Merrimack Middle 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: Merrimack Middle 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 Merrimack Middle School Targeted Assistance Program is designed to improve academic outcomes for students who demonstrate a need for additional support in reading and/or mathematics. Students identified through multiple measures, including i-Ready diagnostic assessments, NH SAS results, end-of-year math assessment data, and teacher or administrator recommendations, receive supplemental instruction in addition to their core classroom program. Homeless, foster, and migratory students are automatically eligible for consideration to ensure equitable access to support services.

Title I services are provided during the school's WIN (What I Need) intervention period, which allows students to receive targeted instruction without missing core academic classes. Students continue to participate in grade-level reading and mathematics instruction delivered by their classroom teachers and receive additional support through small-group and individualized interventions designed to address identified skill deficits.

Certified Title I tutors provide direct instruction using research-based strategies aligned to student needs. Reading interventions utilize a structured literacy approach that includes explicit, systematic instruction in foundational reading skills such as decoding, word

recognition, fluency, spelling, and vocabulary, while also strengthening reading comprehension and written expression. Instruction incorporates decodable texts, short passages, and chapter books selected to provide students with opportunities to practice and apply targeted skills within meaningful reading experiences.

Mathematics interventions focus on strengthening foundational and grade-level skills aligned to New Hampshire's College and Career Ready Standards. Tutors provide targeted instruction and guided practice in areas identified through assessment data and classroom performance. Instruction is designed to increase students' conceptual understanding, procedural fluency, and problem-solving abilities so they can more successfully access grade-level content.

Student progress is monitored through ongoing assessment data, classroom performance, and teacher collaboration. Intervention groups and instructional priorities are adjusted based on student progress to ensure that support remains responsive to individual needs. Through targeted, supplemental instruction provided during WIN, the Title I program increases students' opportunities for academic growth and helps them build the skills necessary to achieve greater success in the general education curriculum.

2. Describe the underlying need(s) addressed and a description of the data or evidence set(s) used to identify the need(s):

Fall Selection:

1. Fall i-Ready Reading Diagnostic (Below 40th Percentile)
2. NH SAS ELA Assessment
3. Teacher and/or Administrator Recommendation

Math:

Students in grades 7-8 are identified and ranked as eligible for Title I Math services through a review of multiple measures of academic performance.

Spring Selection for Fall Early Start:

1. Spring i-Ready Math Diagnostic (Below 40th Percentile)
2. NH SAS Mathematics Assessment
3. End-of-Year Math Placement Assessment
4. Teacher and/or Administrator Recommendation

Fall Selection:

1. Fall i-Ready Math Diagnostic (Below 40th Percentile)
2. NH SAS Mathematics Assessment
3. End-of-Year Math Placement Assessment
4. Teacher and/or Administrator Recommendation

Migratory and Homeless Students:

Homeless and migratory students are given automatic Title I eligibility and are prioritized for services regardless of when they enroll or acquire that status. Selection procedures ensure

compliance with federal requirements and equitable access to supplemental instructional support.

Forms of Selection Criteria:

Selection decisions are based on multiple sources of academic data, including universal screening assessments, state assessment results, local assessment data, and professional recommendations from teachers and administrators. Students demonstrating the greatest academic need are prioritized for services. These data sources are used to identify students who would benefit from supplemental reading and/or mathematics instruction in addition to the core instructional program.

3. Describe the intended outcome(s) of the Targeted Assistance Program:

The intended outcome of the Targeted Assistance Program is to ensure that all students who qualify for Title I services receive targeted, supplemental instruction that addresses their individual academic needs and supports measurable growth toward grade-level expectations in reading and mathematics. Through participation in the program, students will receive focused instruction designed to strengthen the skills necessary for success in the general education curriculum.

In reading, students will receive targeted support in areas such as reading comprehension, vocabulary development, fluency, written response, and foundational literacy skills when needed. Instruction will help students access increasingly complex grade-level texts and apply effective reading strategies across content areas.

In mathematics, students will receive targeted support in grade-level concepts and skills, including mathematical reasoning, problem solving, procedural fluency, and application of mathematical concepts. Instruction is designed to strengthen students' confidence and ability to successfully engage with grade-level coursework.

Student progress will be monitored through ongoing review of assessment data, classroom performance, and collaboration between Title I staff and classroom teachers. Intervention groups and instructional supports will be adjusted as needed to ensure that instruction remains responsive to student needs.

The program aims for students to demonstrate continuous academic growth, increase their proficiency in targeted skill areas, and make progress toward meeting grade-level expectations. Students who achieve sustained success and no longer require supplemental support may exit Title I services. Students who require additional intervention may receive more intensive supports through the school's multi-tiered system of supports and referral processes, as appropriate. Through ongoing data review and targeted instruction, the program seeks to

provide each student with the support necessary to achieve academic success and increased independence as a learner.

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 program evaluation is completed in May and June by the Title I Project Manager. Student performance data is reviewed to determine the effectiveness of Title I interventions and instructional supports. Pre- and post-assessment results, including i-Ready Reading and Mathematics Diagnostic data, are analyzed to evaluate student growth and overall program effectiveness.

Title I rosters are reviewed to determine the number of students served, the number of students who successfully exited the program, and the reasons for student exits. Student growth data, including changes in percentile rankings, assessment performance, and progress toward grade-level expectations, are examined to determine whether the program is meeting its intended outcomes.

Classroom teachers are surveyed regarding student achievement, instructional strategies, collaboration with Title I tutors, and overall program design. Parents are surveyed regarding the quality of services provided and the effectiveness of parent involvement activities and communication. Teachers and parents are encouraged to provide comments and suggestions that are considered during program planning and improvement efforts for the following school year.

The effectiveness of the Targeted Assistance Program will be determined through analysis of student academic growth, progress toward grade-level expectations, successful exits from Title I services, teacher feedback, parent feedback, and overall program participation data. Results from the annual evaluation will be used to refine intervention practices, improve service delivery, and ensure that Title I resources continue to address the academic needs of eligible students.