



New Hampshire | **LIVE FREE AND LEARN**
Department of Education

New Hampshire Department of Education ESEA Local Educational Agency Title I, Part A Plan 2026-2027

Bureau of Instructional Support
Office of ESEA Programs
25 Hall Street
Concord, NH 03301

November 15, 2023

1

Purpose

The purpose of this document is to provide all subrecipients with information regarding the New Hampshire Department of Education (NHED), Office of ESEA Programs, Local Educational Agency (LEA) Title I, Part A Plan and if applicable, Schoolwide Program Plan.

The approval of a LEA Title I, Part A Plan by the NHED is a requirement for receiving Federal funding subgrants under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). The LEA Title I, Part A Plan includes specific descriptions and assurances as outlined in the provisions included in ESEA. In essence, the LEA Title I, Part A Plans describe the actions that LEAs will take to ensure that they meet certain programmatic requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Title I, Part A Plans summarize assessment data, school goals and activities.

Guidance

ESEA Section 1112 indicates that a LEA may receive a Title I, Part A subgrant for any fiscal year only if such agency has on file with the State educational agency (SEA) a plan, approved by the SEA, that is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a LEA that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools. Consultation must not interfere with the timely submission of the LEA Title I, Part A Plan.

ESEA Section 1112(b) provides the LEA with plan components to ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

In addition, ESEA Section 1114(b), requires an eligible school operating a schoolwide program develop a comprehensive plan. A LEA that identifies as a Schoolwide Program school is required to address additional schoolwide components within the LEA Title I, Part A Plan.

The LEA is required by ESEA Section 1112(a)(3)(A) to file the plan according to a schedule established by the SEA. The SEA may then approve the LEA's plan prior to being granted federal funds at the start of the fiscal year, only if the SEA determines that the LEA's plan provides that the schools served substantially help children meet the challenging State academic standards.

The LEA Title I, Part A Plan shall be submitted for the first year for which the school is identified as a Title I, Part A school and shall remain in effect for the duration of the school's participation in Title I, Part A services. Each LEA is required to annually review and, as necessary, revise its plan.

Per 2 CFR § 200.334 the request, form, supporting documentation, and NHED's response must be maintained for record retention purposes.

Local Educational Agency Title I, Part A Plan and Schoolwide Program Plan (if applicable)



To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each local educational agency (LEA) shall complete the following information and submit the plan to the New Hampshire Department of Education (NHED) as part of the application for federal funding. Each component of each question must be addressed, if applicable, for the plan to be considered complete.

The LEA must submit their plan to NHED by emailing ESEA@doe.nh.gov and uploading the document to the LEA Homepage in the Grants Management System (GMS).

Local Educational Agency (LEA) Information

District Name: Rivendell Interstate School District
LEA Official Name and Title: Jennifer Botzojorns - Superintendent
LEA Official Contact Phone: 603 353 2170 ext 2117
LEA Official Contact Email: jbotzojorns@rivendellschool.org

For questions, please reach out to your federal program manager contact.

By signing below, you affirm that information contained in this plan is accurate and complete and is signed by an authorized representative of the LEA.

Jennifer Botzojorns

LEA Official Name

[Signature]
LEA Official Signature

5/20/24
Date

NHED Use Only

I, on behalf of NHED, certify that I have reviewed the LEA Title I, Part A plan below and have determined the LEA:

- ☒ Has submitted a LEA Title I, Part A plan that meets the provisions of ESEA Section 1112(b) and Section 1114(b), if applicable.
- This document will be fully executed and returned to the LEA noting approval. The LEA must upload this document to GMS under the appropriate grant.
- ☐ Has not submitted a LEA Title I, Part A plan that meets the provisions of ESEA Section 1112(b) and Section 1114(b), if applicable.
- This document will be fully executed and returned to the LEA noting it has been denied. The LEA must revise their LEA Title I, Part A plan and re-submit to the SEA.

Christina Dotson - Educational Consultant

Printed Name and Title

Christina Dotson

Signature

5/22/2024

Date

November 15, 2023

Local Educational Agency Title I, Part A Plan Annual Review and Schoolwide Program Plan (if applicable)



The local educational agency (LEA) plan shall be submitted for the first year for which the school is identified as a Title I, Part A school and shall remain in effect for the duration of the school's participation in Title I, Part A services. Each LEA is required to annually review and, as necessary, revise its plan. By doing so, the LEA assures the NHED that the information contained in this plan is accurate and complete and is signed by an authorized representative of the LEA. If the LEA identifies as a Schoolwide Program school, after the initial approval of their Title I, Part A Plan, they must revise their approved plan to address the schoolwide program components.

