



Walter Ranger School

Tiverton, Rhode Island

SALT Visit Team Report

May 18, 2001



School Accountability for Learning and Teaching (SALT)

The accountability program of the Rhode Island Department of Education

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1. THIS REPORT'S PURPOSE AND LIMITS

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

The purpose of the visit to Walter Ranger School from May 15-May 18, 2001 was to draw conclusions about the School in the three focus areas of SALT:

- ◆ Student Learning
- ◆ Teaching
- ◆ The School

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

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

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

The visit team collected its evidence from the following:

- ◆ *a total of 88 classroom observations which totaled over 35 hours spent in direct classroom observation. All classrooms were visited at least once. All teachers were observed more than once.*
- ◆ *many observations of the school (outside of classroom)*
- ◆ *following 6 students for a full day*
- ◆ *observing the work of teachers, specialty teachers, and staff for a full day*
- ◆ *scheduled meetings with the following groups:*
 - *School Improvement Team*

- *school and district administrators*
- *students*
- *parents*
- ◆ *conversations and interviews with many students, teachers, staff, and school administrators*
- ◆ *examination of student work, including a selection of work collected by the school*
- ◆ *analysis of achievement and equity gaps based on Information Works! data*
- ◆ *review of district and school policies*
- ◆ *review of professional development activities*
- ◆ *review of classroom assessments.*
- ◆ *review of the following documents:*
 - *school improvement plan*
 - *teacher-designed assessments*
 - *Tiverton Public Schools teacher evaluation form*
 - *Tiverton Public Schools Strategic Plan, 1996-2001*
 - *1999-2000 SALT Survey report*
 - *classroom textbooks*
 - *1998 Information Works!*
 - *1999 Information Works!*
 - *2000 Information Works!*
 - *2001 Information Works!*
 - *1998, 1999, 2000 New Standards Reference Examination results*
 - *1997,1998, 1999, 2000 Rhode Island Writing Assessment results*

- *Tiverton Public Schools Facilities Study, May, 2001*
- *Curriculum Implementation Process: power point presentation*
- *Tiverton Public Schools Art Curriculum, Standards and Benchmarks, May 2001*
- *Tiverton Public School Physical Education Curriculum Standards and Benchmarks, March, 2001*
- *Tiverton Public Schools Elementary report cards, Kindergarten, Grades 1 and 2, Grades 3 and 4*
- *Tiverton School Department Teacher Observation/Evaluation Form*
- *Ranger School teacher schedules*
- *Tiverton Public Schools World Language Curriculum Guide, Grades 3 and 4, March 21, 2001*
- *Ranger School Advance Request for Substitutes, 2000-2001*
- *Walter E. Ranger Elementary School 2001-2002 Budget Proposal*
- *Tiverton Public Schools Technology Plan, revised March, 2001*
- *Ranger Roars on the Net*
- *Tiverton Writing Project - Elementary Writing Handbook*
- *Annual Report - Tiverton Public Schools, Fiscal Year 2001-2002*
- *Tiverton Public Schools, Professional Development Forms for Ranger School Staff*
- *Curriculum Guide - Tiverton Public Schools - English/Language Arts, Math, Science, Social Studies, Health, Guidance*
- *Ranger School Spectra Binder*
- *Ranger School publicity binder*
- *Tiverton Public Schools Strategic Plan, 1996-2001*
- *Ranger School Home/School Correspondence binder*
- *Summary of Observation Notes, Tiverton Public Schools*
- *Article 31 Funds/Expenditures-Ranger School*

- *Agreement between the Tiverton School Committee and NEA Tiverton, 1999-2002*
- *Tiverton Mentoring Program- Guide, Handbook and Journal*

The full Team has built the conclusions, commendations, and recommendations presented here through intense and thorough discussions. The visit team met for a total of 29 hours in six separate meetings spanning the four days of the visit. This time is exclusive of the time spent in classrooms, with teachers and in meetings with students, parents, and school and district administrators. The team sought to develop conclusions, commendations, and recommendations in the three focus areas that, in its judgment, would be helpful to the school as it works to improve teaching and learning.

