Title IA
Targeted Assistance
School Plan

Name of School: Reeds Ferry School   **School Year:** 2024-2025

Current Poverty Rate: 10.58%

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 Reeds Ferry 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 Reeds Ferry 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)

Grade 1	+17.4%
Grade 2	+8.3%
Grade 3	+12.3%
Grade 4	+.57%

2. i-Ready Math Assessment:
Math - Grades 1-4 level mean gains (Fall 2023 to Spring 2024)

Grade 1	+11.2%
Grade 2	+12.9%
Grade 3	+5.4%
Grade 4	+12.6%

Parent Survey Results:
- 77.3% reported Excellent tutoring services in reading and 22.7% Good (no parents reported services as Satisfactory or Poor).
- 88.2% reported Excellent tutoring services in math, 11.8% Good (no parents reported services as Satisfactory or Poor).
- The majority of parents approved of the Title I on-going tutor communication (51.9%), Parent/Teacher/Tutor conferences (55.6%) and the reading incentive program (66.7%).

Teacher Survey Results:
- 100% of the teachers shared that they were satisfied with the instructional strategies used for reading by Title I Tutors and 100% were satisfied with the instructional strategies used for math.

Dates Plan for the development of the 2024-2025 School Plan:
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.
2. Reed's Ferry Individual School Planning meetings was held on 7/25/2024

School Planning and Review Team (members and their affiliation):
Bonnie Painchaud, Principal
Amy Gentile, Assistant Principal
Jeanette Cote, Literacy Coordinator
Marsha McGill, Title I Coordinator/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**
I. Student Selection	Describe your two-step process for selecting Title I students: How is the pool of educationally disadvantaged students identified? How will you select the neediest students? In a narrative, describe how you will include migratory and homeless students in	Initially, students will be eligible based on the Title I spring selection sheets. Once Late Fall universal assessments take place, the selection sheets will be updated for the following selection process: **Reading:** Grade 1-3 students are eligible with an i-Ready Diagnostic Assessment score that is below benchmark (Below	**Reading:** Grades 4 students are identified as eligible with an i-Ready Diagnostic Assessment score that is below benchmark (Below 40%-Yellow/Red Zone). Additional points are assigned using SAS spring 2024 scores, and classroom teacher and Literacy Coordinator recommendations.

	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. 3 forms of selection criteria, 2 of them must be academic in nature.	40%-Yellow/Red Zone). Additional points are assigned using early literacy assessments (Heggerty/LETRS), and teacher recommendation. Grades 4 students are identified as eligible with an i-Ready Diagnostic Assessment score that is below benchmark (Below 40%-Yellow/Red Zone). Additional points are assigned using SAS spring 2023 scores, and classroom teacher and Literacy Coordinator recommendations. **Selection:** 1. i-Ready Diagnostic Assessment 2. NH SAS (Grade 4 only) 3. Heggerty Phonemic Awareness 4. LETRS Phonics and Word Reading Survey 5. Teacher and Literacy Coordinator's recommendations **Math:** Grade 1-4 students are identified using i-Ready Diagnostic Assessment scores (Below	Spring Selection for Fall Early Start (Grades 1-4): Assignment of points based on scores. 1. Spring i-Ready (Below 40%) 2. Spring Heggerty and/or LETRS(Total Points) 3. Teacher Recommendation Fall Selection: Grade 1-3 students are eligible with an i-Ready Diagnostic Assessment score that is below benchmark (Below 40%-Yellow/Red Zone). Additional points are assigned using early literacy assessments (Heggerty/LETRS), and teacher recommendation. **Selection:** 1. i-Ready Diagnostic Assessment 2. NH SAS (Grade 4 only) 3. Heggerty Phonemic Awareness 4. LETRS Phonics and Word Reading Survey 5. Teacher and Literacy Coordinator's recommendations

