



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

**Name of School:** Mastricola Elementary School

**School Year:** 2024-2025

**Current Poverty Rate:** 11.02%

**Date School Needs Assessment was completed:** 5/28/2024

Merrimack School District Title I funds in 2024-2025 will be used to maintain tutors at Mastricola Elementary School where a Title I program will be implemented. In addition, funds will be used to purchase materials and resources to support foundational reading and math instruction. Using data from the Mastricola Elementary School Title I 2023-2024 program, we have completed a needs assessment to effectively implement our intervention programs.

### **Pre and Post assessments Used:**

#### **1. i-Ready Reading Assessment**

Reading Grades 1-4 level mean gains (Fall 2023 to Spring 2024) for 55 participating students:

Grade 1	+14.1
Grade 2	+8.5
Grade 3	+24.2
Grade 4	+4.6

#### **2. i-Ready Math Assessment:**

Math Grades 1-4 level mean gain (Fall 2023 - Spring 2024) for 50 participating students:

Grade 1	+11.4
Grade 2	+12.0
Grade 3	+16.5
Grade 4	+9.5

### **Parent Survey Results:**

- 84.2% of the parents shared that the Title I services in reading were excellent, 10.5% shared that services were good and 5.3% shared that the services were satisfactory (no parents rated the services as Poor).
- 68.8% of the parents shared that the Title I services in math were excellent, 12.5% shared that services were good and 18.8% shared that the services were satisfactory (no parents rated the services as Poor).
- 100% of the parents shared that email communications with their child's tutor were most helpful, as well as 53.8% for Spring Parent/Teacher/Tutor Conferences and 69.2% for the Reading Incentive Program.

**Teacher Survey Results:**

- 100% of classroom teachers shared that they were satisfied with the reading and math instructional strategies used in the Title I program.

**Date Plan was updated:** 7/18/2024

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

Amy Doyle, Assistant Superintendent for Curriculum, Instruction and Assessment

Michelle Romein, Principal

Kathleen Ortega, Assistant Principal

Holly Lubelczyk, Literacy Coordinator

Marsha McGill, Title I Project Manager

Paula Williams, Title I Administrative Assistant

**Please check the appropriate option:**

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

<b>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).</b>			
<b>Plan Criteria</b>	<b>Explanation</b>	<b>Your School Plan</b>	<b>Plan Updates</b>
<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</p>	<p><b>Grades 1-4:</b></p> <p><b>Reading:</b></p> <p>Students in grades 1-4 are identified and ranked as eligible based on the following criteria:</p> <p><b>Spring Selection for Fall Early Start:</b></p> <p>Assignment of points based on scores.</p> <ol style="list-style-type: none"><li>1. Spring Star (Below 40%)</li><li>2. Heggerty (Total Points)</li><li>3. F&amp;P Benchmark Assessment</li></ol>	<p><b>Grades 1-4:</b></p> <p><b>Reading:</b></p> <p>Students in grades 1-3 are identified and ranked as eligible based on the following criteria:</p> <p><b>Spring Selection for Fall Early Start (Grades 1-3):</b></p> <p>Assignment of points based on scores.</p> <ol style="list-style-type: none"><li>1. Spring i-Ready (Below 40%)</li><li>2. Spring Heggerty (Total Points)</li></ol>

