



# MCA Academic Support Program

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## ACADEMIC SUPPORT

The Academic Support program reflects Metrolina Christian Academy's mission to lovingly lead and equip students for Kingdom living knowing that all children are fearfully and wonderfully made. We desire to support and challenge students with different learning and developmental needs in a Christ-centered environment as they grow academically, socially, emotionally, and spiritually.

This program is designed to support students in the general education class with opportunities to be served in fundamental math and English classes as well as small group learning labs for individual support depending on their learning needs. In addition to alternative classes, individualized math and reading intervention is offered to target specific skill and conceptual development. The levels of services are tiered to serve students with a range of needs.

## PROGRAM OFFERINGS

### READING INTERVENTION

Reading Intervention provides students with targeted, intensive, and strategic instruction on reading, writing, and spelling to accelerate those who are below grade level in literacy skills. Using diagnostic, individual and classroom assessments to identify student needs, instruction includes a small group setting with a multi-sensory phonics approach designed for students with dyslexia or other reading difficulties.

### MATH INTERVENTION

Math Intervention provides students with targeted, intensive, and strategic instruction to reinforce key mathematical concepts and build mathematical fluency to support those who are diagnosed with math disabilities or are below grade level in math skills. Small group instruction will allow students to explore mathematical concepts using a multi-sensory approach including the use of manipulatives, games, technology, and appropriate resources that will build on students' strengths to foster a deeper understanding of math concepts.

### ACADEMIC SUPPORT FUNDAMENTALS CLASSES

Our Academic Support program offers an opportunity for students with challenges that affect their learning to be taught in an environment that values different learning styles while providing academic intervention to meet their needs. This support is primarily accomplished through offering math and ELA fundamentals classes in which the student/teacher ratio is prioritized to optimize student individualized support at approximately 1 to 10 which is  $\frac{1}{2}$  of the ratio of the general education classroom. The fundamentals classes have a two-fold approach in which the ASP specialist works to strength learning gaps and concepts which still need to be developed while simultaneously exposing students to new concepts and objectives.

Our desire is to provide students who learn differently with an opportunity to receive an excellent education that supports their development and fosters independent learning in core content areas.

## PROGRAM CRITERIA

MCA ASP Program are exclusively designed for students who have been diagnosed with a learning challenges or medical needs in which individualized learning optimizes student academic growth and achievement. Each student in the program is provided with an individualized Student Action Plan in which the specific accommodations and modifications according to the diagnosis are identified in addition to academic goals. The Student Action Plan is shared with all teachers of the student and updated as a living document as details emerge within the instructional process. The testing data and diagnosis for each student enrolled in the ASP programs are carefully reviewed by the ASP Specialist and Director and must be updated to ensure the Student Action Plan reflects current needs.

## EXPECTED STUDENT OUTCOMES

ASP students are expected to:

- Acknowledge and utilize their God-given talents and abilities as gifts from God to be used to Glorify Him with a specific calling and purpose.
- Understand their learning style and seek to grow, learn, and develop academically.
- Develop self-advocacy and self-efficacy skills
- Develop and grow learning strategies
- Develop and implement organization and executive function skills

## ASP STUDENT ADMISSIONS AND ENROLLMENT REQUIREMENTS

### FOR CURRENT STUDENTS

1. Parent Conference with Teacher(s) and Guidance or Administration to discuss concerns and observations.
2. ASP Team performs classroom observation and review of grades and standardized testing data.
3. ASP Team observations discussed with teacher & parents
4. If eligible, a **Preliminary Intervention Contract** will be provided where 4 weeks of intervention data will be collected in addition to consultations with Pediatrician to provide additional information to best support next steps of support.
5. If a Formal Assessment is recommended, testing should occur within the next 9-12 months
6. Test Results reviewed by ASP Team, ASP/Pathways Director, & teacher.
7. Individualized Student Action Plan (SAP) crafted by ASP Team and signed by parents (includes input from ASP Director, teachers, & parents).
8. ASP contract based on tiered level of services signed and monthly fees are applied according to the enrollment date.

### FOR NEW STUDENTS

1. Parents submit current & previous Psychoeducational Evaluation with Admissions Application.
2. Previous testing materials/services include: IEPs, EOGs, PT, OT, etc.
3. Admissions and ASP Director review Admissions Documentation & determine ASP eligibility
4. ASP Director participates in Admissions Interviews to discuss recommendations.
5. Individualized **Student Action Plan (SAP)** crafted by ASP Team and signed by parents (includes input from ASP Director, teachers, & parents).

6. ASP contract based on tiered level of services signed and monthly fees are applied according to the enrollment date.
7. If admittance to MCA was contingent on enrollment in ASP, the student must complete 1 year of the Program or obtain Administrative Approval before withdrawing from ASP.

#### **ASP STUDENT WITHDRAWAL REQUIREMENTS**

- Student demonstrates ability to succeed without accommodations & support services
- Diagnostic re-evaluation demonstrating there is no longer a need for services
- ASP or teacher observations of misuse of the program
- Parent removal from program; a contract and parent signatures are required
- Student Withdrawal or adjustments to services will only be determined and implemented at semester or the end of the school year.