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

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

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

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

2. PROFILE OF Walter Ranger School

Walter E. Ranger School is one of four elementary schools in the Tiverton School District. The school services 236 students in grades Kindergarten through grade 4. The student body is predominantly white. Nearly fourteen percent of the students benefit from free or reduced breakfast and lunch. Due primarily to space limitations, there is no self-contained special education classroom. These are located at Pocasset and Fort Barton Elementary Schools. Through the Newport County Regional Special Education program, students in the building do have access to resource services, speech and language, Physical Therapy, and Occupational Therapy services. Additionally, Reading Recovery and Literacy (Remedial Reading and Math) services are available as additional supports for students.

During the past three years, Ranger School students made significant gains in every area of the New Standards Reference Exam, except writing conventions, which remained stable and are above similar students statewide. Increases range from eight percent (Mathematics/concepts) to fifty-three percent (Writing effectiveness). Twenty-five percent of Ranger School students met the standard in the Rhode Island Writing Examination in 2000. During the past four years, students meeting the standard have increased by nineteen percent. The team used the test score information found in *Information Works!* and the 2000 New Standards Reference Exam School Summaries to determine the performance and equity gaps discussed in the student learning conclusions. 2000 New Standards Reference Examination results have been appended to this report. *Information Works!* data for Walter Ranger School is available at www.rido.net.

The Walter Ranger School is currently 70 years old, with two minor additions to the main structure early in its history. Four additional classrooms were added thirty years ago. Since the Tiverton School District has been experiencing major growth, the conditions in Ranger School are crowded.

Ten classroom teachers, a part-time nurse, part-time guidance counselor, a Literacy/Reading Recovery teacher, two additional part-time literacy teachers, and two part-time resource teachers serve Ranger School. Additionally, the school is served by a part-time speech and language specialist, two part-time music teachers, a part-time art teacher, a part-time librarian, a part-time world language teacher, and three part-time classroom/lunch aides. These aides work primarily in the kindergarten and grade 1 classrooms, as well as supervise lunch and recess. There is a health and physical education teacher in the building everyday except Thursday mornings.

The Ranger School staff includes RITTI technology trainers, KITES trainers, Everyday Math specialists, and a CRISS Writing trainer. As a member of the East Bay Educational Collaborative, Ranger School has benefited from its resources.

One important initiative Ranger School has implemented is the “Spectra” program. During the past two summers most of the staff took a full 40-hour week training at Brown University in an effort to integrate the arts into the everyday curriculum. Lack of local fiscal support has recently led to the termination of the school as a member of that initiative. However, many members of the school community engaged in training and opportunities provided by “Spectra.”

Other important initiatives include staff commitment to training and implementation of standards, rubrics, guided reading, the KITES Science program, and the University of Chicago’s “Everyday Math” program. The guidance office at Ranger School has also done significant work in the area of conflict management through the use of the Kelso conflict resolution program, the “High Five Club,” and a commitment toward respect for all members of the school community.

The school department has a relatively simple structure, with a five-member school committee elected every

four years. Elections are staggered in such a way that 2-3 seats become vacant every two years. With support from the curriculum coordinator, the administrative structure continues with a superintendent and business manager operating out of the central office. These people work in tandem with all Tiverton School District principals.

3. PORTRAIT OF Walter Ranger School AT THE TIME OF THE VISIT

There's a crack in the concrete that makes up the front steps, but the wooden sign perched in the little garden outside the entrance says, "RESPECT."

The tiny student who bids you "Good morning" really means it, as you take a diminutive seat beside her. Looking over her shoulder, you see that she's writing a friendly letter to the author of the book she just read—all by herself. The strings of letters on her paper show evidence of creative spelling, but the sentences start with capital letters and end with periods. Later, she shows you how she has met the twenty-five book standard for the year.

The rest of the classrooms are just as extraordinary in their excellence. In the kindergarten across the hall, business is booming at the pretend ice cream parlor, where children, who look as though they should still be napping every afternoon, mind the store, take orders, and make change. Although the "New Standards" are not posted here, child-written signs, "Thank You" and "Come Again", assure all that they are definitely in practice.

