

Rhode Island Department of Education
Office for Diverse Learners

School Support System Report and Support Plan for the
Learning Community Charter School
January 2009

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- The Orientation Meeting The Rhode Island Department of Education (RIDE) staff meets with the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- Data Analysis Meeting The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- Presentation by the LEA and School Site Review The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
 - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - The quality and effectiveness of programs and services provided by the district.
 - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- The Support Plan The RIDE team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- The SSS Report The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as resources and time lines to improve programs and services.

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Learning Community Charter School
School Support System Review
January 2009

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1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance		<p>The Learning Community Charter School has a District Strategic Plan, The Learning Community's basic instructional goals are:</p> <ul style="list-style-type: none"> • All students are at or above reading benchmark as measured by the Developmental Reading Assessment; • All students are able to meet or exceed grade level expectations in math computation, comprehension and problem-solving; • All students are able to meet or exceed grade level expectations in written expression and communication. <p>The Learning Community has currently met all targets for different sub-groups. We will seek to maintain this status as we continue to grow.</p>	Data analysis Presentation Interviews		
Performance		<p>The Learning Community serves students and families from three urban communities:</p> <ol style="list-style-type: none"> 1. Providence 2. Central Falls 3. Pawtucket <ul style="list-style-type: none"> • Students enroll in the school through a random lottery. • There is currently a waiting list of over 200 students. 	Data analysis Presentation Interviews		

<p>Performance</p>	<p>The Learning Community is a High Performing elementary school that serves many families dealing with the challenges of poverty (88% of the families qualify for free or reduced price lunch).</p> <p>The Learning Community's physical, social and emotional safety net system address this and other non-academic issues as a prerequisite for all students being ready and able to learn.. The school's classrooms focus involves:</p> <ul style="list-style-type: none"> -redefining the roles of the school personnel -adopting a rapid response methodology -working in partnerships with families <p>The school provides an academic safety net system. The students are successful (high performing school) because the school is</p> <ul style="list-style-type: none"> -building common language, expectations and management practices across all classroom -building system to individuals instruction across all classrooms -redefining the roles of school personnel to be as responsive as possible to students and family needs - adopting a repaid response methodology for social, emotional and academic needs and working in partnerships with families. <p>Further information on the safety net system is provided in the following boxes.</p>	<p>Data analysis Presentation Interviews</p>		
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<p>Performance</p>	<p>These two essential components are seen as two entwined arenas. These are the academic safety net systems and the social. Emotional and physical safety net system. Component of these systems are as follows:</p> <p><i>Social, Emotional and Physical Safety Net System:</i></p> <ul style="list-style-type: none"> -early response administrators are trained to work with struggling students -on-site /on –call social worker. All teachers, partners, specialists and administrators are trained to work with students having emotional challenges. In addition, there is a full-time social worker I who is available to support students as well as provide short term family therapy , one-on-one therapy, social skill peer support groups and case management of basic needs (in tandem with the school nurse). <p>Case manager-Nurse. The nurse is lead of case management of basic family health needs. The nurse ensures that each family is enrolled in a health insurance plans and the family brings the child to a doctors as needed. Health screenings as appropriate are facilitated by the nurse.</p> <p>Rapid Response Team (same as Child Study Team) meets as a full team on a weekly basis, It is comprised of the co-directors social workers, nurse, contracted psychologist, speech pathologist and relevant teacher. Students on this caseload exhibit pressing physical, social, emotional and/or basis needs or face family crisis. Brainstorming responses and strategies to be implemented within the week. Follow up is a shared responsibility as determined by the team.</p>	<p>Data analysis Presentation Interviews</p>		
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	<p>School-Wide Coordinated Prevention. The school has articulated an implemented consistent, school-wide language to support the management of expectations and behavior during classroom and nonclass time. The school relies on a combination of published and home grown strategies shared across the school . the approach to classroom management and discipline is communicated by a co-director to each new family. The family is engaged as an important working partner in addressing issues if and when they arise.</p> <p style="text-align: center;"><i>Academic Safety Net</i></p> <p>-Spanish to English Program in Kindergarten. All kindergarten classrooms are staffed by a certified teaching and teacher partner (teacher assistant) The kindergarten teaching partners provide 30 minutes tutorials to small groups of students. They also provide language support to students with English Language Learners needs. Data indicates that by the end of kindergarten, most, if not all of the students who are ELL are reading and writing in English at pace with their peers.</p> <p>Rapid Response Reading System. Within in a week of any student falling below the national benchmark for reading is engaged in a small Repaid Response Reading group by our reading specialist.</p> <p>Teacher Support and Accountability Team. This is the same as the TST (see box below). The group meet son a weekly basis to review students academic needs.</p> <p>Accountability with Parents. The school works closely with families to support high expectations for their child's education. The report car if bilingual and measures</p>			
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	<p>performance based on national benchmarks and provide details on the specific skills students are working on in each subject areas. Report card sessions are held and teachers/ staff are available to meet with parents on a regular basis as needed.</p> <p>The Classroom Foundation rests on a belief that exemplary classrooms that provide high quality, individualized instruction throughout a student's elementary years.</p> <p>Academic Achievement. The Learning Community is Rhode Island's highest poverty high performing school.</p>			
Performance	<p>Response to Intervention /Teacher Support Team— (academic). This team meets on a weekly basis to review academic concerns. Every October each team meets with the team to review each student.</p> <p>Response o intervention /Teacher Support Team— (social/emotional). This team Child Study Team—social emotional. This team meets on a weekly basis to review social emotional concerns. Every October each team meets with the team to review each student.</p>	Data analysis Presentation Interviews		
Performance	<p>The special education teacher meet weekly with each classroom teach that has students with IEPs. In addition each grade level has common planning time for approx 2 hours per week. This common planning time is facilitated by the coaches.</p>	Data analysis Presentation Interviews		
Performance	<p>The Learning Community Charter School has the highest overall Family Engagement score on SALT 2008</p> <ul style="list-style-type: none"> • 1st in state for families who report "school contacts me when my child does something well or improves" • Committed to working with families to support their high expectations for their child's education. 	Data analysis Presentation Interviews		

