



## **Title IA Targeted Assistance School Plan**



**Name of School:** James Mastricola Upper Elementary School      **School Year:** 2024-2025

**Current Poverty Rate:** 10.81%

**Date School Needs Assessment was completed:** 5/28/24

### **Data summary used in Needs Assessment:**

i-Ready Reading Assessment scores for students receiving services from Fall 2023 to Spring 2024 showed a positive gain of +7% in grade 5 and +9.6% in grade 6.

i-Ready Math Assessment scores for students receiving services from Fall 2023 to Spring 2024 showed a positive gain of +.17% in grade 5 and +6.3% in grade 6.

Spring assessment data was used to invite Title I students to an in-person summer program, as an extension of 2023-2024 school year Title I services.

2024-2025 Title I students will be invited to an in-person learning program that blends the best components of direct instruction in reading and math.

### **Other end-of-year data collected and analyzed in June 2024:**

#### **Title I Parent Survey Results:**

- 50% of parents reported that 2023-2024 Title I Reading services were excellent, 37.5% rated services as good and 6.3% reported satisfactory services (0% reported services as Poor).
- 50% of parents reported that 2023-2024 Title I Math services were excellent, 30% rated services as good and 10% reported satisfactory service (0% reported services as Poor).
- Parents expressed that the most helpful information provided happened during email communications with their child's tutor, Parent/Teacher/Tutor conferences and the Title I Parent Information Packet.

#### **Title 1 Teacher Survey Results:**

- 100% of classroom teachers were satisfied with the instructional strategies used by Title I tutors, and 60% were satisfied with the level of collaboration with Title I tutors.

#### **Dates Plan for Fall 2024 was Created:**

1. A District meeting was held on 5/28/2024 to discuss Title I funding cuts and solutions to providing consistent Title I services in Fall 2024. A representative group of stakeholders from both the school and community were present and participated in the discussion.
2. Individual School Planning meetings were held. James Mastricola Upper Elementary School met with the Title I Project Manager to update the school plan on 8/12/24. Subsequent communication regarding finalizing the school plan occurred.

**School Planning and Review Team (members and their affiliation):**

Dr. Nicole Rheault, Principal

Meaghan Fowler, Assistant Principal

Laurie Silvia, Literacy Coordinator

Marsha McGill, Title I Project Manager

**Please check the appropriate option:**

- Initial Plan
- X Annual Update
- Focus or Priority school? (Please align all activities with the Innovation Plan)

**Please describe your Title I program activities in simple terms. In this abstract, the district should describe the strengths of its Title I program and practices. Please include specific examples of effective practices and their impact on student learning.**

All structural elements should be tied to the needs assessment (e.g., common pages data).

Plan Criteria	Explanation	Your School Plan	Plan Updates
<b>I. Student Selection</b>	<p>Describe your two-step process for selecting Title I students:</p> <p>How is the pool of educationally disadvantaged students identified?</p> <p>How will you select the neediest students?</p> <p>In a narrative, describe how you will include migratory and homeless students in your selection process regardless of the date that the student enters your school. Forms that do not have a point system/or weights are not acceptable. Forms that do not recognize the special needs of homeless and migrant students are also unacceptable.</p> <p>3 forms of selection criteria, 2 of them must be academic in nature.</p>	<p><b>2022 – 2023</b></p> <p>Students are identified as eligible for Title I reading and math services using assessments and teacher recommendations.</p> <p>For reading, the i-Ready Reading Diagnostic Assessment percentile scores of 40 or below will be used to determine eligibility during the fall of 2023. Eligible students will be ranked by need using 2023 SAS scores and teacher recommendation points.</p> <p>For the winter update, iReady will be used to determine eligibility. Again, eligible students will be ranked by need using 2023 SAS scores and teacher recommendation points.</p> <p>For math, the i-Ready Math Diagnostic Assessment percentile scores of 40 or below will be used to determine eligibility during the fall of 2023. Eligible students will be ranked by need using 2023 SAS scores and teacher recommendation points.</p>	<p><b>2024 – 2025</b></p> <p>Students are identified as eligible for Title I reading and math services using assessments and teacher recommendations.</p> <p>For reading, the i-Ready Reading Diagnostic Assessment percentile scores of 40 or below will be used to determine eligibility during the fall of 2024. Eligible students will be ranked by need using 2024 SAS scores and teacher recommendation points.</p> <p>For the winter update, iReady will be used to determine eligibility. Again, eligible students will be ranked by need using 2024 SAS scores and teacher recommendation points.</p> <p>For math, the i-Ready Math Diagnostic Assessment percentile scores of 40 or below</p>