		40%-Yellow/Red Zone). Additional points will be assigned using the topic EnVisions assessments and classroom teacher recommendation. ==Selection:== 1. ==i-Ready Diagnostic Assessment== 2. ==EnVisions Math BOY/End of Year Assessment/Topic Assessments== 3. ==Teacher and recommendations== **Migratory & homeless students:** 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. **3 forms of selection criteria:** Selection includes 3 forms of academic data- assessments given to all students and points for educator's recommendation (classroom teacher or	**Math:** Grades 4 students are identified as eligible with an i-Ready Diagnostic Assessment score that is below benchmark (Below 40%-Yellow/Red Zone). Additional points are assigned using SAS spring 2023 scores, and classroom teacher and Literacy Coordinator recommendations. Grade 1-4 students are identified using i-Ready Diagnostic Assessment scores (Below 40%-Yellow/Red Zone). Additional points are assigned using the scale score for i-ready Numbers and Operations strand and topic EnVisions assessments and classroom teacher recommendation. ==Selection:== 1. ==i-Ready Diagnostic Assessment== 2. ==i-Ready Numbers and Operations Strand== 3. ==EnVisions Math BOY/End of Year Assessment/Topic Assessments== 4. ==Teacher recommendations==

		administrator)	**Migratory & homeless students:** 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. **3 forms of selection criteria:** Selection forms include 3 forms of academic data-assessments given to all students and points for educator's recommendation (classroom teacher or administrator)
II. Supplemental Support	Describe how your Title I instructional program is in addition to the core competency instruction. 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. In order to be in compliance with the law, your program	In order to deliver supplementary Title I reading and math instruction, the District hires Title I tutors under the support staff contract. These individuals hold certification in elementary education , or are supervised by an individual who holds an elementary education certification. Title I Tutors meet regularly with classroom teachers to	In order to deliver supplementary Title I reading and math instruction, the District hires Title I tutors under the support staff contract. These individuals hold certification in elementary education , or are supervised by an individual who holds an elementary education certification Title I Tutors meet regularly with classroom teachers to

	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.	review data, analyze student performance and determine the best interventions to meet targeted learning needs . One example of an intervention: students in Grades 3 and 4 who have been identified as qualifying for Title I math services may receive instruction in a math lab setting, either before school or pull-out during the day, using an online instructional program. Typically, Grades 1 and 2 students who qualify for math services receive support within the classroom. Supplemental support is aligned to the EnVisions math program and CCSS identified needs. 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 neediest students may also receive additional instruction in a before school reading lab using Lexia Core5. The core instruction follows the District literacy model of small group, guided	review data, analyze student performance and determine the best interventions to meet targeted learning needs . Students in grades 1 -4 who qualify for math services receive support for ½ hour during the school day. Supplemental support is aligned to the EnVisions math program and CCSS identified needs. 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 follows the District literacy model of small group, foundational reading instruction that targets phonics, comprehension and/or fluency. Title I instruction is provided in addition to this core instruction, thus supplementing the regular instruction without supplanting it.

		reading instruction using leveled text. Title I instruction is provided in addition to this core instruction, thus supplementing the regular instruction without supplanting it	
III. High Quality Instructional Strategies	**Respond to the following:** Describe how your instructional support model uses only research-based strategies for improving achievement of your Title I students. 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. 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. Include the strategies you will use to	**Title I Reading: Instructional Support Model:** The Merrimack Elementary Title I reading program will utilize the *Literacy Footprints Intervention Partner Kit*, a research-based reading system. This resource is closely aligned to the reading framework used by classroom teachers. It follows the guidelines presented in *The Next Step small group lesson framework*, and provides an emphasis on phonemic awareness, phonics skills and word study. Additionally, in grades 1-3, the Fundations Program will be used to provide targeted phonics and phonemic awareness instruction based on Fundations unit assessments. An additional program that may be utilized is the Fountas and Pinnell Leveled Literacy Intervention Program (LLI) consisting of a series of lessons designed to	**Title I Reading: Instructional Support Model:** The Merrimack Elementary Title I reading program will utilize the Fundations Intervention Program, Fun in Focus in grades 1-3. It will be used to provide targeted phonics and phonemic awareness instruction based on Fundations unit assessments. ==Additional resource that may be utilized include: the *Literacy Footprints Intervention Partner Kit* consisting of a series of texts and lessons designed to provide additional support to students who are experiencing difficulty with reading comprehension and writing; UFLI - for additional support in phonics instruction; Equipped for Reading Success - a program for developing phonemic awareness.== **Location of Services:** Title I reading students receive small group instruction in the classroom whenever

