

Title I Targeted Assistance Required Components

Wavecrest Career Academy
Wavecrest Career Academy
HOLLAND, Michigan, United States
2010 - 2011

Prepared for the Michigan Department of Education

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1. Title I Targeted Assistance Required Components

Title I Targeted Assistance schools must have School Improvement Plans that address all of the required components. By completing all of the fields within this template the targeted assistance plan will comply with federal requirements. The school should ensure that the quality of the narrative minimally meets expectations as indicated on the Targeted Assistance School Improvement Plan rubric.

http://www.michigan.gov/documents/mde/5_-_Targeted_Assistance_Program_Rubric_-_06-5-09_289858_7.doc

2. Comprehensive Needs Assessment

Complete the School Data Profile and School Data Analysis components of the Comprehensive Needs Assessment (CNA).

- 1. Describe the needs assessment process to review academic student achievement data to identify children who are failing or most at risk of failing to meet the districts core curriculum standards for Title I, Part A services:**

Wavecrest Career Academy serves students within the Ottawa Area Intermediate School District that have not found success in their traditional school setting. The majority of these students that come to Wavecrest are significantly below grade level in their core classes and deficient in credits. The first step in identifying students that failing or most at risk of failing is to analyze the students' transcripts when they enroll in the district. We then examine the students testing data and analyze the students performance on any state tests that he/she may have taken prior to enrolling. The students that are behind in credits, have failed a majority of their core classes, or who have failed to meet state standards on state tests such as the MEAP and MME are identified as at risk. Throughout the school year we also monitor student performance in their core classes and analyze classroom data, such as passing and failing rates, within all the core classes. We have also utilized reading comprehension assessments and NWEA Map program with select students to determine at risk status.

- 2. Describe the multiple, educationally related, objective criteria established for this process to generate the list of eligible students for grades 3-12.**

Eligibility criteria must be consistent by grade level and content subject. For example, all 3rd Grade Reading Teachers use the Grade Level Content Expectations (GLCEs) for the 3rd Grade with a consistent performance measure to select students who are failing or at greatest risk of failing the GLCEs.

To be eligible, a student must:

1. be failing to meet the Michigan high school content expectations within one of their core classes as determined by pre assessments and/or end of module assessments developed by each department and directly aligned to the HSCEs.
 2. be failing to meet the proficiency standard as required by the state on state assessments within one of their core classes (MEAP, MME)
 3. be determined to be below grade level in reading, math, language or science as determined by RIT scores utilizing NWEA Measure of Academic Progress. Each student will be tested at the beginning of the year and at the end of each trimester.
 4. be identified, when enrolled in the district through transcript analysis, as showing failure in one or more of their core classes.
- 3. Preschool through Grade 2 students shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents and developmentally appropriate measures. Describe that criteria, if applicable.**

Not Applicable

3. Services for Eligible Students

1. **Describe in sufficient detail the supplemental assistance provided to Title I eligible children who are at risk of failing to meet the state core curriculum in the four core areas.**

Identified students are offered after school tutoring within the subject areas of concern, which provides one on one work with a teacher to improve the students' abilities within the content area and master their current coursework. Netbooks are available for these students to utilize during tutoring and in the classroom to complete activities, research assignments, or work on credit recovery programs to regain lost credit. Eligible students also may be assigned a mentor that will meet within them throughout the week and provide one on one instruction and support both within and outside of the classroom. Students may also be given the opportunity to work online through our Education2020 software as a remediation tool to obtain lost credit and build upon their skills to perform within a classroom setting. These students have a certified instructor or para professional to work with them to provide the extra support and coaching needed to master the content area in which they are struggling.

4. Incorporated into Existing School Program Planning

- 1. Describe how the program planning for Title I, Part A students is incorporated into the existing School Improvement planning process.**

The Title I, Part A program is a part of the school improvement plan. The goals and objectives are aligned with the programs offered to students that are identified as at risk. Considering the alternative nature of the school, this applies to almost all of our students.

5. Instructional Strategies

- 1. Describe in detail the supplementary Title I, Part A program. Include all extended time opportunities, the instructional strategies that will be utilized for eligible students and reference the scientific research that supports the use of each strategy or method included.**

The Title I Part A program includes the following initiatives and instructional strategies:

After school tutoring is offered weekly to students that are eligible based on the identification process for the title one program. After school tutoring is provided by certified instructors to provide extra support as an extension to the school day for students that are failing to meet the curriculum requirements within one of the four content areas.

Mentoring is available for students that require extra support within the classroom setting. The mentor works with the students within the classroom to provide additional instruction needed and work with the classroom teacher to differentiate the lessons to cater to the needs of the individual student. Mentors are certified teachers in one of the core content areas. The research that supports the mentoring program is: Success for All Foundation- One to One Tutoring, Rigor/Relevance Framework (relationship building), Mentoring for Meaningful Results, and information gathered through analysis of Ruby Pain's A Framework for Understanding Poverty.