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**PATHWAYS PROGRAM**  
METROLINA CHRISTIAN ACADEMY

# ACADEMIC SUPPORT & PATHWAYS

LOWER SCHOOL LEVELS OF SERVICE

## PATHWAYS PROGRAM

Curriculum/Instruction individualized to meet students needs  
Social Skills and Development Focus  
Small Self-Contained Environment  
Adaptive Enrichment Classes  
Attention to increase executive function skills & SEL

## ACADEMIC SUPPORT LEVEL 3: INTENSIVE SUPPORT

Foundations ELA and Foundations Math Class  
Fluid Learning Lab Access  
Intervention As-needed

## ACADEMIC SUPPORT LEVEL 2: INTERMEDIATE SUPPORT

Foundations ELA or Foundations Math Class  
Fluid Learning Lab Access  
Intervention As-needed

## ACADEMIC SUPPORT LEVEL 1: READING/MATH INTERVENTION



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**PATHWAYS PROGRAM**  
METROLINA CHRISTIAN ACADEMY

# ACADEMIC SUPPORT & PATHWAYS

UPPER SCHOOL LEVELS OF SERVICE

## PATHWAYS PROGRAM

Curriculum/Instruction individualized to meet students needs  
Social Skills, Job Readiness Skills, and Development Focus  
Small Self-Contained Environment  
Adaptive Enrichment Classes  
Attention to increase executive function skills & SEL

## ACADEMIC SUPPORT LEVEL 3: INTENSIVE SUPPORT

ASP Foundations Math Class  
ASP Foundations ELA Class  
ASP Learning Lab for Individual Support

## ACADEMIC SUPPORT LEVEL 2: INTERMEDIATE SUPPORT

ASP Foundations ELA or Math  
ASP Learning Lab

## ACADEMIC SUPPORT LEVEL 1: READING/MATH INTERVENTION and/or MONITORING

**MCA Student Action Plan 2024/2025**



**Student Name:** \_\_\_\_\_ **DOB:** \_\_\_\_\_ **Age:** \_\_\_\_\_

**Grade:** \_\_\_\_\_ **Parent/Guardian Name(s):** \_\_\_\_\_

**ASP Support Teacher:** \_\_\_\_\_ **Diagnosis:** \_\_\_\_\_

<b>Academic Support Program Services</b>	
<ul style="list-style-type: none"> <li>• Reading Intervention (LS/MS)</li> <li>• Math Intervention (LS)</li> <li>• Language Arts Foundations (US)</li> <li>• Math Foundations (US)</li> <li>• Learning Lab (US)</li> </ul>	<ul style="list-style-type: none"> <li>• Speech Services</li> <li>• OT Services</li> <li>• Level #1 Monitoring</li> <li>• Level #2 Mid-level Support</li> <li>• Level #3 High-level Support</li> </ul>

<b>ACCOMODATIONS</b>	<b>MODIFICATIONS</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Preferential Seating</li> <li><input type="checkbox"/> Allow technology for written work</li> <li><input type="checkbox"/> Provide written instructions</li> <li><input type="checkbox"/> Prompt and remind frequently</li> <li><input type="checkbox"/> Break longer assignments into smaller steps</li> <li><input type="checkbox"/> Allow access to printed formulas</li> <li><input type="checkbox"/> Alert student several minutes before a transition</li> <li><input type="checkbox"/> Provide up to time and a half to complete assignments or assessments.</li> <li><input type="checkbox"/> Provide paper copy of all assessments or handouts.</li> <li><input type="checkbox"/> Provide a copy of class notes or have students take a picture with their iPad.</li> <li><input type="checkbox"/> Provide text/material in larger print</li> <li><input type="checkbox"/> Allow use of:             <ul style="list-style-type: none"> <li>○ sensory tools</li> <li>○ assistive technology</li> <li>○ math manipulatives</li> <li>○ calculator</li> </ul> </li> <li><input type="checkbox"/> Permit testing in a separate room to support:             <ul style="list-style-type: none"> <li>○ Read test aloud</li> <li>○ Allow oral responses</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adjust assignments per student diagnosis</li> <li><input type="checkbox"/> Provide alternatives to written assignments and assessments, as needed</li> <li><input type="checkbox"/> Allow modification of text when applicable</li> <li><input type="checkbox"/> Permit student to correct an assignment for partial credit</li> <li><input type="checkbox"/> Grade spelling separate from content</li> <li><input type="checkbox"/> Provide word banks for fill-in-the-blank sections</li> <li><input type="checkbox"/> Minimize multiple choice options</li> <li><input type="checkbox"/> Provide study guides</li> <li><input type="checkbox"/> Divide tests into smaller sections</li> </ul>

**MCA Student Action Plan 2024/2025**



*Confidential*

**ADDITIONAL INFORMATION:**

A large empty rectangular box for providing additional information.