writing: Conventions. On the Rhode Island Writing Assessment fewer than one in 20 of the seventh graders (2%) met the standard. *Information Works! 2001* (2000 assessment results) shows that equity gaps (a difference of more than 15%) exist in writing for the following groups of students: Black, Hispanic, Native American, Special Education, and Limited English Proficient. Students at the Nathan Bishop Middle School perform at the same level as similar students in the state on writing subtests: Effectiveness and Writing: Conventions.

The most recently available New Standards Reference Examination results have been appended to this report. Information Works! data for Nathan Bishop Middle School is available at <<http://www.rido.net>>www.rido.net.

3. PORTRAIT OF Nathan Bishop Middle School AT THE TIME OF THE VISIT

Although Nathan Bishop Middle School is located on the affluent East Side of the city of Providence, most of its students come from many other parts of the city rather than from the immediate neighborhood. Bishop's students and teachers reflect a rich, ethnic diversity. Teachers here work very hard in their classrooms. Some of their students come to school prepared and ready to learn; they actively participate in lessons. Parent and community volunteers have come forward to involve themselves in the work of the school. The efforts of these teachers, students, and parents represent strengths that can help this school in its work.

Yet, Nathan Bishop Middle School is facing extremely difficult challenges. Some students follow the school rules and participate in their learning, and, throughout the school, moments of quality teaching and learning occur. In most classrooms, however, students often are not held accountable for either their work or their behavior. Many students are out of control. They run through the hallways, skip classes, swear, and generally disrupt everyone around them. Inappropriate student behavior is the norm throughout much of the school. Teachers feel they are not supported in dealing with disruptive students, and administrators feel that many teachers fail to address behavior problems within their classrooms. The resulting conditions threaten the physical and emotional safety of students and adults in the building.

Some teachers collaborate to plan lessons and to address student issues; they share a common view of their work and have created small, supportive communities among themselves. Most teachers, however, work separately from each other. Many express great frustration in their isolation. Most students, teachers, and administrators do not share a sense of community at Nathan Bishop Middle School. For many, the culture of the school is one of day-to-day survival, as teachers function without the guidance of clear curriculum guides, and teachers and administrators wrestle with disruptive students.

The three school administrators spend much of their day chasing down disruptive students. Because the principal's day is filled with dealing with inappropriate student behavior, his effectiveness in pulling everyone together to make the school run efficiently is limited.

Nathan Bishop Middle School is a school in crisis. To move this school forward will take the commitment and hard work of everyone associated with it. It will be extremely difficult, but if administrators, teachers, and students all learn to work together, Nathan Bishop can become a fully functioning school in which the learning of all students is the focus.

4. FINDINGS ON STUDENT LEARNING

Sources of Evidence

- ◆ *2001 Rhode Island Writing Assessment results*
- ◆ *2001 New Standards Reference Examination results*
- ◆ *reviewing completed and ongoing student work*
- ◆ *talking with students, teachers, and staff*
- ◆ *observing the school outside the classroom*
- ◆ *following students*
- ◆ *meetings with students, parents*
- ◆ *interviewing teachers about the work of their students*
- ◆ *reviewing classroom assessments*
- ◆ *observing classes*

Conclusions

Some students demonstrate a variety of basic math skills that includes data collection, simple graphing, percents, ratios, fractions, measurement, and conversions. Most students, however, experience difficulty in executing these skills. Many students work to solve problems, but they cannot complete the problems independently. A few students are engaged in higher-level math activities, but most are not. Student performance on state assessments reflects their extremely low level of proficiency. On the 2001 New Standards Reference Examination only six percent of the eighth graders at Nathan Bishop Middle School achieved the standard in Mathematical Skills, only two percent in Concepts, and only three percent in Problem Solving. (*following students, observing classes, meeting with students, interviewing teachers about the work of their students, reviewing completed and ongoing student work, reviewing classroom assessments, 2001 New Standards Reference Examination results*)

Although most students engage in some form of writing in many of their classes, much of their writing, often limited to one or two sentences, lacks detail, clarity, and development. Some students write descriptive, narrative, and persuasive essays, which often exhibit their basic understanding of essay structure: an introduction, body, and conclusion. Some students use a process to develop their writing. They brainstorm, draft, edit, and revise their work. However, most students write simple summaries and respond to questions on a literal level. A few students successfully apply grammar skills in order to construct sentences, but they do not apply these skills in their independent writing. Final copies often include intrusive errors in the conventions of grammar and writing. Student scores on state writing assessments are consistent with these findings. On the 2001 New Standards Reference Examination, 19 percent of Nathan Bishop eighth graders achieved the standard in Writing Effectiveness, and 18 percent achieved the standard in Writing Conventions. The 2001 Rhode Island Writing Assessment results show that only two percent of seventh graders achieved the standard. (*following students, observing classes, reviewing completed and ongoing student work, interviewing teachers about the work of their students, reviewing classroom*

assessments, 2001 Rhode Island Writing Assessment results, 2001 New Standards Reference Examination results)

