

**Title 1**  
**Targeted Assistance Plan**  
**Roy Chapman Andrews Academy**  
**2015-2016**  
**School District of Beloit**  
**Tina Goecks Principal**

## **PURPOSE OF TARGETED ASSISTANCE**

The purpose of our targeted assistance school program is to provide supplemental services for 6th - 12th grade RCAA students who are most at risk of not meeting the state's challenging performance standards. Students are identified and the most needy are served in the areas of Reading and Math.

## **DESCRIPTION OF OUR INSTRUCTIONAL PROGRAM**

Roy Chapman Andrews Academy is a Public Charter School developed in partnership with the SDB to provide choice to our students and families. We currently serve 42 students grades 6-12 in an intimate learning environment who benefit from a self-directed learning style. Our instructional program includes Project Based Learning, Seminars, Direct Instruction and Digital Learning options. Our FTE includes three Advisors. RCAA shares its Principal, Reading Specialist, School Counselor, School Social Worker and Secretary with the Beloit Learning Academy.

Before the school year begins, all RCAA staff, the RCAA Governance Board and Principal evaluate the effectiveness of our instructional programs in addition to our targeted assistance strategies by analyzing student performance, instructional strategies, grouping patterns and scheduling methods. Adjustments are made as needed for some or all areas.

Since there are degrees of differences in needs and abilities of our students as a result of the 6th-12th grade levels served, it is essential to the success of our Title 1 program that RCAA Advisors, Title 1 teachers, and our scheduling remain flexible in order to best meet the needs of our identified students.

## **IDENTIFICATION CRITERIA**

The identification of eligible students to be served by Title 1 in Roy Chapman Andrews Academy is as follows:

1. Identification of student learning and intervention needs for the current school year will begin the first month of the current school year. Advisors will meet with the Reading Specialist, Title 1 teachers, and Principal to identify/rank student learning needs for the current school year.
2. Homeless students are automatically eligible for consideration of services.

3. District and building assessments will be used for determining students to be served. The following assessment scores will be used to identify students in order of greatest need: Reading & Math MAPs benchmarking in fall, spring, and winter; BAS, and QRI's.
4. A rank order of greatest need is determined by students who fall within a specific percentile rating in comparison with students of the same grade and test.
  - a. Students are rank ordered in the Fall of the current school year using the Spring of the previous year and/or Fall of the current year. Data is analyzed to identify outlier scores and trends. Any new students will be tested and rank ordered upon enrollment.
  - b. In addition *SIT* (Student Intervention Teams) meetings are used to analyze data and target instruction for struggling students. SIT teams use Measure of Academic Progress (MAPS), teacher observation, and classroom formative assessments as well as consideration of additional barriers that impact learning (ie. attendance, mental health, etc.)
  - c. As data is analyzed, three-tiered system (Response to Intervention - RtI) is used to address students academic performance level. Tier 1 or Universal students perform at or above the 50th percentile, Tier 2 students are divided into two groups - performance between the 25th and 49th percentile and students performing between the 8th-24th percentile. Tier 3 students are those who perform between the 1st and 7th percentile. Students in the Tier 2 and Tier 3 levels are considered 'below average'. Students scoring in the bottom quartile in the areas of math and/or reading are selected.
  - d. Grades
  - e. Lexile Scores
  - f. Norm Referenced Test Scores
5. Title 1 students exit the Title 1 program if they are no longer considered in the 'below average' range. This decision is made in conjunction with the Title 1 teacher, the Reading Specialist, and the student Advisor based on student performance in the classroom and assessments (MAPS and classroom assessments). These exit decisions are also made during our SIT meetings.

## **RCAA TARGETED ASSISTANCE RESOURCES TO SERVE OUR ELIGIBLE STUDENTS**

Math Interventionist - Cindy Boelens. Cindy has been a Math teacher for the SDB for 33 years. She retired in 2013. She came to work for RCAA during the 2013-2014 school year as our Targeted Title 1 teacher in the area of Math. Cindy's Math expertise and data driven results have enabled many of our students to meet their projected growth goals. We appreciate her calm demeanor and ability to engage our students through a variety of hands on learning experiences.

ELA Interventionist - Sue Franz. Sue has been an ELA and Speech teacher with the SDB for 32 years. She retired in 2012. She too came to work for RCAA during the 2013-2014 school year as our Targeted Title 1 teacher in the area of Reading. Sue is creative and has included Dramatic themes in her delivery model and has students learning reading, writing, and speaking skills through the writing and performance of plays.

