

Rhode Island Department of Education  
Office for Diverse Learners

School Support System Report and Support Plan for the

International Charter School  
March 11, 2010

# **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.

## **TABLE OF CONTENTS**

1. School Improvement /Family Engagement
2. Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
3. Evaluation/ Individual Education Plan (IEP)
4. Transition

International Charter School  
School Support System Review  
March 11, 2010

Team: Jane Keane, Emily Klein and Susan Wood

1. SCHOOL IMPROVEMENT / FAMILY ENGAGEMENT					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Outcome	1	<p>The International Charter School is a dual language bilingual immersion educational setting which is facilitated through a kindergarten through fifth grade elementary public charter school of choice.</p> <p style="text-align: center;">School Improvement</p> <p>The International Charter School has a comprehensive School Improvement Plan. The School Improvement Action Plan includes beliefs, a mission statement, parameters and strategies. The International Charter School has actions plan that address a myriad of relevant academic and social emotional areas.</p> <p>The school improvement team is comprised of school administrators, faculty and parents. The team determines approaches and strategies to improve student performance outcomes along with gathering and analyzing data that can be used to inform decisions and practice that drive changes in the school.</p>	Document Faculty Interviews Observations		
Outcome		<p>The breakdown of languages spoken and students demographic information is as follows:</p> <p style="text-align: center;">.</p> <p style="text-align: center;"><b>Staff Native Languages</b></p> <p style="text-align: center;">English Spanish Portuguese Cape Verdean Kriol Haitian Creole Cambodian French</p> <p style="text-align: center;"><b>Student's Native Languages</b></p> <p style="text-align: center;">English (45%) Spanish (44%) Portuguese (5%) Cape Verdean Kriol (5%) French (.65%)</p>	Document Faculty Interviews Observations		

		<p>Russian (.32%)</p> <p><b>Student Demographics</b>  English Language Learners (51%)  Students with IEP's (8.6%)  Students with 504s – 2  Immigrant (5.6%)</p> <p><b>Socioeconomic Status:</b>  Free lunch (44%)  Reduced lunch (15%)  Full Pay lunch (41%)</p> <p><b>Race / Ethnicity:</b>  Latino (49%)  White (30%)  African American (20%)  Asian (1%)  Native American (3%)</p>			
Outcome	2	<p><b>Professional Development</b>  Professional development at International Charter School is provided for faculty and staff through a variety of job embedded opportunities. The focus for school wide professional development is currently addressing Differentiated Instruction, X – Connect Math and the Social Studies Curriculum development. Professional development opportunities include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• Spanish</li> <li>• Portuguese</li> <li>• Reading Strategies</li> <li>• Content Area Development (Science, Math, Writing, Reading Social and Emotional)</li> <li>• SIOP</li> <li>• Responsive Classroom</li> <li>• Study Groups (promoting academic discourse)</li> </ul>	Document Faculty Interviews Observation		
Outcome	4	<p><b>Student Assessment And Performance Data</b>  The International Charter School administration and school faculty review student data through a number of structured and</p>	Document Faculty Interviews Observation		

informal processes along with classroom observations to discuss instructional strategies and cross content area planning.

**Instruction**

The International Charter School facilitates a Kindergarten through fifth grade dual language bilingual immersion educational model. Students are provided instruction 50% of the time in English and 50% of the time in either Spanish or Portuguese. A “week to week” model is facilitated in which students learn entirely in one language for a week at a time. All students have the opportunity to learn a second language while continuing to develop their native language.

Integrating the 2<sup>nd</sup> language instruction with academic or other content areas provides an inclusive opportunity for students versus teaching a second language in isolation. Students develop content area knowledge along with proficiency in both languages. Teachers provide extended opportunities for classroom conversation in the targeted language.

Individual Learning Plans (ILPs) are managed for all students and include student goals, areas of improvement and action plans developed in concert with parents and teachers.

**Student Support Team / Response to Intervention (Rtl)**

The International Charter School has an established Rtl/Student Support Team initiative which meets once a week and is comprised of the literacy specialists, the speech and language teacher, representative English teachers, at both the lower (K- 2 grades) and upper level (3-5 grades) grades. A Student Support Team Guidebook has been established which includes policies, protocols, participant roles and responsibilities along with parent communication. Individual student data and documentation is often used along with other evaluations and assessments in the special education referral and eligibility process. Interventions are currently focused on ELA along with the development to address other academic areas and languages. There are currently 34 students receiving varying interventions and or supports by classroom teachers, related service providers or special education teachers.