Many students say they do not like to read. In class some students read aloud, while most students listen passively. With varying degrees of success some students read to complete assignments that include conducting research, identifying main topics, making predictions, and recalling facts. Many students have difficulty decoding, reading fluently, and analyzing what they read. On the 2001 state assessments 25 percent of eighth graders achieve the standard on the Reading: Basic Understanding subtest and only five percent achieve the standard on the Reading: Analysis and Interpretation subtest. *(following students, observing classes, 2001 New Standards Reference Examination results, meetings with students and parents, interviewing teachers about the work of their students)*

Some students come to Nathan Bishop Middle School each day, prepared and ready to learn. They complete their homework, arrive on time, follow instructions, and actively participate in lessons. Some other students show intermittent involvement with learning. They may not complete their homework, but they participate in classroom activities. Many others, however, do not complete homework, skip classes, come to school late, do not come to school at all, sleep during class, listen to music during class, swear at teachers and other students, wander around the classroom, and generally absent themselves from learning. These students often have difficulty realizing that academic learning has an important connection to their own lives. *(following students, observing classes, observing the school outside of the classroom, meeting with parents and students, talking with students, teachers, and staff, interviewing teachers about the work of their students)*

Some students informally tutor their peers in class; they help each other complete assignments. The level of respect they show each other is in contrast to the many students who intentionally harass their classmates and teachers, showing them little respect. *(following students, observing classes, talking with students)*

Commendations for Nathan Bishop Middle School

Those students who informally tutor their peers

Those students who come to school each day, prepared and ready to learn

Recommendations for Nathan Bishop Middle School

Engage all teachers in the professional development articulated in the action steps of the Nathan Bishop Middle School Providence One Plan under the objective titled, "Teachers and support staff will participate in professional development that will improve teaching and learning and the total school climate." Implement the learned teaching strategies throughout the school.

Raise your expectations for student learning. Articulate those expectations to your students, and hold all students to those expectations.

Structure your lessons to involve all students in learning.

With your students create a climate of mutual respect in all classrooms and throughout the school. Hold all students and yourselves responsible for behavior.

5. FINDINGS ON TEACHING

Sources of Evidence

- ◆ *observing classes*
- ◆ *talking with principal, teachers, students*
- ◆ *interviewing teachers about the work of their students*
- ◆ *meetings with students, parents*
- ◆ *following students*
- ◆ *reviewing completed and ongoing student work*
- ◆ *Nathan Bishop Middle School Providence One Plan 2001-2002*
- ◆ *Nathan Bishop Middle School Faculty Survey June/December 2001*
- ◆ *Nathan Bishop Middle School Teacher Profiles*

Conclusions

Teachers at Nathan Bishop Middle School work very hard under difficult conditions. A few teachers are enthusiastic and passionate about their work. They provide opportunities that create a warm and energetic learning environment in their classrooms. These teachers have created small, supportive communities among themselves and their students. Most other teachers, however, lack a sense of community in this school. They feel isolated from their peers. Many teachers say they have little or no communication with their colleagues, department chairs, or administrators. Many are frustrated by their isolation, but they say they feel powerless to change it. (*interviewing teachers about the work of their students, following students, observing classes, talking with teachers, Faculty Survey June/December 2001*)

A few teachers routinely engage their students in meaningful and effective classroom activities that include student questioning, analyzing, and reporting. These students and teachers listen thoughtfully and respond to each other; and students make connections to the world and to their own lives. Some teachers engage their students in working in small groups, but often students within those groups work independently, rather than cooperatively, to complete the task. Yet, most teachers primarily use whole-class instruction strategies. They lecture, ask questions that require limited student participation, and assign tasks that are the same for all students. The over reliance on these strategies often results in students disengaging from the lesson. Students talk to one another, sleep, walk around the room, and often disrupt the entire class. The frequency of these disruptions in classes limits the learning opportunities for every student. (*following students, observing classes, meetings with students and parents, talking with principal, teachers, and students, interviewing teachers about the work of their students, reviewing completed and ongoing student work*)

Some teachers name the learning goal for the day's lesson or write it on the board for their students to see, but most do not explain the purpose of the lesson. Many teachers do not help students connect the work they are doing today to the work they did yesterday or the work they will do tomorrow. Thus, students are unclear about the purpose of their learning. Extensive absences and tardiness exacerbates this problem. (*following students, observing classes,*

talking with students)