Our Title 1 teachers meet regularly with RCAA Advisors to analyze performance data, plan instructional strategies, develop coordinated lesson plans, identify student deficiencies and program needs. They are invited to attend all P/T conferences, participate in school sponsored activities, offer input and maintain communication with the student/family and are included in all relevant school sponsored Professional Development.

### **READING**

Currently, 25 (60%) of our students are at or above the 50% in Reading. 12 (28%) students are between the 25th-49th percentile; and 5 (12%) are in the 8th-24th percentile. As a result, 17 of our 42 students qualify for Title 1 Assistance in the area of Reading.

### **Student breakdown of student scores by grade level**

Category	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
1 <sup>st</sup> -7 <sup>th</sup> %ile:	0	0	0	0	0	0	0
8 <sup>th</sup> -24 <sup>th</sup> %ile:	0	2	0	0	0	2	1
25 <sup>th</sup> -49 <sup>th</sup> %ile:	1	2	3	5	0	1	0
50 <sup>th</sup> %ile +:	1	2	2	6	6	7	1
<b>Student total</b>	<b>2</b>	<b>6</b>	<b>5</b>	<b>11</b>	<b>6</b>	<b>10</b>	<b>2</b>

RCAA students - **N = 42 students**

The **GOOD READERS GUIDE** is provided as an intervention for those those students who are in the 25th-49th percentile. This intervention focuses on vocabulary strategies reading strategies,

and comprehension strategies with a focus on making connections and real world reading. This intervention is provided above and beyond what all students receive at their Universal level of ELA instruction.

**BOLD PRINT** is provided for our students who are in the 10-24th percentile. These students need more intensive support and are provided small group instruction that allows choice readings to reinforce comprehension strategies. These students also participate in ELA Universal instruction with support from our Title 1 interventionist.

**WRITERS WORKSHOP** is scheduled for those students who also demonstrate significant need in the areas of writing. Given that RCAA is a PBL school with an emphasis on research and writing it is important for our students to have these skills in place. Prewriting skills, drafting skills, revising skills, and editing skills are the focus of this workshop.

Additionally, all RCAA staff and Title 1 teachers are working with our building Reading Specialist and SDB Math Coach to dig deep into the NWEA Learning Continuum in order to identify needed skills and to apply strategies to support skill development across all content areas.

## **MATH**

Currently, 16 (38%) of our students are at or above the 50th percentile in Math. 13 (31%) students are between the 25th-49th percentile; 10 (24%) are in the 8th-24th percentile and 3 students (7%) are in the 1st-7th percentile range. As a result, 13 of our 42 students qualify for Title 1 Assistance in the area of Math as we work specifically with those students at the 20th percentile and below.

### **Student breakdown of scores by grade level**

Category	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
1 <sup>st</sup> -7 <sup>th</sup> %ile:	1	0	0	1	0	1	0
8 <sup>th</sup> -24 <sup>th</sup> %ile:	0	1	1	5	0	2	1
25 <sup>th</sup> -49 <sup>th</sup> %ile:	1	3	1	2	3	2	1
50 <sup>th</sup> %ile +:	0	2	1	4	3	6	0
<b>Student total</b>	<b>2</b>	<b>6</b>	<b>5</b>	<b>11</b>	<b>6</b>	<b>10</b>	<b>2</b>

\*RCAA students - using most recent recorded MAPS score - **N = 42 students**

Using NWEA, our Title 1 Math Interventionist and Advisors, dig deep into the Learning Continuum and Skills Navigator to assist in groupings and specific skill building in the areas of

operations and algebraic thinking, the real and complex number systems, geometry, and statistics and probability.

Math Interventionist will support all identified students within the student's scheduled Math Block. Instructional strategies used include varying the group size from whole group to small group or individualized instruction. The pacing and timing of the lessons will be varied. Throughout the year the Advisors and Title 1 teacher will work with the SDB Math Coach and be trained in the use of NWEA Learning Continuum and Skills Navigator.

Additionally, MATH GROUPS and 1:1 tutoring takes place during Intervention/Enrichment Block. Specific skills needed are identified and students are grouped accordingly. Everyday problem solving through mathematics using age appropriate manipulatives, computer assisted instruction, thematic units and other instructional materials is the focus of these groups.

Extended learning time with Math Interventionist will be provided as needed to support those students who need additional help with their academics and/or homework after the regularly scheduled school day.

Additional tutoring is offered by Math Interventionist for those students who need and benefit by 1:1 support.

As a building - ALL staff are focused on data driven instruction in their SLO and individual PPG. Planning forward, it is our goal to use the Learning Continuum so that all staff can better understand what students performing at a given RIT level on MAP assessment are typically ready to learn. From there, we will work to include learning statements to help us differentiate instruction for both the individual student and skill based activity groups.