Sitting with a group of boys as they wrestle with the daily math message, you see their brows wrinkle in concentration. Poring over a double-digit multiplication problem for the very first time, they apply the lattice grid strategy and discover that it works!

If creepy crawlies are your game, you'll be right at home in Ranger School where the KITES program is in full swing. Working together, children build a habitat for really interesting creatures like the milkspore bug. Through discussion, problem solving, and "being" the bug, they construct homes for their insects. Finally, these young scientists pick up their pencils to document their experience with scientific inquiry.

Vocabulary words are dry—except when students are using body movement to define words related to the water cycle. During an attention-grabbing theater game, another teacher walking by the room finds herself compelled to stop, watch, and learn. This is one of the many ways that Ranger School teachers share what they love to do best.

At Ranger School nobody tells you to be respectful or kind or happy. As one child reported, "The teachers don't tell you to be nice; they show you." Mutual respect permeates the entire culture of the school.

For parents, Ranger School is a small and vibrant learning community. There is a face to go with every name. Parents are invited to weave their skills and contributions into the fabric that wraps itself around the entire school. They are learning and teaching partners in education.

The winds of change are blowing through the Ranger School community. They are losing their beloved principal. They have lost the "Spectra" program. Their neighborhood school may be swallowed up by a large elementary school complex. In spite of these challenges, the exemplary teaching, hard work, professionalism, and culture that exist here can continue to grow. The essence of Ranger School lives in the hearts and minds of the children, their families, and the school staff.

4. FINDINGS ON STUDENT LEARNING

Sources of Evidence

- ◆ *1999, 2000, 2001 Information Works!*
- ◆ *1998, 1999, 2000 New Standards Reference Examination results*
- ◆ *1999-2000 SALT Survey Report*
- ◆ *examination of student work*
- ◆ *following students*
- ◆ *classroom observations*
- ◆ *observations of the school*
- ◆ *conversations and interviews with students, teachers, staff, and school administration*
- ◆ *scheduled meeting with students*

Conclusions

Students at Ranger School possess some extraordinary qualities. They are enthusiastic and confident learners who show respect and consideration to all members of the school community. They celebrate the successes of their classmates and are proud of their own accomplishments. These children take ownership of their learning and love their teachers, principal, and their school. (*following students, classroom observations, observations of the school, conversations and interviews with students, teachers, staff and school administration, scheduled meeting with students, 1999-2000 SALT Survey report*)

Students at Ranger School see themselves as writers who have high expectations for themselves. They write enthusiastically for a variety of purposes and audiences. Many are exceptional at expressing themselves and using rich vocabulary. Students demonstrate growth in writing over time, both in portfolios and in varied content area journals. They effectively employ the steps of process writing, using graphic organizers, self-editing, and peer editing. This is evident in their scores on the New Standards Reference Exam/writing effectiveness subtests, which demonstrate a marked trend toward improvement over the past three years (53 percent improvement in students meeting the standard from 1998-2000). In addition, students effectively utilize the computer to publish their work. Students often embellish their work with relevant illustrations to enhance their writing. A number of students tell about writing at home for pleasure and enjoy creating and sharing stories with their families. Students demonstrate confidence in their writing and eagerly share their work with pride. (*following students, classroom observations, examination of student work, conversations with students, New Standards Reference Exam results*)

Students at Ranger School love to read; they have a great respect for the printed word. Across the grade levels, students participate in Literature Circles where they read, analyze, and interpret literature from many

genres. Emergent readers demonstrate early reading strategies with proficiency. Upper-level students employ more advanced strategies to gain meaning from text. Students often choose to read independently. Their strength in reading is apparent in their impressive gains in the New Standards Reference Exam scores over the past three years (81 percent to 94 percent meeting the standard in Basic Understanding and 63 percent to 84 percent meeting the standard in Analysis and Interpretation). *(following students, classroom observations, conversations with students, New Standards Reference Exam results)*