	<p>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>showing 1 or more levels below “Instructional Level Expectation for Reading”;</p> <p><b>Fall Selection:</b> Assignment of points based on scores</p> <ol style="list-style-type: none"> <li>1. i-Ready Diagnostic Assessment grades 1-4 (Below 40%-Yellow/Red Zone)</li> <li>2. Heggerty grades 1-2 (Total Points)</li> <li>3. LETRS Grades 3-4 (Total Points)</li> <li>4. Teacher/LC Recommendation</li> </ol> <p><b>Math:</b> Students in grades 1-4 are identified and ranked as eligible based on the following criteria:</p> <p><b>Fall Selection:</b> Assignment of points based on scores</p> <ol style="list-style-type: none"> <li>1. i-Ready Diagnostic Assessment grades 1-4 (Below 40%-Yellow/Red Zone)</li> <li>2. enVision Assessment (Converted to %)</li> <li>3. Teacher Recommendation</li> </ol> <p><b>Migratory &amp; homeless students:</b></p>	<p>3. Spring Foundations Assessments (Total Points)</p> <p><b>Fall Selection:</b> Assignment of points based on scores.</p> <ol style="list-style-type: none"> <li>1. i-Ready Diagnostic 1 Assessment grades 1-4 (Below 40%-Yellow/Red Zone)</li> <li>2. Heggerty grade 1 (Total Points)</li> <li>3. Foundations Assessments Units 1&amp;2 (Grades 1-3)</li> <li>4. LETRS Grade 3</li> <li>5. Teacher/LC Recommendation</li> </ol> <p><b>Math:</b> Students in grades 1-4 are identified and ranked as eligible based on the following criteria:</p> <p><b>Fall :</b> Assignment of points based on scores</p> <ol style="list-style-type: none"> <li>1. i-Ready Diagnostic Assessment grades 1-4 (Below 40%-Yellow/Red Zone)</li> <li>2. i-Ready Scaled Score <i>Number and Operations</i> Grades 1-4</li> <li>3. enVisions Assessment Grades 1-4 (Converted to %)</li> </ol>
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		<p>Homeless and migrant students will be ranked most needy, at all times, and will be accommodated by Title I. Every Title I selection form has instructions on assigning points for homeless students, as part of the general instructions.</p> <p><b>3 forms of selection criteria:</b> Selection forms include 3 forms of academic data-assessments given to all students and points for educator's recommendation (classroom teacher/literacy coordinator or administrator).</p>	<p>4. Teacher Recommendation</p> <p><b>Migratory &amp; homeless students:</b> Homeless and migrant students will be ranked most needy, at all times, and will be accommodated by Title I. Every Title I selection form has instructions on assigning points for homeless students, as part of the general instructions.</p> <p><b>3 forms of selection criteria:</b> Selection forms include 3 forms of academic data. Assessments given to all students and points for educator's recommendation (classroom teacher/literacy coordinator or administrator).</p>
<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 deliver supplementary Title I reading and math instruction, the District hires Title I tutors under the support staff contract. These individuals may hold certification in elementary education and are supervised by</p>	<p>In order to deliver supplementary Title I reading and math instruction, the District hires Title I tutors under the support staff contract. These individuals may hold certification in elementary education or hold a Paraeducator II license. They are supervised by the</p>

	<p>In order to be in compliance with the law, 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>the Literacy Coordinator.</p> <p>Title I Tutors communicate regularly with classroom teachers to review data, analyze student performance and determine the best interventions to meet targeted learning needs.</p>	<p>Literacy Coordinator.</p> <p>Title I Tutors communicate regularly with classroom teachers to review data, analyze student performance and determine the best interventions to meet targeted learning needs.</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>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</p>	<p><b>Title I Reading: Instructional Support Model:</b></p> <p>Each student who has been identified as qualifying for the Title I reading services receives ½ hour of small group reading instruction in addition to the core reading instructional program. The core instruction in structured literacy includes word recognition skills (phonological awareness, decoding, sight recognition) and Language Comprehension (background knowledge, vocabulary, language structure, verbal reasoning and literacy knowledge). Title I instruction is provided in addition to this core instruction during an intervention block, thus supplementing the regular instruction without supplanting it.</p>	<p><b>Title I Reading: Instructional Support Model:</b></p> <p>Each student who has been identified as qualifying for the Title I reading services receives ½ hour of small group reading instruction in addition to the core reading instructional program. The core instruction in structured literacy includes word recognition skills (phonological awareness, decoding, sight recognition) and Language Comprehension (background knowledge, vocabulary, language structure, verbal reasoning and literacy knowledge). Title I instruction is provided in addition to this core instruction during an intervention block, thus supplementing the regular instruction without supplanting it.</p>

