



Roseville Area Schools

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

Fairview Alternative High School

Targeted Assistance Program 2022-2023

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.*)

Selection Criteria:

- MCA Reading: 8th and 10th grade: 820-840; 1020-1040
- Teacher Recommendations
- Content Credit: Needing credit recovery in English.

Exit Criteria:

- Accuplacer (250 or higher in Next Reading)
- Earn full credit in two consecutive English courses
- Completion of English credits in graduation requirement
- ACT score in Reading (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.)

A combination of push-in and pull-out services will be provided to students. Reading services provided to 24 students each trimester through an inclusion model. 2 classes each trimester with 12 students in each class. For one trimester students will be scheduled for additional reading support time (WIN Time on Thursdays). If more than 24 students meet the criteria, the staff will look at grades/performance on transcripts to rank students and service the neediest students.

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

No math services will be offered through Title 1 funding.

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).
- Credit earned in English courses
- Grades in English courses

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

- CLP goals
- Credit Earned
- Data Chart: Credit earned year before, credit earned with Title support and remaining credit for graduation.

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 reading support
- Reviewed English teachers' anecdotal evidence of students needs
- Discussion with families about the need to work on reading concepts to eliminate gaps in education to provide students a better opportunity to do well with reading in college level courses.
- Create courses centered around real life reading and writing skills, targeted and the reading skills students need to improve in, for students to see the benefits of improving their reading skills in their daily life and future. Curriculum will include culturally inclusive strategies and activities for students.
- Title Committee: Maureen Kieger, Megan Martin, Madison Critchley, Laura Tucci and Laura Freer