



Fairview Alternative High School

Targeted Assistance Program 2025-2026

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.

The following groups of students are **automatically eligible** to receive Title I services

- Any child attending a community day care program or living in a state or local institution for neglected or delinquent children.
- Any child served in the previous two years under the Migrant Education Program.
- Any child who is homeless.

In the case that there are not enough resources to serve all eligible students, FAHS will create a prioritized list of eligible students with those children failing or most at risk of failing getting the first opportunity to receive Title I services. It is also important to note that selection for services is based upon low achievement, **NOT low income**. A student from an affluent family who is in a Title I school and is having academic difficulty is eligible for services on the same basis as any other student.

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 students each trimester through an inclusion model. Two classes trimester 1 and 2 and 1 class trimester 3 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, Vienna Crosby, Laura Tucci and Laura Freer