Students who are deficient in credits within their core classes may be assigned to an online course through our e2020 program. This will allow a student to work at their own pace while receiving instructional support from certified teachers and paraprofessionals within a lab setting. This strategy takes a lot of self discipline on the part of the student and constant encouragement and guidance from the instructor. Students who take part in this opportunity can regain lost credit and take the time to learn the curriculum as needed without be taken out of the regular classroom setting. The students' mentor is also utilized to work with students with the online learning to provide support within the lab.

All of our teachers will receive training on developing project based learning modules that will assist struggling students by presenting them with real world issues that tie directly to the core curriculum (standards focused, project based learning). This also allows for teachers to prepare cross curricular projects that will allow student collaboration to better understand the content and how to apply the standards that are learned. The research on project based learning has been conducted through the Buck Institute for Education.

At risk students will be tested utilizing the NWEA Map software to analyze progress throughout the school year to determine if the strategies that are being utilized are effective.

- 2. Describe how the strategies selected limit removal from the classroom and extend (supplement) learning time to help provide an accelerated, high quality curriculum.**

The strategies selected though our Title I program focus on support within the classroom, through the use of mentoring, project based and differentiated instructional strategies and online learning. After school tutoring will serve as an extension to the school day to provide support within the core areas.

6. Title I and Regular Education Coordination

- 1. Describe how the Title I, Part A program coordinates with and supports the regular education program. The description, if appropriate, must include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading or other State of Michigan funded preschool programs to elementary school programs.**

The Title I program coordinates with the school initiatives through the school improvement plan to ensure success for all of our students. As stated previously, due to the alternative nature of our school, most of our students are at risk. The regular educational program focuses on the same foundations as the Title program (project based learning, differentiation, career focused curriculum, rigor/relevance framework, and online learning).

7. Instruction by Highly Qualified Staff

1. **Provide an assurance statement that all Title I paraprofessionals meet the NCLB requirements and that all teachers are Highly Qualified OR that the school has a state-approved plan in place for any teachers that do not meet the requirements. Title I funds may not be used for staff salaries unless all *Section 1119* NCLB qualification requirements are met OR a state-approved plan is in place for staff that do not meet the requirements.**

All teachers and staff involved with Title I programs are highly qualified and meet NCLB requirements.

8. High Quality and Ongoing Professional Development

- 1. Describe professional development provided to Title I, Part A staff working with identified children. This professional development must be designed specifically for Title I teachers and paraprofessionals and be supplemental to what all staff receives. In addition, please describe any other Title I, Part A funded professional development provided to pupil service personnel, parents, and staff who work with eligible children in the Targeted program or in the regular education program.**

Project based learning professional development will be conducted throughout the school year to provide methods of curriculum development and delivery that will make learning more meaningful for at risk students. Because of the high number of at risk students within the school, all staff will receive this training and participate in PLCs throughout the school year to discuss the implementation of the process and its effects on at risk students.

The staff has also participated in professional development based on the principals of Ruby Payne's work on teaching at-risk students.

9. Strategies to Increase Parental Involvement

1. **Describe the strategies to increase parental involvement. Refer to NCLB Section 1118(e)(1)-(5), Section 1118(f) and the Title I Targeted Assistance Plan Rubric for additional information.**

Wavecrest Career Academy recognizes that a child's education is a responsibility that is shared by teachers, parents, and extended family and community members. With this understanding, school and family will work collaboratively in the best interest of the children. The parent and family involvement program include, but are not be limited to, the following: support to parents, home-school communication about school programs and students' progress, and parenting skills.

Wavecrest also strives to involve parents in school committees such as School Improvement Planning Process, Title I A Targeted Assistance Planning Process, and a Community Advisory Team. Wavecrest hosts bimonthly parent meetings to share pertinent information with parents regarding school issues and encourage parent discussion of the initiatives. Parents are given surveys to evaluate teacher and administrator performance. Information is shared with the community and parents via the schools website, where information, such as Title I A programming, will be available for review. School newsletters are created and posted online at the end of each trimester.

2. **Describe parent involvement in the following requirements:**

- a. **Program Design:**

We have had difficulty getting parents involved in the school improvement process. We are continuing our efforts to get parents more involved with the school and the development of programs such as Title I A. The information will be shared with parents at regular parent meetings. We will continue our efforts to get parents to be involved in the continued design of the Title I A program.

- b. **Program Implementation:**

We have had difficulty getting parents involved in the school improvement process. We are continuing our efforts to get parents more involved with the school and the development of programs such as Title I A. The information will be shared with parents at regular parent meetings. We will continue our efforts to get parents to be involved in the continued design of the Title I A program. We plan to develop a Title I A parent committee to aid in the implementation and evaluation of the targeted assistance programs.

