Mastricola Elementary School

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 Elementary 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.

Title I Reading:
Instructional Support Model:
Each student who has been identified and selected 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 in structured literacy includes word recognition skills (phonological awareness, decoding, sight recognition) and Language Comprehension (background knowledge, vocabulary, language structure, verbal reasoning and literacy knowledge). Title I instruction is provided in addition to this core instruction during an intervention block, thus supplementing the regular instruction without supplanting it.

Curricula chosen:
The Merrimack Elementary Title I reading program will target skills each qualifying student needs and choose the program/programs and instructional strategies based on their areas of weakness.

Phonemic Awareness: Heggerty Bridge the Gap, Heggerty Grade 1 Phonemic Awareness
Phonics: Fundations for Intervention (Fun in Focus) Grades 1-3, Wilson Just Words Grade 4)
Fluency: Wilson Fluency Readers, iReady Fluency Passages for Progress Monitoring

Comprehension/Vocabulary: PAF Reading Program for Comprehension

Location of Services: Students in Grades 1-4 will receive Title I services in a small group in a designated space inside/outside of their classroom.

Extended Learning Time: The Title I Reading Incentive Program helps students extend their learning. Students read text selected to support the application of skills including decodable, take home books, fluency passages, etc. and complete a reading log. Parents take responsibility for initialing each entry.

Title I Math:
Instructional Support Model:
Each student who has been identified and selected as qualifying for Title I math services in grades 1-4 receives ½ hour 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.

Curricula Chosen:
The Merrimack Elementary Title I math program will utilize Evidence-Based Practice to address student weaknesses in grade level skills in the foundational domains of Numbers and Operations and Algebra and Algebraic Thinking. These include: Do the Math modules Number Core: Addition and Subtraction, Multiplication, Division and Fractions, i-Ready targeted lessons, and enVisions intervention lessons.

Location of Services:
Students in grades 1-4 will receive Title I services in a small group in a designated space inside/outside of their classroom.
Extended Learning Time:
Students and families will work with tutors to extend their learning through our programs and supports including fact fluency practice.

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

Grades 1-4:

Reading:
Students in grades 1-4 are identified and ranked as eligible based on the following criteria:

Spring Selection for Fall Early Start: Assignment of points based on scores.
1) Spring i-Ready Reading Diagnostic (Below 40%) Grades 1-4
2) Spring Heggerty (Total Points) Grades 1-2

3) iReady Passage Reading Fluency Grades 1-4
4) Teacher Recommendations (1-30) Grades 1-4

Fall Selection: Assignment of points based on scores. (Assessments differ by grade level_
1) Fall i-Ready Reading Diagnostic (Below 40%) Grades 1-4
2) Fall Heggerty Grade 1 (Total Points)
3) Fundations Assessments Average of Units Given
5) iReady Passage Reading Fluency
6) Teacher/LC Recommendation Grades 1-4

Math: Students in grades 1-4 are identified and ranked as eligible based on the following criteria:

Spring Selection for Fall Early Start: Assignment of points based on scores
1) Spring i-Ready Math Diagnostic (Below 40%) Grades 1-4
2) Fact Fluency, Number's and Operations SS
3) enVisions Spring Trimester 3 Benchmark Assessment (Converted to %)
4) Teacher Recommendation Grades 1-4

Fall Selection:
Assignment of points based on scores
1) Fall i-Ready Math Diagnostic (Below 40%) Grades 1-4
2) Fall i-Ready Scaled Score Number and Operations SS
3) enVisions Assessment (Converted to %)
4) Teacher Recommendation Grades 1-4

McKinney Vento:
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/literacy coordinator or administrator)

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, "just right" 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, spelling, sight word recognition, reading comprehension, fact fluency, number sense, place value, and problem solving. Student progress will be monitored biweekly 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 will receive more intensive support from a reading interventionist or be considered for more individualized instruction through special education. 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.