		<p>For the winter update, iReady will be used to determine eligibility. Again, eligible students will be ranked by need using 2023 SAS scores and teacher recommendation points.</p> <p><b>Migratory &amp; homeless students:</b> Homeless, foster and migrant students will be given automatic Title I eligibility and the lowest score (points) to guarantee eligibility for Title I services regardless of the date that the student acquires that status or enters the school. Selection forms are based on points that are totaled and ranked for all eligible students.</p> <p><b>3 forms of selection criteria:</b> For Reading and Math:</p> <ul style="list-style-type: none"> <li>• i-Ready Diagnostic Assessment</li> <li>• SAS</li> <li>• Teacher Recommendation</li> </ul>	<p>will be used to determine eligibility during the fall of 2024. Eligible students will be ranked by need using 2024 SAS scores and teacher recommendation points.</p> <p>For the winter update, iReady will be used to determine eligibility. Again, eligible students will be ranked by need using 2024 SAS scores and teacher recommendation points.</p> <p><b>Migratory &amp; homeless students:</b> Homeless, foster and migrant students will be given automatic Title I eligibility and the lowest score (points) to guarantee eligibility for Title I services regardless of the date that the student acquires that status or enters the school. Selection forms are based on points that are totaled and ranked for all eligible students.</p> <p><b>3 forms of selection criteria:</b> For Reading and Math:</p> <ul style="list-style-type: none"> <li>• iReady</li> <li>• SAS</li> <li>• Teacher Recommendation</li> </ul>
<b>II. Supplemental Support</b>	<p>Describe how your Title I instructional program is in addition to the core competency instruction.</p> <p>We need to know from your description that the Title I program services are supplemental to what the child is required to receive by law.</p> <p>In order to be in compliance with the law,</p>	<p>Title I services for reading and math are supplemental, being held as a pull-out program during the WIN (What I Need) period of the school day. The students receive their core reading and math instruction from their classroom teacher. During WIN, the classroom teacher does not provide whole group classroom instruction.</p>	<p>Title I services for reading and math are supplemental, being held as a pull-out program during the WIN (What I Need) period of the school day. The students receive their core reading and math instruction from their classroom teacher. During WIN, the classroom teacher</p>

	<p>your program must be able to identify how the services provided by the Title I staff to Title I students are in addition to what every other child receives as part of his/her basic education.</p>	<p>Title I Tutors are hired to work 7.5 hours per day, 4 days per week, for a total of 140 days per year. Services are always supplementary. Students are selected for Title I services, parent permission is attained, and Title I Tutors work with that population only.</p>	<p>does not provide whole group classroom instruction.</p> <p>Title I Tutors are hired to work 7.5 hours per day, 4 days per week, for a total of 140 days per year. Services are always supplementary. Students are selected for Title I services, parent permission is attained, and Title I Tutors work with that population only.</p>
<p><b>III. High Quality Instructional Strategies</b></p>	<p><b>Respond to the following:</b></p> <p>Describe how your instructional support model uses only research-based strategies for improving achievement of your Title I students.</p> <p>Describe the curricula you have chosen to support your Title I students. Explain how it is accelerated and of high quality and will assist Title I students to reach the standards set in the State's curriculum frameworks.</p> <p>Identify the Level of Evidence for each instructional strategy.</p> <p>Describe how you have minimized removing children from the regular classroom during regular hours for instruction. If you do pull students out of class, describe how you will ensure that they are not missing direct instruction from the classroom teacher.</p> <p>Include the strategies you will use to provide extended learning time for your Title I students.</p>	<p><b>Title I Reading: Instructional Support Model:</b></p> <p>Our Title I Tutors are certified teachers and are trained in specific instructional strategies to meet individual needs in reading and math. Tutors use structured literacy and math strategies with small groups of students. For reading, decodable text, short texts and/or chapter books will be used to target reading comprehension, fluency and word recognition skills.</p> <p><b>Curricula chosen:</b></p> <p>For reading, teachers will use lessons based on the structured literacy approach. This approach emphasizes highly explicit and systematic teaching of all important components of literacy. These components include both the foundational skills of decoding and spelling, as well as higher-level literacy skills of reading comprehension and written expression.</p> <p>Math: The Title I Teachers/Tutors will provide direct instruction in grade level skills and concepts. Math skills are aligned to NH's early learning and</p>	<p><b>Title I Reading: Instructional Support Model:</b></p> <p>Our Title I Tutors are certified teachers and are trained in specific instructional strategies to meet individual needs in reading and math. Tutors use structured literacy and math strategies with small groups of students. For reading, decodable text, short texts and/or chapter books will be used to target reading comprehension, fluency and word recognition skills.</p> <p><b>Curricula chosen:</b></p> <p>For reading, teachers will use lessons based on the structured literacy approach. This approach emphasizes highly explicit and systematic teaching of all important components of literacy. These components include both the foundational skills of decoding and spelling, as well as higher-level literacy skills of reading comprehension and written expression.</p>

