Title IA
Targeted Assistance
School Plan

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

Current Poverty Rate: 9.53%

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 Thornton 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 Thornton 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   +3.5%
        Grade 2   +5.4%
        Grade 3   +6.2%
        Grade 4   +7.6%

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

        Grade 1   +4%
        Grade 2   +14.6%
        Grade 3   +3.5%
        Grade 4   -1%

Parent Survey Results:
- 88.2% of the parents shared that the Title I services in reading were Excellent and 5.9% shared that services were Good (no parents rated the services as Satisfactory or Poor).
- 84.2% of parents shared that Spring Parent/Teacher/Tutor Conferences were the most helpful involvement activities and 78.9% of parents shared that the Reading Incentive Program was helpful.

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

Date Plan was updated: 7/24/2024

School Planning and Review Team (members and their affiliation):
Julie Deluca, Principal
Brooke Ross, Assistant Principal
Jane Calnan, 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**
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 your selection process regardless of the date that the	**Kindergarten: Reading:** Students will not be receiving Title I services at the kindergarten level based on the number of tutors available this school year **Grades 1-4: Reading**: Students in grades 1-4 are identified and ranked as eligible based on the following criteria:	**Grades 1-4: Reading**: Students in grades 1-4 are identified and ranked as eligible based on the following criteria: **Selection for Fall Early Start (Grades 1-4):** Assignment of points based on scores. 1. Spring i-Ready K-4 Diagnostic (Below 40%) 2. Spring Acadience K-4

	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.	**Spring Selection for Fall Early Start**: Assignment of points based on scores. 1. Spring Star (Below 40%) 2. Heggerty (Total Points) 3. F&P Benchmark Assessment showing 1 or more levels below "Instructional Level Expectation for Reading"; **Fall Selection October 2023:** Assignment of points based on scores 1. i-Ready Diagnostic Assessment grades 1-4 (Below 40%-Yellow/Red Zone) 2. Heggerty grades 1-2 (Total Points) 3. Acadience grades 3-4 4. Teacher/LC Recommendations **Math:** Students in grades 1-4 are identified and ranked as eligible based on the following criteria: **Fall Selection:** Assignment of points based on scores 1. i-Ready Diagnostic Assessment grades 1-4 (Below	(Total %ile) 3. Spring Heggerty K-2 (Total Points) 4. Spring Fundations Assessments K-2 (Total %ile) 5. Spring LETRS Phonics Survey Grades 3-4 (Total Points) 6. Attendance and truancy (points) 7. SAS Level for upcoming 4th **Fall Selection:** Assignment of points based on scores. 1. i-Ready 1-4 Diagnostic (Below 40%) 2. Acadience 1-4 (Total %ile) 3. Heggerty 1-2 (Total Points) 4. Fundations Assessments 1-2 (Total %ile) 5. LETRS Phonics Survey Grades 3-4 (Total Points) 6. Attendance and truancy (points) 7. SAS Level for upcoming 4th **Math:** Students in grades 1-4 are identified and ranked as eligible based on the following criteria:

		40%-Yellow/Red Zone) 2. enVision Assessment (Converted to %) 3. Teacher Recommendation **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 recommendations from classroom teacher/literacy coordinator or administrator.	**Fall Early Start Selection**: Assignment of points based on scores. 1. i-Ready Diagnostic Assessment grades 1-4 (Below 40%) 2. enVisions EOY Assessment (Converted to %) 3. Attendance and truancy (Points) 4. SAS for upcoming 4th scores (Level) **Fall :** Assignment of points based on scores 1. i-Ready Diagnostic Assessment grades 1-4 (Below 40%) 2. enVisions EOY Assessment (Converted to %) 3. Attendance and truancy (Points) 4. SAS for upcoming 4th scores (Level) **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 triangulation of multiple data sources.
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 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.	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 and are supervised by the Literacy Coordinator. Title I Tutors communicate regularly with the Literacy Coordinator, Assistant Principal, and classroom teachers to review data, analyze student performance, and determine the best interventions to meet targeted learning needs.	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 and are supervised by the Literacy Coordinator. Title I Tutors communicate regularly with the Literacy Coordinator, Assistant Principal, and classroom teachers to review data, analyze student performance, and determine the best interventions to meet targeted learning needs.
III. High Quality Instructional Strategies	**Respond to the following:** Describe how your	**Title I Reading: Instructional Support Model:** Each student who	**Title I Reading: Instructional Support Model:** Each student who