		<p><b>Planning / Common Planning</b> Common planning occurs daily with specific academic functions being addressed three times per week for 45 minutes; by grade level, special education collaboration and the language cohort. Special educators are included in all discussions.</p>			
Outcome	5	<p><b>Family Engagement</b></p> <p><b>Admissions</b> Families interested in enrolling their child at the International Charter School must complete an application in addition to choosing the Spanish-English or Portuguese-English Language strand and enter the annual lottery. Students not chosen are placed on a waiting list</p> <p>The International Charter School local advisory committee is in the beginning phases of development. A chair has been identified along with a mission statement and by-laws. The committee provides opportunities for families to join through an established meeting schedule and topical presentations.</p> <p>Family communication and engagement is provided in a number of ways including but not limited to the following:</p> <ul style="list-style-type: none"> <li>• School/Classroom newsletters</li> <li>• Family Message Journals</li> <li>• Family Nights</li> <li>• Parent-Teacher conferences</li> <li>• Student family School Compact</li> <li>• Email/phone contact</li> </ul> <p>Parent participation and membership:</p> <ul style="list-style-type: none"> <li>• School Improvement Team</li> <li>• PTO</li> <li>• Board of Trustees</li> <li>• Evening Language Class Participants</li> </ul> <p>Teachers conduct home visits prior to the start of each school year. In addition, if a student is transferring to a different school, special education faculty is available to participate in all planning and follow up meetings at the new educational setting.</p>	Document Faculty and Parent Interviews Statewide Parent Survey		

Outcome	<p><u>School Efforts to Partner with Parents:</u> The district's rate of parent participation in the annual Special Education Statewide Parent Survey is 29.17% of parents whose children have IEPs.</p> <p>Of parents with a child receiving special education services who participated in the last survey, the percent that reported that their school's efforts to involve parents, as a means of improving services and results for children with disabilities, was 0% (as reported in the CRP) which is below the state standard of 29 %.</p>	State Performance Plan (SPP) Consolidated Resource Plan (CRP)		
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<b>2. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Outcome		<p><b><u>Placement Data</u></b> The percentage of students educated 80 to 100% of the time in general education settings is 100%. (RI District Average is 70.67%). This is to be commended.</p> <p>Percentage of students educated for less than 40% of the time in general education settings is 00% (RI District Average is 14.71%)</p> <p>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools is 00% (RI District Average is 5.68%)</p>	State Performance Plan (SPP)		
Outcome	1	<p><b><u>Program Continuum</u></b> There are 303 Students attending the International Charter School. Of that number, 25 are students with individual education plans. Students and teachers loop as a K-1<sup>st</sup> grade group, a 2<sup>nd</sup> – 3<sup>rd</sup> grade group and a 4<sup>th</sup> – 5<sup>th</sup> grade group.</p> <p>Special education services and supports are typically inclusively provided in the general education setting facilitated in English, Spanish and or Portuguese. One special educator is assigned to the K-5 Spanish and Portuguese classes while the other special educator supports the K-5 English classes. A separate setting is available for those students needing more individualized</p>	Document Faculty and Parent Interviews Observation		