	<p>(This is a priority for all Title I schools.)</p> <p>Acknowledge that all instructional staff paid for with Title I funds meet New Hampshire State Certification and Licensure requirements.</p>	<p>College and Career Ready Standards</p> <p><b>Identify the Level of Evidence:</b>  <i>Levels of Evidence Table is located on the last page of this document.</i></p> <p><b>Location of Services:</b>          Title I is offered during the day during an independent WIN period. WIN occurs on a staggered schedule throughout the day for each grade level team. Title I students do not miss core instruction provided by the classroom teacher.</p> <p><b>Extended Learning Time:</b>          In addition to Title I sessions, students will be provided with online access to intervention activities through programs such as i-Ready.</p> <p><b>State Certifications &amp; Licensure:</b>          Title I Tutors are NH-Certified teachers who are required to maintain NH certification in Elementary Education. Copies of Certification are kept on file and reviewed annually by Human Resources and the Title I Project Manager.</p>	<p>Math: The Title I Teachers/Tutors will provide direct instruction in grade level skills and concepts. Math skills are aligned to NH's early learning and College and Career Ready Standards.</p> <p><b>Identify the Level of Evidence:</b>  <i>Levels of Evidence Table is located on the last page of this document.</i></p> <p><b>Location of Services:</b>          Title I is offered during the day during an independent WIN period. WIN occurs on a staggered schedule throughout the day for each grade level team. Title I students do not miss core instruction provided by the classroom teacher.</p> <p><b>Extended Learning Time:</b>          In addition to Title I sessions, students will be provided with online access to intervention activities through programs such as i-Ready.</p> <p><b>State Certifications &amp; Licensure:</b>          Title I Tutors are NH-Certified teachers who are required to maintain NH certification in Elementary Education. Copies of Certification are kept on file and reviewed annually by Human Resources and the Title I Project Manager.</p>
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<b>IV. Parent Involvement</b>	<p>Describe your plans for increasing parental involvement for this school year. Also, how are parents involved in the planning, implementation, and evaluation of this grant?</p>	<p>During the first half of the year, an informational meeting is provided to parents where they meet the staff and learn about the Title I program's structure and instructional practices. Tutors email parents on a regular basis to provide information about the concepts and strategies being taught along with suggestions on ways to support student learning at home. A state-sponsored newsletter "Parents Make the Difference" is reprinted and distributed as well. Parents are encouraged to share ideas for enhancing the program.</p> <p>Parents are surveyed at the end of the school year, to evaluate the overall Title I program and its parent involvement in particular. The feedback is used to review and improve the program.</p>	<p>During the first half of the year, an informational meeting is provided to parents where they meet the staff and learn about the Title I program's structure and instructional practices. Tutors email parents on a regular basis to provide information about the concepts and strategies being taught along with suggestions on ways to support student learning at home. A state-sponsored newsletter "Parents Make the Difference" is reprinted and distributed as well. Parents are encouraged to share ideas for enhancing the program.</p> <p>Parents are surveyed at the end of the school year, to evaluate the overall Title I program and its parent involvement in particular. The feedback is used to review and improve the program</p>
<b>V. Professional Development</b>	<p>Describe any professional development activities funded by Title I. Who will participate and how do the activities support the educationally disadvantaged population? Include your evaluation component. How do these professional development activities relate to your PD Master Plan and your district's Technology Plan?</p>	<p>Professional development is provided by the District in the form of teacher workshop days. Funding is also available for additional workshops and seminars through the District's Support Staff Master Agreement.</p>	<p>Professional development is provided by the District in the form of teacher workshop days. Funding is also available for additional workshops and seminars through the District's Support Staff Master Agreement.</p>
<b>VI. Coordination with Regular Classroom</b>	<p>Describe steps to ensure that instructional planning for participating students is coordinated into their</p>	<p>To ensure that instructional planning for individual needs is accomplished, Title I Tutors, and Classroom</p>	<p>To ensure that instructional planning for individual needs is accomplished, Title I</p>

