Thorntons Ferry School Title I Plan

Title I, Part A School Site Plan Summary—Targeted Assistance Plan

The LEA must annually review, make any necessary revisions, and certify the Title I, Part A LEA Plans. To apply for Title I, Part A funds, the LEA must complete the following Title I, Part A School Site Plan Summary—Targeted Assistance Plan document annually and upload the document to the ESEA Consolidated Application to be considered for Title I, Part A funds. *For questions, please contact your federal program manager contact.*

LEA Information

School Year: 2026-2027
School Name: Thorntons Ferry School
LEA Name: Merrimack School District

Confirmation of Compliance with Title I, Part A Targeted Programming Requirements

The school and LEA officials affirm that the school and LEA will comply with following the Title I, Part A Targeted Assistance Program requirements:

☐ **Targeted Plan**
A comprehensive, written Targeted Program Plan is developed and annually reviewed, revised (if needed), and certified. The annual review includes conducting a needs assessment with input from stakeholders (parents, teachers, administrators, community members) (Section 1115(b)(2)(G)(iii)).

☐ **Eligible Students Identified**
Students are identified for Title I, Part A services solely based on multiple, objective, educationally related criteria (not economic status or English learner status alone) (Section1115(c)(1) and 1115(c)(2)).

☐ **Targeted Services Provided**
Title I, Part A funds are used only to serve identified eligible students who are most at risk of failing to meet state academic standards (Section 1115(b)(2)).

☐ **Program Planning & Coordination**
Title I, Part A staff and services are coordinated with the regular education program and other federal, state, and local programs. Services supplement and do not supplant non-federal funds (Section 1115(b)(2)(C & F) and 1115(b)(3)).

☐ **Instructional Strategies**
Evidence-based strategies and methods are used to strengthen the academic program for participating students (Section 1115(b)(2)(G)).

High-Quality Staff
Title I, Part A services are provided by properly licensed, certified, and qualified teachers and properly licensed and/or qualified paraprofessionals (Section 1115(b)(2)(D)).

☐ **Professional Development**
Ongoing professional development is provided for Title I, Part A staff and regular classroom teachers to better meet the needs of participating students (Section 1115(b)(2)(D)).

☐ **Family Engagement**
Parents of participating students are informed of the program and involved in planning, implementation, and evaluation in alignment with the school's Parent and Family Engagement Policy (Section 1115(b)(2)(E) and 1116).

☐ **Evaluation of Program Effectiveness**
The school regularly reviews and evaluates the effectiveness of the Title I, Part A targeted program in improving student achievement and revises the program as necessary (Section 1115(b)(2)(G)).

☐ **Documentation & Recordkeeping**
Records of student selection, services provided, staff qualifications, family engagement, and program evaluation are maintained and available for review (Section 1115(c)).

Targeted Assistance Program Summary

1. Describe the Targeted Assistance Program to improve the educational outcomes for eligible students. *Note: listing goals is insufficient*; this description should include the actions taken to assist eligible students in achieving greater academic outcomes.The academic, demographic, and systemic needs of our student population extend well beyond what a single economic indicator can capture and are best addressed through a comprehensive schoolwide approach. Our school data reveals persistent achievement gaps among key student subgroups, including students performing below grade level, Multilingual Learners, students with disabilities, students experiencing homelessness or housing instability, students with significant trauma histories, and students who are chronically absent all of whom are distributed across every grade level and classroom in the building.

Our current schoolwide approach allows us to implement a Multi-Tiered System of Supports (MTSS) that strengthens Tier 1 core instruction for all students while delivering targeted Tier 2 and Tier 3 interventions to those most at risk. By consolidating Title I funds with other federal and local resources, we are able to sustain school-wide professional development, instructional coaching, and family engagement initiatives that benefit every learner while disproportionately lifting our most vulnerable students.

Thorntons Ferry Elementary provides supplemental reading and math instruction to identified students in grades 1–4 through certified Title I tutors supervised by the Assistant Principal and Literacy Coordinator. Tutors collaborate regularly with classroom teachers to review data and adjust interventions. All Title I services supplement and do not supplant core instruction.

Reading: Small-group or in-class instruction using Equipped for Reading Success, Heggerty PA, Wilson Fundations, Project Read, Wilson Just Words, and AimsWeb for progress monitoring.

Math: Supplemental instruction using Do the Math, aligned to the classroom enVisions curriculum and CCSS standards.

Extended Learning: A Reading Incentive Program sends books home nightly with monthly reading logs completed by students and caregivers.

Family & Staff Support: Parents receive regular progress updates and home learning strategies; staff receive ongoing professional development in evidence-based instruction; annual meetings cover the Parent Compact, Policy, and Right to Know.

2. Describe the underlying need(s) addressed and a description of the data or evidence set(s) used to identify the need(s).
Students in grades 1–4 are identified for Title I reading and math services through a points-based ranking system using multiple objective data sources. Selection occurs in spring (Early Start), fall, and winter cycles. Homeless and migrant students are automatically ranked as highest need.

Reading criteria: i-Ready Diagnostic (below 40th percentile), Acadience, Heggerty PA, Fundations Assessments, LETRS Phonics Survey, SAS levels (grade 4), and attendance/truancy data.

Math criteria: i-Ready Diagnostic (below 40th percentile), i-Ready Number and Operations scaled scores, enVisions Trimester 1 Benchmark Assessment, SAS levels (grade 4), and attendance/truancy data.

Selection process: Eligibility is determined through triangulation of at least three data sources, ensuring no single measure drives placement decisions.

Vulnerable populations: Homeless and migrant students are prioritized at the highest need level at all times, consistent with Title I selection guidelines.

3. Describe the intended outcome(s) of the Targeted Assistance Program.
The intended outcome of our school's Title I supplementary program is to close the achievement gap and move students toward grade-level proficiency in reading and mathematics. Through targeted, small-group instruction, the program reinforces and extends the foundational skills introduced during core classroom instruction, including phonemic awareness, phonics, fluency, vocabulary and comprehension in reading, and number sense, computation, and problem solving in mathematics. By providing additional time, targeted instruction, and practice with challenging concepts, the program aims to address individual learning gaps and ensure that identified students receive the focused support they need to meet grade-level expectations. Ultimately, this program is designed to increase student confidence, foster academic independence, and set students on a path toward sustained academic success, reducing the need for further intervention and ensuring equitable access to high-quality instruction for all learners.

4. Describe the plan to evaluate the Targeted Assistance Program. Include the data to be collected and how the effectiveness of the plan will be determined.

The annual Title I 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 factored into the planning for the following year.