Thinking mathematically is second nature for students at Ranger School. Students have made gains in all New Standards Reference Exam mathematics subtest areas in the past three years. Students problem-solve, use graphs, charts, and make real-life connections. They learn well by using practical applications, cooperative learning, and peer problem solving and by making predictions. Students enjoy math explorations. They find multiple ways to use their math skills to solve problems. To Ranger School students the process of arriving at the answer is just as enjoyable as knowing they have the correct answer. *(following students, classroom observations, conversations with students, scheduled meeting with students, New Standards Reference Exam results)*

Commendations for Walter Ranger School

The enthusiastic, confident and respectful learners

The ownership that students take of their learning

The exceptional writers

Students' high expectations for themselves

Students' love of reading

The mathematical thinkers

Recommendations for Walter Ranger School

Continue to employ standards-based instruction to improve student achievement.

5. FINDINGS ON TEACHING

Sources of Evidence

- ◆ *classroom observations*
- ◆ *observations of the school*
 - ◆ *conversations and interviews with many students, teachers, staff and school administrators*
 - ◆ *following students*
 - ◆ *scheduled meetings with school improvement team, school and district administrators, students, parents*
- ◆ 1999, 2000, 2001 Information Works!
- ◆ 1999-2000 SALT Survey results
- ◆ *teacher-designed assessments*
- ◆ *Ranger School Spectra binder*
- ◆ *Tiverton Writing Project: Elementary Writing Handbook*
- ◆ *Curriculum Guide-Tiverton School Department*

Conclusions

Teachers care deeply about every student at Ranger School. Their democratic approach to classroom management is just one of the many ways they demonstrate this care. By treating students with dignity, teachers empower them to make choices with confidence. (*following students, classroom observations, interviews with teachers, conversations with teachers, scheduled meetings with school improvement team, school and district administrators, students, parents, SALT Survey Report*)

The excellent quality of instruction at Ranger School comes from the teachers' tremendous dedication, hard work, and professionalism. Teachers create a learning community in which the thinking process is as important as the correct answer. Teachers emphasize a student-centered environment. They share their ideas, practices, goals, and common concern for all students. Teachers' love of and respect for learning provides the inspiration for their students to become lifelong learners. (*following students, classroom observations, interviews with teachers, conversations with teachers, scheduled meetings with school improvement team, school and district administrators, students, parents, 1999-2000 SALT Survey report*)

Teachers at Ranger School demonstrate excellent proficiency in standards-based instruction. Teachers make sure that grade appropriate standards are addressed. They use an array of effective strategies such as: arts and

other curricular integration, cooperative grouping, science and math explorations, technology, and hands-on learning. The arts are used in every classroom as an effective vehicle for learning. Teachers work hard to ensure that all students reach the standard. (*following students, classroom observations, student work, teacher-designed assessments, interviews with teachers, Ranger School Spectra binder*)

Assessment drives instruction. Teachers employ a variety of effective ways to assess student work and to give students timely, useful feedback. Teacher assessments identify and address the individual instructional needs of students. Teachers make necessary modifications to their daily instruction with ease. By using rubrics that are task-specific, teachers encourage students to self-assess. By their own initiative, teachers apply the same assessment methods in a consistent manner across grade levels. In fact, through their diligent assessment to inform their daily instruction, they have eliminated all equity gaps present in the 1999 *Information Works!* Data. Teachers use their knowledge and professional commitment to make assessment dynamic and useful for their students. (*following students, classroom observations, interviews with teachers, conversations with students, examination of student work, Tiverton Writing Project: Elementary Writing Handbook, Curriculum Guide-Tiverton School Department*)

Commendations for Walter Ranger School for:

- Teachers' empowerment of their students
- Teachers' student-centered approach
- Teachers' commitment to and proficiency in standards-based instruction
- Teachers' use of effective strategies to improve student achievement
- Teachers' effective use of arts integration
- Teachers' use of assessment to inform instruction

Recommendations for Walter Ranger School:

- Further your professional knowledge by examining other models of arts integration.

Recommendations for the Tiverton School District:

- Support Walter Ranger School in its efforts to integrate the arts.