	existing school program. Specifically, describe how and when this coordination happens. If the coordination seems random or inconsistent, your application will not be approved until regular and timely coordination is designed. Describe record keeping procedures to document this coordination.	teachers coordinate through scheduled 1:1 meetings, grade level meetings, and written correspondence. Tutors' schedules include one-half hour per day for this purpose. Tutors will maintain a binder of documentation from the meetings and on-going communications	Tutors, and Classroom teachers coordinate through scheduled 1:1 meeting, grade level meetings, and written correspondence. Tutors' schedules include one-half hour per day for this purpose. Tutors will maintain a binder of documentation from the meetings and on-going communications.
<b>VII. Collaboration with Other Programs</b>	Describe strategies to ensure collaboration with other programs (i.e., migrant education, special education, ESL, Homeless Education Program, Head Start, adult education, violence prevention programs, including child abuse, nutrition programs, housing programs, vocational and technical education, and job training).	The Title I Tutors will collaborate with building coordinators and specialists regarding students in common. This would include SPED, ESOL, and the Homeless Liaison, at a minimum.	The Title I Tutors will collaborate with building coordinators and specialists regarding students in common. This would include SPED, ESOL, and the Homeless Liaison, at a minimum.
<b>VIII. Preschool Transition</b>	Describe steps for assisting preschool children transitioning to your school	N/A	N/A
<b>Program Evaluation</b>	<p>Plans for an annual program evaluation of how the Title I program performed (not individual students).</p> <p>Important questions should include: How many students did we serve?</p> <p>What was the effectiveness of the TI interventions and related activities?</p> <p>What was the impact of our Title I program in helping our struggling students increase achievement?</p> <p>How many students</p>	<p>The annual program evaluation is completed in May and June by the Title I Project Manager. The pre- and post-assessment mean percentile gains are analyzed by grade level to determine effectiveness of Title I interventions and strategies. The evaluation report lists how many students were served and the mean percentile gain by grade level and by school.</p> <p>Title I rosters are also reviewed for the number of students who exited the program and the reason for the exit. Classroom teachers are surveyed on student achievement, instructional strategies, collaboration with</p>	<p>The annual program evaluation is completed in May and June by the Title I Project Manager. The pre- and post-assessment mean percentile gains are analyzed by grade level to determine effectiveness of Title I interventions and strategies. The evaluation report lists how many students were served and the mean percentile gain by grade level and by school.</p> <p>Title I rosters are also reviewed for the number of students</p>

	<p>exited our program? (Be sure to clarify why they exited e.g., SPED placement or met targets)</p> <p>How much growth did the average student achieve?</p> <p>How much growth did various subgroups achieve? For example: Race, Age, Language Level, Subject, Grade level, Instructor -whatever is relevant</p> <p>* This evaluation should guide your program next year and any program changes should be reflected in a modified school plan.</p>	<p>Title I tutors and program design. Parents are surveyed on quality of services and rate all the parent involvement components for helpfulness to them.</p> <p>Teachers and parents are encouraged to offer comments and suggestions which are factored into the planning for the following year.</p>	<p>who exited the program and the reason for the exit. Classroom teachers are surveyed on student achievement, instructional strategies, collaboration with Title I tutors and program design. Parents are surveyed on quality of services and rate all the parent involvement components for helpfulness to them.</p> <p>Teachers and parents are encouraged to offer comments and suggestions which are factored into the planning for the following year.</p>
<b>Checklist for Other Program Requirements</b>	<ul style="list-style-type: none"> <li>• Annual meeting</li> <li>• Parent compact</li> <li>• Parent policy</li> <li>• Parent Right to Know</li> <li>• Parent Signature for Title I Participation or Refusal of services</li> </ul>	<ul style="list-style-type: none"> <li>• Annual meeting</li> <li>• Parent compact</li> <li>• Parent policy</li> <li>• Parent Right to Know</li> <li>• Parent Signature for Title I Participation or Refusal of services</li> </ul>	<ul style="list-style-type: none"> <li>• Annual meeting</li> <li>• Parent compact</li> <li>• Parent policy</li> <li>• Parent Right to Know</li> <li>• Parent Signature for Title I Participation or Refusal of services</li> </ul>