### **DESCRIPTION OF OUR INSTRUCTIONAL STRATEGIES AND PROGRAMS WHICH COORDINATE WITH AND SUPPORT OUR REGULAR PROGRAM.**

All RCAA personnel work together and are accountable for the outcomes of each and every student. All RCAA staff are responsible to design a Personal Learning Plan for each student. The plan is created in partnership with each student and their family. These PLP's are visited regularly and adjusted as needed to assure that each student is mastering the skills necessary for academic success.

## **Essential components of our Instructional Program:**

**Standards based curriculum and instruction** - Personal Learning Plans, Advisories, with a Project Based Learning focus;

**On going assessment** - use of rubrics, timelines and progress monitoring;

**Collaborative teaming** - 2x per week scheduled PLC in addition to bi-weekly SIT;

**Data-based decision making and problem solving** - a focus in staff PD, SLO, and PPG;

**Fidelity of implementation** - as determined by data review outcomes and oversight by Principal;

**On-going Training and Staff Development** - working with SDB Curriculum Directors; Reading Specialist, Math Coach, NWEA Learning Continuum and Skills Navigator in addition to ISN Network for Innovative Schools;

**Community and Family Involvement** - Support of Beloit College, UW Whitewater, and community volunteers to provide mentoring;

**Leadership** - Full support of SDB Executive Directors, Directors, Specialists, and RCAA Principal and RCAA Governance Board.

## **PROFESSIONAL DEVELOPMENT**

Our current focus is data driven instruction. Staff is learning to use data to identify the exact skills that are needed to ensure student success. This is a work in progress as it also includes application of strategies across all content levels. We are working with SDB Curriculum Directors as well as our Building Reading Specialist and SDB Math Coaches.

Given the rise of mental health concerns of our students and families, our Professional Development also includes training in addressing needs of students who have experienced trauma. Staff have attend Restorative Practice workshops and will be included in Trauma Informed Schools training beginning January 2016.

Monthly District PD provides our staff support in the areas of Guided Reading, Guided Math, ELA Interventions, and Springboard.

Instructional Technology PD is provided each month for RCAA staff. Additionally, all RCAA staff meet weekly during PLC to review data and student progress in order to made adaptations as needed.

## **FAMILY INVOLVEMENT POLICY - RCAA**

RCAA recognizes that our parents are our child's first teacher. We also recognize that family involvement raises student academic achievement. RCAA encourages involvement of families through a variety of opportunities. Families of our students are encouraged to come to their child's classroom and learn about current happenings in the school. We communicate to families the importance of their child's education and that as a team we value their input and expertise.

In order to build an effective home-school partnership, Roy Chapman Andrews Academy will provide the following:

1. An active Governance Board that meets the first Wednesday of each month and includes the membership of at least (4) parents of RCAA students;
2. An annual orientation Back to School event that provides scheduled groups the opportunity to meet with each advisor in order to better understand our educational program, ask questions, and be provided instruction on how to access student work through Skyward and Google Docs;
3. A school website that provides students and families updated information to events, activities, resources and class advisory sites to include access to student assignments;
4. Full access for parents to their child's instructional activities and processes at RCAA. This access is provided and shared through Google Drive and can also be found on our school website;
5. A flexible number of network meetings and activities to assist families in understanding their child's academic, social, emotional progress, as well as state and local assessments. Meetings also focus on how families and teachers can work together to monitor the child's progress in order to improve achievement;
6. RCAA hosts all day parent teacher conferences 4x per year that includes opportunities for families to hold scheduled meetings with their child's advisor in addition to providing webinars that provide education for families on a variety of topics;
7. We encourage family members to participate in various classrooms, working with students and assisting staff in providing a quality education for every child.;
8. A calendar is provided to each family. All invitations to school events are sent in a timely manner through mail and our School Messenger system;
9. Every year, a fall and spring survey for all families shall be conducted to collect opinions and concerns of families about the current program and to collect suggestions for improvement.
10. RCAA will work to incorporate additional family education opportunities throughout the year.



## **COORDINATION OF FEDERAL, STATE, AND LOCAL SERVICES**

The table below indicates the program and services provided at RCAA for the 2015-2016 school year.

<b>PROGRAM</b>	<b>HOW FUNDS USED</b>
<b>Title 1, Part A</b>	RCAA will continue to hire Math Teacher and ELA Teacher to assist all Title 1 students needing assistance in Reading and Math.
<b>IDEA - Individuals with Disabilities Act</b>	RCAA will continue to provide services to students with Disabilities as needed.
<b>School Nutrition Program</b>	Free breakfast and lunch
<b>McKinney - Vento Act Grant</b>	RCAA students will be provided support for Homeless families.