6. FINDINGS ON THE SCHOOL

Sources of Evidence

- ◆ *classroom observations*
- ◆ *observations of the school*
 - ◆ *conversations and interviews with many students, teachers, staff and school administrators*
 - ◆ *scheduled meetings with school improvement team, school and district administrators, students, parents*
- ◆ *following students*
- ◆ School Improvement Plan
- ◆ Ranger School Home/School Communication binder
- ◆ *2000, 2001 Information Works!*
- ◆ *Tiverton Mentoring Program: Handbook, Journal, and Guide 2000-2001*
- ◆ *Tiverton Public Schools teacher evaluation form*
- ◆ *Tiverton School Department Elementary report cards*
- ◆ *Tiverton School Department Curriculum Guide*
- ◆ *Tiverton School Department Physical Education Standards and Benchmarks*
- ◆ *Tiverton School Department Art Education Standards and Benchmarks*
- ◆ *Tiverton Public Schools Strategic Plan*
- ◆ *1999-2000 SALT Survey report*

Conclusions

Walter Ranger School embodies all the qualities of a community that inspires learning. The prevailing values within the culture of Ranger School are respect, honesty, and fairness. This is evident in all interactions between the entire community of students, staff, parents, and principal. (*classroom observations, following students, scheduled meetings with school improvement team, students, parents, conversations with students,*

observations of the school, 1999-2000 SALT Survey report)

The principal at Ranger School promotes an environment in which “kids come first.” His philosophy is “...to provide direction and to remove obstacles.” He supports and understands teacher initiative. He listens well and respects the opinions of others. He is a dynamic leader who involves himself in all aspects of the school process. His educational leadership is inspiring. *(classroom observations, following students, conversations with students, scheduled meetings with school improvement team, school administrator, students, parents, interviews with teachers)*

Parents are an integral part of the Ranger School learning community. They are equal partners in the educational process. Their presence in the building is a daily occurrence and they are welcomed as part of the school culture. The school provides training for parent volunteers in an effort to give parents the opportunity they desire to be a part of their children’s educational experience. *(Home/School Communication binder, School Improvement Plan, scheduled meetings with school improvement team, parents, classroom observations, following students, interviews with teachers, 1999-2000 SALT Survey report)*

As reported in the 2000 *Information Works!* data, the equity gaps existing between poverty students and non-poverty students and between male and female students in the 1999 *Information Works!* data for Ranger School have been eliminated in the areas of Mathematics and English Language Arts. These scores reflect the excellent quality of instruction and high expectations that the teachers have for *all* of their students. *(classroom observations, following students, 2000, 2001 Information Works!, scheduled meetings with school and district administrators, parents)*

The “pull-out” model used by special education and remedial service providers causes students to miss classroom instruction and feel “...out in left field” when they return to class. Often, students must make up missed work, either on their own or while their peers wait for them to “catch up.” This practice is inconsistent with the IDEA regulations regarding a “least restrictive environment.” It is also reflected in the 2000 *Information Works!* data, which shows substantial equity gaps between regular and special education students in mathematics, reading, and writing. The “pull-out” model unnecessarily excludes many students from fully participating in classroom instruction. This practice is perpetuated due to the lack of a district directive. *(scheduled meetings with school and district administrators, students, following students, conversations with students, classroom observations, interviews with teachers, 2000 Information Works!)*

A Tuesday morning physical education class involves a combined grade 1 and grade 2 group totaling fifty students. This is a safety and instructional concern that needs to be rectified. *(following students, interviews with teachers, scheduled meetings with school administrator)*

The district has provided an excellent mentoring program that supports new and transitioning teachers. Training is provided for mentors, along with a clear set of guidelines and responsibilities for both mentees and mentors. In addition, time is provided for reflection and assistance. This plan is well thought out and exceptional in its design and implementation. *(Tiverton Mentoring Program: Guide, Handbook & Journal, interviews with teachers, scheduled meetings with school administrator)*

The Teacher Evaluation Tool is inadequate for improving professional practice. There is no goal setting or teacher assistance component. This checklist format does not give teachers the information they need to improve. *(Tiverton Public Schools teacher evaluation form, interview with teachers, scheduled meetings with school administrator)*

