Mastricola Upper Elementary 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: Mastricola Upper Elementary School
LEA Name: SAU 26 Merrimack, NH

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 para☐ **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.professionals (Section 1115(b)(2)(D)):**

A Targeted Assistance Program is necessary to provide students with additional instruction and support in grade-level literacy and math skills so they can reach proficiency. Student performance data shows that participation in Title I services helps students make measurable academic gains. However, the data also indicates that some students continue to need increased exposure, practice, and targeted instruction in essential skills in order to achieve and maintain proficiency.

We are improving literacy and math achievement for all students through strong, high-quality Tier 1 instruction implemented with fidelity and supported by ongoing progress monitoring to ensure students are mastering grade-level skills. Our literacy program is grounded in the science of reading and provides research-based instruction in vocabulary, fluency, and knowledge-based comprehension. In mathematics, our Tier 1 instruction incorporates evidence-based practices that strengthen conceptual understanding, problem solving, and fact fluency while ensuring all students have access to rigorous, grade-level learning experiences.

Title I Math:

Instructional Support Model:

Each student who has been identified and selected as qualifying for Title I math services in grades 5/6 receives a minimum of 30 minutes of small group math instruction in addition to the core math instructional program. Supplemental supports are aligned to the enVisions math program, i-Ready data and targeted instruction suggested lessons and CCSS identified needs.

Title 1 Reading:

Instructional Support Model:

Each student who has been identified and selected as qualifying for Title 1 reading services in grades 5/6 receives a minimum of 30 minutes of small group reading instruction in addition to the core reading program. Supplemental supports are aligned to the i-Ready data and targeted instruction suggested lessons and CCSS identified needs.

2. **Describe the underlying need(s) addressed and a description of the data or evidence set(s) used to identify the need(s):**
   Title I services for reading and math are supplemental, being held as a pull-out program during the WIN (What I Need) period of the school day. The students receive their core reading and math instruction from their classroom teacher. During WIN, the classroom teacher does not provide whole group classroom instruction.

   Grades 5-6
   Reading:
   Students in grades 5-6 are identified and ranked as eligible based on the following criteria:

   Assignment of points based on scores.
   1) Spring i-Ready Reading Diagnostic (Below 40%) (Recheck of fall data for comparison)
   2) Spring SAS scores (Total Points 1-4) (report card is used if SAS not available)
   3) Teacher Recommendations (0-10 point scale)

   Math:
   Assignment of points based on scores.
   1) Spring i-Ready Math Diagnostic (Below 40%) (Recheck of fall data for comparison)
   2) Spring SAS scores
   3) Teacher recommendations (0-10 point scale)

   For the winter update, iReady will be used to determine eligibility. Again, eligible students will be ranked by need using 2026 SAS scores and teacher recommendation points.

   Migratory & homeless students:
   Homeless, foster and migrant students will be given automatic Title I eligibility and the lowest score (points) to guarantee eligibility for Title I services regardless of the date that the student acquires that status or enters the school. Selection forms are based on points that are totaled and ranked for all eligible students.

   3 forms of selection criteria:
   For Reading and Math:
   iReady diagnostic

SAS (if a student opts out of SAS, the report card is used)
Teacher Recommendation

Migratory & homeless students:
Homeless and migrant students will be ranked most needy, at all times.

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 instruction that meets their individual academic needs and supports measurable growth toward grade-level skills. Through the implementation of effective Tier 2 interventions in both reading and math, students will receive focused support in specific skill areas such as phonics, fluency, comprehension, fact fluency, number sense, place value, fractions and problem solving. Student progress will be monitored to ensure interventions are effective and responsive to individual learning needs. The program aims for students to make consistent progress toward grade-level expectations and ultimately perform above the 40th percentile in order to successfully exit Title I services. Students who do not demonstrate adequate progress may be considered for Special Education services when appropriate. By continuously reviewing student performance data and adjusting interventions as needed, the program is committed to ensuring that every student receives the right level of support to achieve academic success.

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. 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.