- c. **Program Evaluation:**

We have had difficulty getting parents involved in the school improvement process. We are continuing our efforts to get parents more involved with the school and the development of programs such as Title I A. The information will be shared with parents at regular parent meetings. We will continue our efforts to get parents to be involved in the continued design of the Title I A program. We plan to develop a Title I A parent committee to aid in the implementation and evaluation of the targeted assistance programs. The information will be shared with parents at

regular parent meetings.

3. Describe the process to develop the school-parent compact.

We have had difficulty getting parents involved in the school improvement process. We are continuing our efforts to get parents more involved with the school and the development of programs such as Title I A. The information will be shared with parents at regular parent meetings. We will continue our efforts to get parents to be involved in the continued design of the Title I A program. We plan to develop a Title I A parent committee to aid in the implementation and evaluation of the targeted assistance programs.

4. Provide an assurance statement that the school-parent compact is discussed at least annually during elementary level parent-teacher conferences.

The school-parent compact is discussed annually during parent meetings and parent teacher conferences.

5. Describe how the school provides individual student academic assessments results, including the interpretation of those results, in a language the parents can understand.

Academic assessment results are shared with parents during parent teacher conferences and regular parent meetings. The data is broken down to help parents understand the results of the assessments and explains how their student has progressed. This is accomplished through charts, graphs, graphic organizers and one to one meetings to answer questions and give detailed explanations of the data being reviewed.

6. Upload the parent compact.

A school-level parent involvement policy and parent compact has been uploaded

7. Provide the web site link / address where your schoollevel parent involvement plan/policy can be viewed.

www.wavecrestacademy.org

10. Coordination of Title I and Other Resources

- 1. Describe the coordination and integration of Federal, State and local programs and services to support eligible Title I, Part A students in a manner appropriate to their grade level. Include, if any, applicable programs such as violence prevention, nutrition, housing, Head Start, adult, vocational & technical education and any other programs that help support the Title I-eligible students in the school.**

Wavecrest Career Academy will implement the 2009-2010 Targeted Assistance Plan through the coordination and integration of all federal, state, and local services and programs. All programs will be integrated in accordance with the No Child Left Behind Act of 2001, federal and state law, and the Wavecrest board policy. The following programs and services will be integrated into the plan and utilized to improve the quality of services offered to Wavecrest students:

Title I

The purpose of Title I is to help schools provide opportunities for children to be academically successful in meeting the state's academic standards. Wavecrest utilizes Title funds to provide for certified instructors and paraprofessionals to assist students with online learning, after school tutoring for students who are at risk of or failing any of their core classes, a mentor program to provide academic support within the classroom and emotional support and accountability both inside and outside of the classroom. The funds are also utilized to provide for research based professional development to aide in the strengthening of core curriculum for at risk students.

Title II

This program supports professional development to improve teaching and learning. Title II money has been essential in providing teachers with opportunities to attend regional and state conferences within their content area to provide support to at risk students.

Title II D

This program supports the integration of technology into learning. Title II D money will be utilized to purchase assessment software to monitor academic progress of students participating in Title I A programs.

11. Ongoing Review of Eligible Student Progress

1. Describe the ongoing process and assessment tools utilized to monitor the progress of participating eligible students.

Students are assessed through the use of NWEA MAP software, classroom assessments, the MME and MEAP to determine students eligible for Title I programming. NWEA will be utilized to test students at the beginning of the school year, as they enter the school and at the end of every trimester in order to identify those students below grade level and monitor progress with those already identified. Classroom assessments occur every six weeks to determine if students are at grade level or need further assistance. MEAP and MME data is analyzed yearly to determine progress of identified students.

2. Describe how data will be utilized to inform instruction.

The data will be utilized to determine the level of assistance students may need in order to reach required levels of performance. The data will determine whether current programming is sufficient, or if new instructional strategies need to be researched.

Data will be reviewed during weekly staff meetings and during PLCs.

3. Describe how data will be utilized to evaluate and, if necessary, revise the targeted assistance program services.

We will utilize the data collected from the sources previously mentioned to monitor the progress of students participating in the Title I A programs. If the data shows that there is a lack of progress with students participating in the program, the program will be re-evaluated and new strategies introduced to assist the students at risk of failing.

4. Describe how evaluation of program services will be used to plan professional development for teachers related to identification of students and implementing student academic achievement standards in the classroom.

Based on the evaluation of the program, professional development will be provided to support the program and ensure that staff members understand how to collect and analyze data, as well as ensure that academic achievement standards are implemented within the classroom. Professional development is ongoing and may range from staff led PLCs to working with the local ISD to provide support in the mentioned areas.