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 provide extended learning time for your Title I students. (This is a priority for all Title I schools.)	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. Core instruction follows the District literacy model of whole and small group reading instruction using researched based programs. Title I instruction is provided in addition to this core instruction, thus supplementing the regular instruction without supplanting it. **Curricula chosen:** The Merrimack Elementary Title I reading program utilizes the following programs, consisting of a series of lessons, to plan instruction designed to provide additional support to students who are experiencing difficulty with reading and writing: -*Equipped for Reading Success* - A Comprehensive, Step-By-Step Program for Developing Phonemic Awareness and Fluent Word Recognition Literacy -*Bridge the Gap Heggerty* PA	has been identified as qualifying for the Title I reading services receives small group reading instruction in addition to the core reading instructional program. Core instruction follows the District literacy model of whole and small group reading instruction using researched based programs. Title I instruction is provided in addition to this core instruction, thus supplementing the regular instruction without supplanting it. **Curricula chosen:** The Merrimack Elementary Title I reading program utilizes the following programs, consisting of a series of lessons, to plan instruction designed to provide additional support to students who are experiencing difficulty with reading and writing: -*Equipped for Reading Success* - A Comprehensive, Step-By-Step Program for Developing Phonemic Awareness and Fluent Word Recognition Literacy -*Bridge the Gap Heggerty* PA

		intervention for grades 3 and 4.	intervention for grades 3 and 4.
		-Wilson Fundations Intervention grades 1-4	*-Wilson Fundations* Intervention grades 1-4
		-Literacy Footprints Intervention for comprehension and writing.	-Project Read Phonology 1-4
		Title I Tutors implement daily lesson plans that incorporate a range of strategies, each supported by research and evidence of effectiveness.	*-Literacy Footprints* Intervention for comprehension and writing.
		The design of *Equipped for Reading Success*, a research-based phonemic awareness program, is closely aligned to the *Heggerty* phonemic awareness program used during core classroom instruction. It provides step by step lessons based on research results and guidelines for best practices for teaching reading. Also considered in the design of these lessons is a systematic approach to orthographic mapping.	Title I Tutors implement daily lesson plans that incorporate a range of strategies, each supported by research and evidence of effectiveness.
		Bridge the Gap Heggerty intervention is a series of systematic phonemic	The design of *Equipped for Reading Success*, a research-based phonemic awareness program, is closely aligned to the *Heggerty* phonemic awareness program used during core classroom instruction. It provides step by step lessons based on research results and guidelines for best practices for teaching reading. Also considered in the design of these lessons is a systematic approach to orthographic mapping.
			Bridge the Gap

		awareness intervention lessons for students in 3rd and 4th grades. The lessons can be used in small groups or with individual students who struggle to decode words automatically. *Wilson Fundations* utilizes a structured literacy approach grounded in the science of reading. The program's research-based approach and extensive materials allow Title I teachers to confidently present a carefully structured reading and spelling curriculum using engaging, multisensory techniques. Fundations is aligned with the science of reading and guides teachers to provide effective instructional practices. *Literacy Footprints* intervention provides texts and lessons that support comprehension and vocabulary skills. The lesson designs are grounded in research that supports language learning, expansion of vocabulary, and student motivation.	*Heggerty* intervention is a series of systematic phonemic awareness intervention lessons for students in 3rd and 4th grades. The lessons can be used in small groups or with individual students who struggle to decode words automatically. *Wilson Fundations* utilizes a structured literacy approach grounded in the science of reading. The program's research-based approach and extensive materials allow Title I teachers to confidently present a carefully structured reading and spelling curriculum using engaging, multisensory techniques. Fundations is aligned with the science of reading and guides teachers to provide effective instructional practices. *Literacy Footprints* intervention provides texts and lessons that support comprehension and vocabulary skills. The lesson designs are grounded in research that supports language learning, expansion of vocabulary, and