	provide extended learning time for your Title I students. (This is a priority for all Title I schools.)	provide additional support to students who are experiencing difficulty with reading comprehension and writing. **Location of Services:** Title I reading students receive small group instruction in the classroom whenever possible. The tutor meets with groups at scheduled times and in a designated space, which includes a table and a whiteboard. While the classroom teacher meets with small groups, the remaining students work on reading related activities or are reading independently at their seats. **Title I Math: Instructional Support Model:** In addition to small group instruction with the Title I tutor, math activities on iPads may also be used to reinforce learning. Additional Title 1 tutoring may be provided for those Title 1 students who have been identified as needing Tier 2-3 intervention in reading and/or math. These interventions will not supplant the student's regular core instruction or	possible. The tutor meets with groups at scheduled times and in a designated space, which includes a table and a whiteboard. While the classroom teacher meets with small groups, the remaining students work on reading related activities or are reading independently at their seats. **Title I Math: Instructional Support Model:** In addition to small group instruction with the Title I tutor, math activities on iPads may also be used to reinforce learning. Other resources include *Do the Math,* to reinforce concepts such as numbers and operations and fractions. Additional Title 1 tutoring may be provided for those Title 1 students who have been identified as needing Tier 2-3 intervention in reading and/or math. These interventions will not supplant the student's regular core instruction or interventions provided by District staff **Curricula chosen:** Tutors determine the appropriate

		interventions provided by District staff. **Location of Services:** Math services for students in grades 1-4 are provided during the school day during the math block. Tutors meet with students in the classroom after core instruction is delivered by the classroom teacher. During this time, students are working independently while teachers meet with small groups. In all grades, instruction is aligned to the district's math curriculum and individual student needs **Curricula chosen:** Tutors determine the appropriate level of instruction using the district assessments to group children homogeneously. Title I Tutors are fully trained to assess and group students, teach lessons and document progress. Tutors place students in small groups following careful assessment. Supportive teaching enables students to expand their reading strategies by gradually increasing the level of challenge	level of instruction using the district assessments to group children homogeneously. Title I Tutors are fully trained to assess and group students, teach lessons and document progress. Tutors place students in small groups following careful assessment. Supportive teaching enables students to expand their reading strategies by gradually increasing the level of challenge and at the same time assuring daily success. Students will use multiple resources and strategies, including technology, manipulatives, and multisensory activities to reach the curriculum standards. **Location of Services:** Math services for students in grades 1-4 are provided during the school day during the math block. Tutors meet with students in the classroom after core instruction is delivered by the classroom teacher. During this time, students are working independently while teachers meet with small groups. In all grades, instruction is

		and at the same time assuring daily success.

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Extended Learning Time:
The Title I Reading Incentive Program helps reading students extend their learning. Students receive incentive to read books at home each night and then complete a monthly reading log. Parents take responsibility for initialing each entry.

Students will be provided books for summer reading.

State Certifications & Licensure requirements:
All Title I tutors are required to have either a NH certification in Elementary Education or a Paraeducator II certification. Tutors with a Paraeducator II certification will work under the supervision of the Language Arts Coordinator. Copies of certification are kept on file and reviewed | aligned to the district's math curriculum and individual student needs