	<p>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. (This is a priority for all Title I schools.)</p>	<p><b>Curricula chosen:</b> The Merrimack Elementary Title I reading program will utilize Foundations for Intervention, decodable texts for take home practice, Reading Success by David A. Kilpatrick for phonemic awareness (K-1), Heggerty Bridge the Gap for phonemic awareness (2-4), UFLI Phonics (3-4), i-Ready data and lessons, Foundations Just Words (grade 4), Literacy Footprints Intervention (Gr. 4 Comprehension).</p> <p><b>Location of Services:</b> Students in Grades 1-4 will receive Title I services in a small group in a designated space inside/outside of their classroom.</p> <p><b>Extended Learning Time:</b> The Title I Reading Incentive Program helps students extend their learning. Students read take home books nightly and then complete a monthly reading log. Parents take responsibility for initialing each entry.</p> <p><b>Title I Math:</b></p>	<p><b>Curricula chosen:</b> The Merrimack Elementary Title I reading program will utilize Foundations for Intervention (Fun in Focus) Grades 1-3, Wilson's Just Words (grade 4), Reading Success by David A. Kilpatrick for phonemic awareness (Grade 1), Heggerty Bridge the Gap for phonemic awareness (Grades 2-4), i-Ready data and lessons.</p> <p><b>Location of Services:</b> Students in Grades 1-4 will receive Title I services in a small group in a designated space inside/outside of their classroom.</p> <p><b>Extended Learning Time:</b> The Title I Reading Incentive Program helps students extend their learning. Students read decodable, take home books nightly and complete a reading log. Parents take responsibility for initialing each entry.</p> <p><b>Title I Math: Instructional Support Model:</b> Each student who has been identified as</p>
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		<p><b>Instructional Support Model:</b> Each student who has been identified as qualifying for Title I math services in grades 1-4 receives ½ hour of small group math instruction in addition to the core math instructional program. Supplemental supports are aligned to the <b>enVisions</b> math program, i-Ready data and targeted instruction suggested lessons and CCSS identified needs.</p> <p><b>Curricula Chosen:</b> Title I Tutors providing math services receive training to implement researched based math curriculum tools. This will include using i-Ready, lessons to target lagging skills as well as providing tier 2 instruction using the enVisions intervention kit and Do the Math.</p> <p><b>Location of Services:</b> Students in grades 1-4 will receive Title I services in a small group in a designated space</p>	<p>qualifying for Title I math services in grades 1-4 receives ½ hour of small group math instruction in addition to the core math instructional program. Supplemental supports are aligned to the <b>enVisions</b> math program, i-Ready data and targeted instruction suggested lessons and CCSS identified needs.</p> <p><b>Curricula Chosen:</b> The Merrimack Elementary Title I math program will utilize Do the Math modules including Number Core: Addition and Subtraction, Multiplication, Division and Fractions as well as i-Ready targeted lessons. We will focus on building skills in the Number and Operations and Algebra and Algebraic Thinking Domains.</p> <p><b>Location of Services:</b> Students in grades 1-4 will receive Title I services in a small group in a designated</p>
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		<p>inside/outside of their classroom.</p> <p><b>Extended Learning Time:</b> Students and families will work with tutors to extend their learning through our programs and supports including enVisions online assignments.</p>	<p>space inside/outside of their classroom.</p> <p><b>Extended Learning Time:</b> Students and families will work with tutors to extend their learning through our programs and supports including fact fluency practice.</p>
<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 fall, an informational meeting is provided to parents where they meet the staff and learn about the Title I program's structure and instructional practices.</p> <p>Title I Tutors continue ongoing communication with current students and families to provide information about the concepts and strategies being taught along with suggestions on ways to support student learning at home.</p> <p>Parents are encouraged to share ideas and feedback on the program through an end of year survey. The feedback is used to</p>	<p>During the fall, families are invited to an open house. They are able to meet the staff, see the materials and learn about the Title I program's structure and instructional practices.</p> <p>Title I Tutors continue ongoing communication with current students and families to provide information about the concepts and strategies being taught along with suggestions for supporting student learning at home.</p> <p>Parents are encouraged to share ideas and feedback on the program through an end of year survey. The feedback is used to</p>