		<ul style="list-style-type: none"> They value and implement clear, regular and results-based communication with families 			
Performance		Staff reported feeling very supported by the co-directors and the special education coordinator.	Interviews		
Performance		The local advisory committee (LAC) at the Learning Community is in the emerging process.	Data analysis Presentation Interviews	Plans are underway to convene the group in the spring and then quarterly from that point onward. Timeline: Ongoing. Progress check June 2009.	Local Advisory Committee has been convened and schedule has been established for the 2009-2010 school year.

2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance		Students with IEPs are fully included in general education classes. There is some limited pull out resource. The focus of the pull out resource is to support the instruction occurring in the general education class. Students who do receive resource are not pulled out during their mini lessons but rather during independent practice. Resource support, however, is often provided in the general education setting. Teachers reported working with the special education coordinator to differentiate the I student's curriculum.	Data analysis Presentation Interviews		
Performance		Performance Plan information regarding the Learning Community Charter School Program Placement Data is as follows: The percentage of students who are educated in general education settings 80 to 100% of the time is 94.12%. (RI District Average is 62.85%)	State Performance Plan (SPP) Data analysis		

		<p>Percentage of students who are educated in general education settings for less than 40% of the time is 0%. (RI District Average is 18.11%)</p> <p>Percentage of students who are educated in private separate schools, homebound/hospitalized, and private residential schools is 0%. (RI District Average is 4.85%)</p> <p>If a district's profile is one (1) standard deviation from the RI district average for any one target, the district is considered discrepant for the that target. Learning Community Charter School's profile <i>is not</i> discrepant for any of the targets.</p>			
Performance		The Learning Community Charter School cell size for students with IEPs is too small to be reviewed for disproportionality, hence there is no further information to report.	Performance Plan (SPP) Data analysis		
Performance		Extended School Year (ESY) is offered typically at the school site. Decisions are made via the IEP team process.	Interviews		

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance		The Learning Community Charter School operates the special education program through a special education coordinator. Administrative and instructional staff throughout the school are knowledgeable about special education procedures and requirements. Four student's records were reviewed during the SSS process. The records were well maintained and organized. They were in compliance with IDEA requirements. The school has well documented special education procedures and protocols. The evaluation team, meets regularly, provides clear documentation of proceedings, and appear fully constituted with the required personnel in attendance. This current special education administrative structure appears effective to ensure a preponderance of compliance with special education requirements.	Record Review Interviews		

4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance		Each June, there is an articulation meeting where receiving and sending teachers have an opportunity to meet with each other and review student strengths and needs. Teachers reported this as a positive process.	Data analysis Presentation Interviews		