



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

Fairview Alternative High School

Targeted Assistance Program 2021-2022

1.3 Targeted Assistance Programs

Targeted Assistance Programs identify students who are failing or at risk of failing to meet the state standards and provide Title I services (for example, an inclusion-push-in, pull-out or combination service delivery model). Title I funds can only be used for supplemental services to Title I students, their families and Title I staff.

1.3.1 What are the student selection criteria used for identifying Title I students? (*Multiple objective measures are required for entrance and exit from the program.*)

The following **selection criteria** are used for Title support:

- MCA Math - 8th and 11th grade: 820-840; 1120-1140
- ACT: 13-15 in Math
- Teacher Recommendations
- Course credit

The following **exit criteria** are used for Title support:

- MCA Meets or Exceeds (1150+)
- Earn full credit in two consecutive math courses
- Completion of math credits for graduation requirement purposes
- Earn college credit in math courses offered at FAHS
- ACT score in math subtest (19 if Grade 10-11, 22 if Grade 12)

1.3.2 List the reading services to students, including the service model to be used. (Example: inclusion – push in, pull-out, or combination.)

No reading services will be offered through Title I funding.

1.3.3 List the mathematics services to students, including the service model to be used.

A combination of push-in and pull-out services will be provided to students. Math services provided to 12 students each trimester through an inclusion model. For one trimester students will be scheduled for

additional math support time. If more than 12 students meet the criteria, the staff will look at grades/performance on transcripts to rank students and service the neediest students.

We will be using IXL Mathematics to assist students experience math in a real-world scenarios. This curriculum will allow the teacher to monitor student success as well. (<https://www.ixl.com/math>)

1.3.4 Describe the program evaluation process including how multiple sources of data will be used for making programmatic decisions that impact student academic achievement.

The following selection will be used for **progress monitoring**:

- Attendance (We have found the statistical relationship between credits earned and attendance at FAHS.)
- Grades in math courses
- Work completion rates
- Credits earned (math credit trajectory for graduating)

We will use the following assessments to evaluate the program as well:

- MCA Math Test
- ACT Math Test
- MCA practice tests for progress monitoring: By testing students pre/mid/post test using MCA Math tests will show growth of students each trimester.

1.3.5 Describe how the Title I Targeted Assistance Program was developed in consultation with teachers, administrators, families, and other appropriate school personnel.

- Analyzed student transcripts and standardized test scores for areas where students might need additional mathematics support
- Reviewed math teachers anecdotal evidence of student needs
- Discussion with families about the need to work on mathematical concepts to eliminate gaps in education to provide students a better opportunity to do well in college level math courses.
- Created hands-on courses for students to see how math plays a part of their daily lives. This curriculum will include culturally inclusive strategies and activities for students.
- Title Committee: Cynthia Schuster, Jamee Kuchenmeister, Sandra Hernandez, Leslie Drimel, Maureen Kieger, Melanie Meyer, Laura Tucci, and Laura Freer