The LEA must upload their annual review to the LEA Homepage in the Grants Management System (GMS) before being granted federal funds at the start of the fiscal year.

If revisions are made, the LEA must utilize Track Changes.

By signing below, you affirm that annual review has taken place and that the below information is true and correct.

Randall Gavel R. Gavel 7/22/25
LEA Official Name LEA Official Signature Date

By signing below, you affirm that annual review has taken place and that the below information is true and correct.

Randall Gavel R. Gavel 8/17/26
LEA Official Name LEA Official Signature Date

By signing below, you affirm that annual review has taken place and that the below information is true and correct.

LEA Official Name LEA Official Signature Date

By signing below, you affirm that annual review has taken place and that the below information is true and correct.

LEA Official Name LEA Official Signature Date

By signing below, you affirm that annual review has taken place and that the below information is true and correct.

LEA Official Name LEA Official Signature Date

November 15, 20 3

4

ESEA Section 1112(b) Title I, Part A Plan Components



If a component refers to another section of the ESEA, there is a link in the question itself to the referenced section of the law for informational purposes.

1. Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by—
 - (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
 - (B) identifying students who may be at risk for academic failure;
 - (C) providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards; and
 - (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Answer:

Student Selection Process:

Students selected for Title I services are determined based on a two-step process of identifying students at each grade level that are deemed educationally disadvantaged and then selecting the neediest students. Foster, ELL, Migratory and Homeless students are included in the selection process.

The selection protocol for determining student eligibility for Title I at Rivendell Academy includes school wide assessment screening measures and teacher recommendations. Students are further identified through a ranking process in accordance with grade level performance.

Supplemental Support:

The Title I Rivendell Academy Title I Instructional Program is independent of and in addition to the students basic reading and/or mathematics program delivered by district staff. The Principal and Title I teacher at Rivendell Academy ensure that Title I Program services are provided in a manner that is supplemental to what the students are required to receive by law. In summary, every student participating in Title I services receives services from Title I staff that is in addition to what every other child receives as part of their basic education.

High Quality Instructional Strategies:

All instructors are highly qualified.

Each student that qualifies for Title I services is further assessed to determine their current level of performance and areas for improvement. Goals are then created to target specific weaknesses and serve as an outline for the design of intervention. To improve literacy skills, intervention can include learning reading strategies, studying morphology, targeting writing mechanics and grammar rules, remediating decoding skills, and improving fluency and prosody.

Every fall, Rivendell Academy students are asked to complete a baseline writing performance task. Students are asked to analyze a text or respond to a prompt by creating their own claim statements and providing supporting evidence/opinions. Teachers then assess student writing samples in the areas of purpose, organization, detail, mechanics, style, and conventions. This diagnostic allows teachers to design instruction aligned to student need and ability. Throughout the school year, similar tasks are given to students to monitor progress and identify areas for further instruction.

At the secondary level, reading comprehension is often assessed through performance on response to text tasks. However, we also screen all students in the area of reading comprehension utilizing a computer-adaptive assessment program (STAR Reading) to obtain each student's independent reading level. Domain scores are given to show each students' ability on areas that align to the English Language Arts Literature and Information standards. Throughout the year, students are screened an additional two times to assess progress and growth.

If a student is deemed eligible for Title I, services are provided through small group instruction during an intervention block or through classroom during an academic class. Interventions provided during these times are dependent on the needs of the student. These interventions come from a variety of sources, including but not limited to: Leveled Literacy Intervention, Visualizing and Verbalizing, CORE phonics instruction, the Orton-Gillingham Approach, and Writing and Reading Workshop.

How does my child qualify for Title I?

Several different criteria are used to determine eligibility for Title I services. Including but not limited to: teacher and educational support team recommendations, parent concerns, student screening information, local assessments, and other current student data.

2. Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Answer:

All Title I Teachers at our school are highly effective and experienced. This is not a concern at Rivendell Academy. All identified students, regardless of status, are provided the same services by the same qualified teachers.

High Quality Instructional Strategies:

All instructors are highly qualified.

Each student that qualifies for Title I services is further assessed to determine their current level of performance and areas for improvement. Goals are then created to target specific weaknesses and serve as an outline for the design of intervention. To improve literacy skills, intervention can include learning reading strategies, studying morphology, targeting writing mechanics and grammar rules, remediating decoding skills, and improving fluency and prosody.