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State Certifications & Licensure requirements:
All Title I tutors are required to have either a NH certification in Elementary Education or a Paraeducator II certification. Tutors with a Paraeducator II certification will work under the supervision of the Language Arts Coordinator. Copies of certification are kept on file and reviewed annually by Human Resources and the Title I Project Manager |

		annually by Human Resources and the Title I Project Manager	
IV. Parent Involvement	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?	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. The Reading Incentive Program is the #1 parent involvement activity that parents value. We will continue to enhance the program by providing online book bags and lists of leveled books as requested, so that parents have the confidence in choosing appropriate-level books. Title I Tutors will be available during either	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. The Reading Incentive Program is the #1 parent involvement activity that parents value. We will continue to enhance the program by providing online book bags and lists of leveled books as requested, so that parents have the confidence in choosing appropriate-level books. Title I Tutors will be available during either the Fall or Spring

		the Fall or Spring parent conferences. They will share information about strategies used in Title I and ways parents can help their students at home. 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.	parent conferences. They will share information about strategies used in Title I and ways parents can help their students at home. 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.
V. Professional Development	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 are required to participate in all aspects of the Merrimack Professional Development Plan (IPDP). The District provides funding for the tutors to participate fully in district workshop days. In addition, tutors will continue professional development in the implementation of foundational reading skills including phonemic awareness, phonics, fluency, vocabulary, and comprehension with the Literacy Coordinator and Assistant Principal.	Title I Tutors are required to participate in all aspects of the Merrimack Professional Development Plan (IPDP). The District provides funding for the tutors to participate fully in district workshop days. In addition, tutors will continue professional development in the implementation of foundational reading skills including phonemic awareness, phonics, fluency, vocabulary, and comprehension with the Literacy Coordinator and Assistant Principal.
VI. Coordination with Regular Classroom	Describe your steps to ensure that instructional planning for participating	The Title I Tutors schedule a half hour each day to coordinate with classroom	The Title I Tutors schedule a half hour each day to coordinate with classroom

	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.	teachers. Tutors also participate in bi-weekly grade level PLTs. These opportunities provide teachers and Title I Tutors time to collaborate about student needs and progress. Tutors document this communication in a log. 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.	teachers. Tutors also participate in bi-weekly grade level PLTs. These opportunities provide teachers and Title I Tutors time to collaborate about student needs and progress. Tutors document this communication in a log. 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.
VII. Collaboration with Other Programs	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).	The small group literacy model employs an instructional framework that incorporates the five major components of reading and follows the District Literacy Model. In some cases, a student's progress warrants a more specialized individualized program provided through special education. If a student transitions to special education, they may continue to receive instruction using this framework or programs such as Equipped for Reading Success. ESL students often	The small group literacy model employs an instructional framework that incorporates the five major components of reading and follows the District Literacy Model. In some cases, a student's progress warrants a more specialized individualized program provided through special education. If a student transitions to special education, they may continue to receive instruction using this framework or programs such as Equipped for Reading Success. Multilingual learner (MLL) students often

		qualify for Title I support. The programs utilized and lessons crafted support the literacy development of children who do not speak English as their home language. 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	qualify for Title I support. The programs utilized and lessons crafted support the literacy development of children who do not speak English as their home language. 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.
VIII. Preschool Transition	Describe your steps for assisting preschool children transitioning to your school.	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 an open house to meet their	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 an open house to meet their teacher

		teacher and visit their classroom.	and visit their classroom.
Program Evaluation	Plans for an annual program evaluation of how the Title I program performed (not individual students). Important questions should include: How many students did we serve? What was the effectiveness of the TI interventions and related activities? What was the impact of our Title I program in helping our struggling students increase achievement? How many students exited our program? (Be sure to clarify why they exited e.g., SPED placement or met targets) How much growth did the average student achieve? How much growth did various subgroups achieve? For example: Race, Age, Language Level, Subject, Grade level, Instructor -whatever is relevant * This evaluation should guide your program next year	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. 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	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. 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

	and any program changes should be reflected in a modified school plan.	suggestions which are factored into the planning for the following year.	factored into the planning for the following year.
Checklist for Other Program Requirements	- Annual meeting - Parent compact - Parent policy - Parent Right to Know - Parent Signature for Title I - Participation or Refusal of services	- Annual meeting - Parent compact - Parent policy - Parent Right to Know - Parent Signature for Title I - Participation or Refusal of services	- Annual meeting - Parent compact - Parent policy - Parent Right to Know - Parent Signature for Title I - Participation or Refusal of services