		Location of Services: Students in grades 1-4 receive small group instruction for 30 minutes in a separate setting or within the classroom setting with a Title I tutor depending on the needs of the student. Title I tutors and classroom teachers coordinate schedules, so students are ensured both core instruction and supplemental support. In all grades, instruction is aligned to the district's literacy curriculum and individual student needs.	student motivation. **Location of Services:** Students in grades 1-4 receive small group instruction in a separate setting or within the classroom setting with a Title I tutor depending on the needs of the student. Title I tutors and classroom teachers coordinate schedules, so students are ensured both core instruction and supplemental support. In all grades, instruction is aligned to the district's literacy curriculum and individual student needs.
		Extended Learning Time: The Title I Reading Incentive Program helps reading students extend their learning. Students take books home each night to read and then complete a monthly reading log. Parents take responsibility for initialing each entry.	**Extended Learning Time:** The Title I Reading Incentive Program helps reading students extend their learning. Students take books home each night to read and then complete a monthly reading log. Caregivers take responsibility for initialing each entry.
		Title I Math: Instructional Support Model: Each student who has been identified as qualifying for Title I math services in	**Title I Math: Instructional Support Model:** Each student who has been identified as qualifying for Title I math services in grades 1-4 receives

		grades 1-4 receives instruction within the classroom setting with oversight by a Title I tutor. Supplemental supports are aligned to the enVisions math program and CCSS grade level expectations. **Curricula Chosen:** Title 1 will utilize *Do the Math*, a research-based math intervention program, that provides flexible, classroom-tested instruction for building numerical reasoning and confidence. This resource is closely aligned to the guided math framework used by classroom teachers. It follows Common Core Standards presented using enVisions during core instruction and provides an emphasis on number core and basic concepts.	instruction within the classroom setting with oversight by a Title I tutor. Supplemental supports are aligned to the enVisions math program and CCSS grade level expectations. **Curricula Chosen:** Title 1 will utilize *Do the Math*, a research-based math intervention program, that provides flexible, classroom-tested instruction for building numerical reasoning and confidence. This resource is closely aligned to the guided math framework used by classroom teachers. It follows Common Core Standards presented using enVisions during core instruction and provides an emphasis on number core and basic concepts.
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 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. Title I tutors continue ongoing	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. 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.	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.
			Parents are encouraged to share ideas and feedback on the program through an end of year survey and/or reaching out to Administration and the Language Arts Coordinator. The feedback is used to review and improve the program.	Parents are encouraged to share ideas and feedback on the program through an end of year survey and/or reaching out to Administration and the Language Arts Coordinator. The feedback is used to review and improve the program.
			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 more take-home books and lists of leveled books as requested, so that parents have the confidence in choosing appropriate-level books.	The parent conferences are the #1 parent involvement activity that parents value, as reported on the annual parent surveys. The Reading Incentive Program was the #2 parent involvement activity as reported. We will continue to enhance the program by providing more take-home books 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 parent conferences in the spring.	Title I tutors will be

		A summer book bag program is also provided to each student at the end of the school year.	available during parent conferences in the spring. A summer book bag program is also provided to each student at the end of the school year. .
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. This year Title I Tutors will participate in Acadience Essentials and Data Interpretation workshops.
VI. Coordination with Regular Classroom	Describe your steps to ensure that instructional planning for participating students is incorporated into their	The Title I Tutors schedule a half hour each day to coordinate with classroom teachers. Tutors also	The Title I Tutors schedule a half hour each day to coordinate with classroom teachers. Tutors also

	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.	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.	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	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.	Success.
		ESL 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	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.
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. Each	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. Each

		elementary school also holds spring kindergarten open/house screening sessions to obtain initial knowledge of readiness skills for reading, math, language, fine motor, social-emotional and physical activities. This process also supports classroom placement. Once placement is completed, all students entering kindergarten in the fall have an opportunity to attend an open house to meet their teacher and visit their classroom.	elementary school also holds spring kindergarten open/house screening sessions to obtain initial knowledge of readiness skills for reading, math, language, fine motor, social-emotional and physical activities. This process also supports classroom placement. Once placement is completed, all students entering kindergarten in the fall have an opportunity to attend an open house to meet their teacher 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?	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	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

	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 and any program changes should be reflected in a modified school plan.	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 following year.	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 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