Teacher expectations vary greatly at Nathan Bishop Middle School. Some teachers believe that their students can accomplish much and push them to achieve higher levels of learning. Others have very low expectations for students. Often these teachers say that disruptive student behaviors force them to lower their expectations for student achievement overall. They do not expect students or themselves to accomplish much during a class period. Many teachers give simple assignments that do not require higher order thinking and assign limited homework, which they say few students complete. The variation in teacher expectations results in inconsistent opportunities for students to learn. *(following students, observing classes, talking with students and teachers, Nathan Bishop Middle School Teacher Profiles, meeting with parents, interviewing teachers about the work of their students, reviewing completed and ongoing student work)*

Teachers at Nathan Bishop Middle School are just beginning to explore the use of standards. Standards are posted in most classrooms. Many teachers use rubrics to assess student work. Some teachers have students self- and peer-assess their work, using rubrics. These are good first steps towards moving all students to higher levels of learning. *(following students, observing classes, interviewing teachers about the work of their students, talking with teachers and students, reviewing Nathan Bishop Middle School Providence One Plan 2001-2002)*

Commendations for Nathan Bishop Middle School

Those teachers who work hard to engage their students and push them to a higher level of learning

Teachers who hold high expectations and communicate them to their students

Recommendations for Nathan Bishop Middle School

Continue to move towards standards-based instruction in all classrooms.

Engage all teachers in professional development around standards-based instruction and differentiated learning. Implement those strategies in all classes.

Make a conscious effort to ensure that students are aware of high daily expectations and that they understand them.

Raise expectations to higher levels in order to challenge all students.

Seek outside help in order to develop the capacity to work together and create a sense of community among all teachers and staff in Nathan Bishop Middle School.

Recommendations for the Providence School District

Provide the supports necessary for Nathan Bishop Middle School to move to the complete implementation of standards-based instruction.

Provide supports for the school staff as they work to develop a sense of community within Nathan Bishop Middle School.

6. FINDINGS ON THE SCHOOL

Sources of Evidence

- ◆ *observing classes*
- ◆ *observing the school outside of the classroom*
- ◆ *talking with students, teachers, staff, Providence AFT Building Representative, and school administrators*
- ◆ *interviewing teachers about the work of their students*
- ◆ *meetings with students, school administrators, district administrator, parents, Nathan Bishop Middle School Providence One Plan Team*
- ◆ *following students*
- ◆ *2000 SALT Survey Report*
- ◆ *Nathan Bishop Middle School Providence One Plan 2001-2002*
- ◆ *Nathan Bishop Middle School Shadow Study Results*
- ◆ *Professional Development Agendas 2000-2001*
- ◆ *Teacher Evaluation Handbook for Probationary and Tenured Teachers*

Conclusions

Nathan Bishop Middle School is a school that is in crisis. During the day there are chaotic scenes in many classrooms and in the hallways, because the behavior of many students is frequently out of control. Too many students regularly run and scream unchecked through the hallways, leave some rooms at will, fight, vandalize, smoke in the building, cut class, and swear at their teachers and one another. The current school climate often does not support students who want to learn. Frustrated teachers sometimes yell at their students, but frequently, neither they, nor the administrators, take control of the situation. The entire school population talks about the magnitude of the problem. In response the school has undertaken small steps to address disruptive student behaviors such as the development of peer mediation and the convening of a disciplinary team. These positive beginning steps, however, are inadequate. The current situation leaves students, faculty, and administrators emotionally and physically unsafe in their school. (*following students, observing classes, talking with students and teachers, meetings with students, school administrators, district administrators, and parents, Nathan Bishop Middle School Shadow Study Results, 2000 SALT Survey Report, observing the school outside of the classroom*)

The fact that students are transient, that they are bused from outside the immediate area, that there is a lack of after-school sports and activities, that there are so many new teachers, and that teachers are unable to collaborate with their colleagues located at different ends of the building, all complicate the building of community at Nathan Bishop. Teachers, students, and parent volunteers work hard in and for this school, but generally they work in isolation. The lack of a sense of community impedes the creation of ownership and pride in the school. Few teachers, parents, and students have a sense of belonging to the school and its work. (*following students, observing*

classes, observing the school outside of the classroom, meeting with Nathan Bishop Middle School Providence One Plan Team, talking with students, teachers, staff, and school administrators, 2000 SALT Survey Report)

The Nathan Bishop Middle School Providence One Plan 2001-2002 is a strong document. It includes well-defined action steps that can, when implemented, help the school community increase student learning. The plan also includes specific timelines, designates responsible parties, and allocates funds. As a result of recent labor disputes, the school is behind schedule in implementing the plan. *(meeting with Nathan Bishop Middle School Providence One Plan Team and school administrators, reviewing Nathan Bishop Middle School Providence One Plan 2001-2002, talking with teachers and Providence AFT building representative)*