		<p>review and improve the program.</p> <p>The Reading Incentive Program is the #1 parent involvement activity that parents value, as reported on the annual parent surveys. We will continue to enhance the program by providing take-home books.</p> <p>Title I Tutors will be available during parent conferences in the spring</p> <p>A summer book bag program will be provided.</p>	<p>review and improve the program.</p> <p>The Reading Incentive Program is the #1 parent involvement activity that parents value, as reported on the annual parent surveys. We will continue to enhance the program by providing decodable take-home books.</p> <p>Title I Tutors will be available during parent conferences in the spring</p> <p>A summer book bag program will be provided.</p>
<b>V. Professional Development</b>	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?	Title I Tutors who have educational certifications are required to participate in all aspects of the Merrimack Professional Development Plan (IPDP). The District provides funding for all tutors to participate fully in district workshop days. In addition, tutors will continue professional development in the implementation of program tools.	Title I Tutors who have educational certifications are required to participate in all aspects of the Merrimack Professional Development Plan (IPDP). The District provides funding for all tutors to participate fully in district workshop days. In addition, tutors will continue professional development in the implementation of program tools.

<b>VI. Coordination with Regular Classroom</b>	<p>Describe your steps to ensure that instructional planning for participating students is incorporated into their existing school program. We need to know specifically 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 your record keeping procedures to document this coordination.</p>	<p>The Title I Tutors communicate with classroom teachers bi-weekly providing feedback on student progress in Title I. Tutors document this communication in a log.</p> <p>In addition, all intervention programs and resources provide a data management system used for regular monitoring, reporting and graphing of student progress. This information is readily available for classroom teachers.</p>	<p>The Title I Tutors communicate with classroom teachers bi-weekly providing feedback on student progress in Title I. Tutors document this communication in a digital log.</p> <p>In addition, Title I Tutors provide ongoing data to report student progress in interventions. This information is readily available for classroom teachers.</p>
<b>VII. Collaboration with Other Programs</b>	<p>Describe your strategies to ensure collaboration with other programs (i.e., migrant education, special education, ESL, Homeless Education Program, Head Start, Even Start, adult education, violence - including child abuse prevention programs, nutrition programs, housing programs, vocational and technical education, and job training).</p>	<p>In some cases, a student's progress warrants a more specialized individualized program provided through special education. If a student transitions to special education, the team shares information and data.</p> <p>ESL students often qualify for Title I support. The literacy tools used in Title I support the literacy development of children who do not</p>	<p>In some cases, a student's progress warrants a more specialized individualized program provided through special education. If a student transitions to special education, the team shares information and data.</p> <p>ESL students often qualify for Title I support. The literacy tools used in Title I support the literacy development of children who do not</p>

		<p>speak English as their home language.</p> <p>Our District Homeless Liaison works with the Title I Project manager and school administrators to ensure that all homeless students are listed as eligible on the Title I selection sheets and offered services to help them fully participate in school. Homeless students are automatically qualified for free lunch.</p>	<p>speak English as their home language.</p> <p>Our District Homeless Liaison works with the Title I Project manager and school administrators to ensure that all homeless students are listed as eligible on the Title I selection sheets and offered services to help them fully participate in school. Homeless students are automatically qualified for free lunch.</p>
<b>VIII. Preschool Transition</b>	Describe your steps for assisting preschool children transitioning to your school.	<p>In the spring, preschool staff and administrators meet with each elementary school to review the needs of all students from MEEP transitioning to kindergarten. Additionally, the building SPED coordinator is invited to attend IEP meetings for transitioning preschoolers to review IEPs and meet parents. Once placement is completed, all students entering kindergarten in the fall have an opportunity to attend a welcome back event to meet their teacher and visit their classroom.</p>	<p>In the spring, preschool staff and administrators meet with each elementary school to review the needs of all students from MEEP transitioning to kindergarten. Additionally, the building SPED coordinator is invited to attend IEP meetings for transitioning preschoolers to review IEPs and meet parents. Once placement is completed, all students entering kindergarten in the fall have an opportunity to attend a welcome back event to meet their teacher and visit their classroom.</p>

<p><b>Program Evaluation</b></p>	<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 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</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 are served, 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 rating all the parent involvement components for helpfulness to them. Teachers and parents are encouraged to offer comments and suggestions which are factored into the planning for the</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 are served, 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 rating all the parent involvement components for helpfulness to them. Teachers and parents are encouraged to offer comments and suggestions which are factored into the</p>
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	modified school plan.	following year.	planning for the following year.
<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</li> <li>• 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</li> <li>• 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</li> <li>• Participation or Refusal of services</li> </ul>