

MAKING COMMUNITY CONNECTIONS CHARTER SCHOOL – MANCHESTER (H) 2017-18 SCHOOL PLAN

Eligibility:

Four primary sources of data and information are referenced to identify student eligibility for Title IA services:

- a. SAT results from Spring, 2017
- b. NWEA Measures of Academic Progress assessments, given to all students, including migrant and homeless students, in the fall or as soon as possible after enrollment
- c. Khan Academy progress and diagnostic data, for mathematics
- d. Teacher and parent recommendations, based on student academic progress

Based on those data sources, twenty five percent of MC² high school students will be identified for priority participation in Title IA supplemental support.

Supplemental Support

Every student eligible for Title IA support will receive an additional 30 – 60 minutes of small group (1 – 4 students per tutoring session) tutoring per week in each area (Writing and/or Mathematics) for which they meet the criteria (identified above).

Highly Qualified Instructional Support

- Title IA tutoring employs the Reader’s, Writer’s, and Math Workshop model, Teachers College Reading & Writing Project methodology, employing Tier 2 and Tier 3 targeted interventions and frequent progress monitoring throughout.
- NWEA’s Learning Continuum, based on students’ personalized Map results, serve as the curriculum map, in conjunction Khan Academy for mathematics (directly linked from the Learning Continuum) and Writing Pathways.
- Title IA tutoring sessions are built into the daily schedule, during student project time, ensuring students are never missing direct classroom instruction.

Parent Involvement

Parents at MC² are essential partners in their child(ren)’s learning teams. Communication happens through student-written daily reflections and teachers’ responses to those reflections. Learning team meetings are held as requested by any learning team member (student, parent, advisor, advocate) and for students’ quarterly exhibitions of learning. Family Meetings are held quarterly. Each of these communication and meeting opportunities will be used for sharing information and soliciting parent/family feedback about Title I programs throughout the design and implementation. Feedback surveys are collected quarterly at student learning exhibitions, and Title IA questions are addressed at learning team and Family

meetings. Results will be shared and analyzed with the Academic Excellence Committee and Board.

Professional Development

Professional development is job-embedded, utilizing the MC² Professional Learning Group structures. Title IIA funds will deepen staff expertise in reading, writing, and math workshop methods. Professional development for deep integration of numeracy and literacy instructional strategies will also be embedded within the quarterly PD weeks (MC² staff calendar is 11 weeks on/2 weeks off, with one PD week per quarter). PD will include development of strategies for effective parent involvement and communication, particularly with families facing economic and transition stress, and familiarity of community resources to support family literacy and numeracy development.

Coordination

Every student at MC² has an Individualized Learning Plan (ILP), with goals set quarterly by the student's Learning Team. These personalized goals will include Title I related goals, as well as IEP and transition-focused goals. ILP goals are broken into weekly targets, which are monitored daily by students and their learning teams via MC²'s online learning management system. Title IA tutors keep additional records, specifying student progress on Title IA goals.

Collaboration

Every student at MC² has an Individualized Learning Plan (ILP), with goals sets quarterly by the student's Learning Team. Student support services are integrated into each student's ILP, including counseling and mentoring. Title IIA support, and coordination with other service/support organizations.