Nathan Bishop Middle School has the mechanisms for teachers to develop and improve their teaching. Many professional development opportunities are offered to teachers during the course of the year. Some of these programs are offered during professional development days; others are offered after school. In addition, this year the district has provided a full-time instructional coach for the faculty. Also, the district has provided funds to support a Lead Team in the school. The Teacher Evaluation Handbook for Probationary and Tenured Teachers includes a systematic process for teacher growth. The formal mentoring program for new teachers can also support teacher growth. All of these tools, when fully utilized, can foster strong teaching in the school. *(Teacher Evaluation Handbook for Probationary and Tenured Teachers, Professional Development Agendas 2000-2001, talking with teachers and district administrators, meeting with Nathan Bishop Middle School Providence One Plan Team, interviewing teachers about the work of their students)*

The administrators, faculty, and staff do not work together to resolve the curriculum, communication, and behavior problems facing this school. Without formal curricula the content taught in each class is inconsistent. The administrators disseminate information, but often it is disregarded. Teachers and administrators inconsistently enforce consequences for inappropriate student behavior. The principal cares deeply about this school, works very hard, and is well liked by teachers, but his effectiveness at pulling everyone together to make the school run efficiently is limited. All these factors make it unlikely that at this time the school can meet its mission of "nurturing the growth and development of each individual" in the school. *(Nathan Bishop Middle School Providence One Plan 2001-2002, 2000 SALT Survey Report, following students, observing classes, observing the school outside of the classroom, meeting with students, school administrators, district administrators, parents, interviewing teachers about the work of their students)*

Commendations for Nathan Bishop Middle School

The well-written Nathan Bishop Middle School Providence One Plan 2001-2002

Recommendations for Nathan Bishop Middle School

Implement and enforce a clear discipline plan school-wide.

Make the extra effort to create a strong sense of community at Nathan Bishop Middle School. Create the structures and atmosphere necessary to build that community.

Take full advantage of professional development opportunities offered.

Implement and monitor the action steps in the Nathan Bishop Providence One Plan 2001-2002.

Implement and monitor the formal mentoring program.

Establish more after-school activities and sports, as a way to build community among students, teachers, and parents in the school. Explore using the funds available in the school for this purpose.

Recommendations for the Providence School District

Continue to support the school's efforts to address its student behavior issues in order to create a school that is

physically and emotionally safe for everyone.

Support the school with the resources necessary to implement after-school and sports activities.

7. Final Advice to the School

This report addresses many difficult issues that Nathan Bishop Middle School faces. However, if the entire school works together to fulfill its mission, these are not insurmountable issues for you to overcome. The first priorities for this school are to improve behavior, create a sense of community, and raise the level of student learning.

The entire school must implement and enforce a clear, school-wide discipline plan immediately. Improved behavior will foster a climate of mutual respect in which learning can take place.

Create an atmosphere of shared and common goals and a learning community that serves the diverse needs of the adolescents here at Nathan Bishop Middle School, as well as those of all adults. Recruit parents and other community members to coach, mentor, nurture, and support both academic learning and after-school activities. Celebrate learning and provide incentives for the success of both students and teachers.

Develop teaching strategies that are student-centered and challenging for all students. Implement them in all classrooms in order to raise the level of student learning.

Nathan Bishop Middle School is at a crossroads. You cannot continue to accept the current conditions that exist in your school. Tap into and share the skills and knowledge that you have as educators. Buy into your stated mission to ensure positive change that will result in a rewarding learning community for all.

The Nathan Bishop Middle School Providence One Plan Team

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Todd Creel
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AnnMarie Edwards
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Mavis Newton
Special Education English Teacher

Sharon O'Neill
ESL Teacher

Charles Schotter
ITech Teacher/SIT Chair

Sandra Townes

Spanish Teacher

Rudene Wilkins
ESL Math Teacher

The SALT Visit Team

Sandra L. Olson
7th grade English Language Arts Teacher/Team Leader
Ponaganset Middle School
(on leave to the Rhode Island Department of Education to serve as a SALT Fellow)
Visit Chair

Michael Almeida
7th and 8th grades Health Teacher
Aldrich Junior High School
Warwick, Rhode Island

Nicole Boothman-Shepard
Parent
Warwick, Rhode Island

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8th grade Science Teacher
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7th grade English Language Arts Teacher
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Slater Junior High School
Pawtucket, Rhode Island

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Katrina Patenaude

8th grade Social Studies Teacher
Western Hills Middle School
Cranston, Rhode Island

Cindy Sadler
7th grade Science Teacher/Science Coordinator/Grade Leader
Kickemuit Middle School
Bristol/Warren, Rhode Island

Dr. Karl Smith
Principal
Gallagher Middle School
Smithfield, Rhode Island

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

Endorsement of SALT Visit Team Report

Nathan Bishop Middle School

January 11, 2002

To complete the Catalpa Ltd. report endorsement, I discussed the conduct of the visit with the Visit Chair while it was in process, 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.
January 28, 2001