	<p>instruction and or support. Instruction is provided through a variety of strategies including, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Station / Center Teaching</li> <li>• Parallel Teaching (differentiated groups)</li> <li>• Alternative Teaching (modified content and differentiated groups)</li> <li>• Team Teaching (Co-teaching whole class)</li> <li>• 2 full time special education teachers deliver in-class support</li> <li>• Instruction is delivered in the target language</li> <li>• Speech therapists delivers services via push in and will co-treat when student needs therapy in language other than English</li> <li>• Special education teachers work with students with IEP's and students at risk academically</li> <li>• Additional faculty provide academic and behavior intervention support to approximately 40 students</li> <li>• Bilingual Speech Language Pathologists Consultant for evaluations</li> <li>• One full time school social worker conducts topical groups and individual counseling and delivers the Second Step program. In addition the social worker provides consultation for faculty.</li> <li>• APE/OT is provided in both separate individual and integrated whole class environments</li> </ul> <p><b>International Charter School Program Strands Include Two Way Immersion:</b></p> <p>Portuguese English 1/3</p> <ul style="list-style-type: none"> <li>• 1 class per grade</li> <li>• 1 week each language</li> <li>• Some teachers teach 2 grades in one language; some teach 1 grade in two languages</li> </ul> <p>Spanish/English 2/3</p> <ul style="list-style-type: none"> <li>• 2 classes per grade</li> <li>• 1 week each language</li> <li>• 2 teachers teach; 1 grade, 1 language</li> </ul> <p>The special education administrator is responsible for evaluating student needs, arranging IEP meetings with faculty and their</p>			
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		families along with connecting student to the services they need in order to be successful in school.			
Outcome		<b>School removals/disciplinary policies</b> Behavioral expectations along with disciplinary actions protocols and policies are comprehensively defined in the family hand book.	Document Faculty Interviews Observations		
Outcome		<b>Social Emotional Resources / Positive Behavioral Interventions And Supports</b> International Charter School has a full time Behavior Specialist supporting faculty and students throughout the day either in class or in individual sessions. The Behavior Specialist is also a member of the Behavior Support Team and attends the Student Support Team as appropriate.  The Responsive Classroom model is a school-wide approach supporting social emotional growth and development along with classroom management. Some elements include: <ul style="list-style-type: none"> <li>• Morning Meeting</li> <li>• Rules and Consequences</li> <li>• Guided Discovery</li> <li>• Academic Choice</li> <li>• Classroom Organization</li> <li>• Family Communication Strategies</li> </ul>	Document Faculty Interviews Observations		
Outcome		<b>Positive Behavioral Supports and Interventions (PBIS)</b> International Charter School is a PBIS School with clear expectations addressing Respectful and Responsible behavior with key elements posted throughout the school. Including the following: <ul style="list-style-type: none"> <li>• Outcomes – Academic and behavioral outcome targets that are endorsed and emphasized by students, families and educators.</li> <li>• Practice – Interventions and strategies that are evidence based.</li> <li>• Data – Information that is used to identify status needed for change and effects of interventions.</li> <li>• Systems – Supports that are needed to enable the accurate and durable implementation of the practice of</li> </ul>	Document Faculty Interviews Observations		

		<p>PBIS.</p> <p>The International Charter School facilitates a <b>Behavior Support Team</b> to address students who are experiencing social emotional and or behavioral challenges. The team meets weekly to monitor student data (SWIS), make recommendations to classroom teachers and when necessary conduct functional behavioral assessments along with behavior intervention plans. The team is composed of school administration, special education teachers, the behavior specialists, and the school social worker. Other educators and or service providers attend as appropriate.</p>			
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3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Outcome		<p><b>Record Review</b></p> <p>Records of approximately 3 students were reviewed prior to the on-site review by the visiting team. These were selected through a stratified random selection technique to allow the team to consider a representative variety of students. Students' records reviewed were accessible and well organized. All communication and documentation including IEP's are provided in the native language as well as English. Record review findings were outcome based with <u>no</u> areas of compliance. This is to be commended.</p>	<p>Document Faculty and Parent Interviews Record Review</p>		
Compliance		<p>Evaluation Procedures And Protocols</p> <p>International Charter School has a compliance rate of 90% of children with parental consent for initial evaluations within 60 days for the 2008-2009 year. (RI State Performance Plan Indicator #11). The federally mandated target is 100% (RIGL 300.300 &amp; 300.301)</p>	<p>Document Faculty Interviews</p>	<p>As of March 1, 2010 International Charter School was at 100% compliance with this indicator. We commend and encourage International to maintain this high standard.</p> <p>Issue Resolved</p>	

<b>4. TRANSITION</b>
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Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Outcome	1	<p><b>General Transition Planning</b></p> <p>As students transition from grade to grade teachers have a number of opportunities to discuss appropriate planning for students to move from their current instructional setting to the next including special education and service provision.</p> <p>For those students transitioning to a new school for the 6<sup>th</sup> grade a number of activities occur.</p> <ul style="list-style-type: none"> <li>• Meetings with new school representatives (private, public, other charters)</li> <li>• Assistance to families to complete applications and scholarship opportunities</li> <li>• Attending IEP meetings the following year at the new school if desired by families</li> </ul>	Document Faculty and Parent Interviews		