Report cards do not reflect standards-based instruction and assessment. This is not consistent with the current curriculum and teaching practices. In addition, parents find the report card confusing because it conflicts with their current understanding of standards and the use of rubrics. Teachers report that they supplement the report card on an individual basis because the information on the report card is inadequate. *(scheduled meetings with parents, interviews with teachers, Tiverton School Department Elementary report cards)*

The 1999 SALT Survey identified the need for common planning time at Walter Ranger School. Although weekly common planning time is currently provided, this is not used regularly on a school-wide basis. While many teachers plan together on their own time, they fail to use the time allotted in the schedule. (*interviews with teachers, scheduled meetings with school administrator, 1999 SALT Survey report*)

The Tiverton School District has made significant and recent progress in aligning and rewriting curricula to standards. The quality and efficiency of these documents is impressive. (*scheduled meetings with school improvement team, school and district administrators, interviews with teachers, Curriculum Guide - Tiverton Public Schools, Tiverton School Department Physical Education Standards and Benchmarks, Tiverton Public Schools Art Curriculum Standards and Benchmarks, May 2001*)

The Tiverton Public Schools' Strategic Plan is insulting to parents; it should be rewritten. Working and single parents should not be cited as a "threat/challenge." Identifying parents in this way impedes the wonderful relationships that Ranger School has worked so hard to engender. (*Tiverton Public Schools Strategic Plan, 1996-2001, scheduled meetings with school improvement team, parents*)

Commendations for Walter Ranger School for:

- The values inherent in the culture of Walter Ranger School
- The inspiring educational leadership
- The educational partnership that exists between parents and the school
- Closing equity gaps
- High expectations for all students

Commendations for the Tiverton School District:

- The outstanding mentoring program

Recommendations for Walter Ranger School:

- Examine other options for remedial and resource services.
- Reduce physical education class size to ensure safety and optimal instruction.
- Utilize common planning time for its intended purposes.

Recommendations for the Tiverton School District:

- Provide Walter Ranger School with an equally excellent leader.
- Examine scheduling options to improve the delivery of services and to close equity gaps.
- Support and implement practices consistent with IDEA regulations regarding "least restrictive environment."
- Replace the teacher evaluation tool to improve its usefulness.
- Align district report cards to the standards.
- Re-write the Tiverton Public Schools District Plan to remove biases

Final Advice to the School

In the coming months band together and keep your collective eyes on the prize of student achievement. Change is just another opportunity for growth. Share your culture with your new principal. Explore additional ways to use your exceptional talents to maintain the upward spiral of student successes. The philosophy of *Spectra* is already ingrained in your practice. You possess the skills to integrate arts and the standards. Continue your journey toward the challenges ahead, having confidence in your expertise.

7. Walter E. Ranger School Improvement Team

Jerry Hill
Parent

Robin Mackie
Parent

George
Mackor
Parent

Gayle Raposa
Teacher

Linda
Tarricone
Parent

Erin
Welchman
Parent

Judy
Wilkinson
Parent

Ernie William
Parent

Steve Medeiros
Chair and Principal

Ann Askew
Parent

J.R. Bullis
Parent

Rachel Carr
Parent

Cam Crawford
Parent

Ginny Curtis
Teacher

Denise deMedeiros
Parent

Scott Gleadow
Parent Greg Godino

School Department Staff/Parent

Lina Hadad

Parent

THE SALT VISIT TEAM

Elisabeth Newman
Chair
Bristol Warren Arts Magnet Program at Reynolds School
on leave from Bristol Warren to serve as a SALT fellow
Bristol, Rhode Island

Joan Alose
Principal
Guiteras School
Bristol, Rhode Island

Mary Gazda Ryan
Reading Specialist
Springbrook Elementary School
Westerly, Rhode Island

Leslie McIver-Hauquitz
Vision Resource Teacher
Western Hills Middle School
Cranston, Rhode Island

Cheri Sacco
Grade 5 Teacher
Hope Highlands School
Cranston, Rhode Island

Bonnie Walker
Parent/Teacher
Portsmouth, Rhode Island

Endorsement of SALT Visit Team Report

Walter Ranger School

May 18, 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.

June 4, 2001