To assess written expression, Rivendell Academy teachers utilize rubrics based on the Vermont State Writing Standards. A four-point scale areas of purpose, organization, detail, mechanics, style and conventions. Every fall, each student completes a baseline writing performance task, which allows teachers to design instruction aligned to student need and ability. Written tasks require the students to respond to a prompt based on a piece of literature that they have read. Students are expected to create their own claim statements, supporting evidence and analysis. Throughout the school year, similar tasks are given to students to monitor progress and areas for further instruction.

At the secondary level, reading comprehension is often assessed through performance on response to text tasks. However, we also screen all students in the area of reading comprehension utilizing a computer adaptive assessment program (STAR Reading) to obtain each student's independent reading level. Domain scores are given to show each students' ability on areas that align to the English Language Arts Literature and Information standards. Throughout the year, students are screened an additional two times to assess progress and growth.

If a student is deemed eligible for Title I, services are provided through small group instruction during an intervention block or through classroom during an academic class. Interventions provided during these times are dependent on the needs of the student. These interventions come from a variety of sources, including but not limited to: Leveled Literacy Intervention, Visualizing and Verbalizing, CORE phonics instruction, the Orton-Gillingham Approach, and Writing and Reading Workshop

Commented [C01]: The answer for Section 2 seems to be exactly the same as section 1. This section is asking about students who are low-income/minority being taught at higher rates or ineffective, inexperienced or out of field teachers. How does the school address this issue? (Is this issue not applicable to the school?)

3. Describe how the LEA will carry out the responsibilities under paragraphs (1) and (2) of [Section 1111\(d\)](#) if the LEA were to be identified. (School Improvement requirements for CSI and TSI identified schools.)

Answer:

Upon identification by the state Rivendell Academy in partnership with stakeholders (including principals and other school leaders, teachers, and parents), will develop and implement a comprehensive support and improvement plan to improve student outcomes using evidence-based interventions. This plan will be referenced as part of the annual needs assessment and CIP process and monitored periodically. All requirements below will be met by the school:

(1) COMPREHENSIVE SUPPORT AND IMPROVEMENT.—

(B) LOCAL EDUCATIONAL AGENCY ACTION.—Upon receiving such information from the State, the local educational agency shall, for each school identified by the State and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that—

- (i) is informed by all indicators described in sub- section (c)(4)(B), including student performance against State-determined long-term goals;
- (ii) includes evidence-based interventions;
- (iii) is based on a school-level needs assessment;
- (iv) identifies resource inequities, which may include a review of local educational agency and school- level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;
- (v) is approved by the school, local educational agency, and State educational agency; and
- (ix) upon approval and implementation, is monitored periodically reviewed by the State educational agency.

(D) PUBLIC SCHOOL CHOICE.—

- (i) **IN GENERAL.—**A local educational agency may provide all students enrolled in a school identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) with the option to transfer to another public school served by the local educational agency, unless such an option is prohibited by State law.
- (ii) **PRIORITY.—**In providing students the option to transfer to another public school, the local educational agency shall give priority to the lowest-achieving children from low- income families, as determined by the local educational agency for the purposes of allocating funds to schools under section 1113(a)(3).
- (iii) **TREATMENT.—**A student who uses the option to transfer to another public school shall be enrolled in classes and other activities in the public school to which the student transfers in the same manner as all other students at the public school.

SPECIAL RULE.—A local educational agency shall permit a student who transfers to another public school under this paragraph to remain in that school until the student has completed the highest grade in that school.

(2) TARGETED SUPPORT AND IMPROVEMENT.—

(B) TARGETED SUPPORT AND IMPROVEMENT PLAN.— Each school

receiving a notification described in this paragraph, in partnership with stakeholders (including principals and other school leaders, teachers and parents), shall develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system established under subsection (c)(4), for each subgroup of students that was the subject of notification that—

- (i) is informed by all indicators described in sub-section (c)(4)(B), including student performance against long-term goals;
- (ii) includes evidence-based interventions;
- (iii) is approved by the local educational agency prior to implementation of such plan;
- (iv) is monitored, upon submission and implementation, by the local educational agency; and
- (v) results in additional action following unsuccessful implementation of such plan after a number of years as determined by the local educational agency.

4. Describe the poverty criteria that will be used to identify eligible school attendance areas under [Section 1113](#).

Answer:

Rivendell Academy uses Free & Reduced for poverty eligibility criteria.

November 15, 2023

5. Describe, in general, the nature of the programs to be conducted by such agency's schools under Sections 1114 – Schoolwide Programs and 1115 – Targeted Assistance Programs and, where appropriate, educational services outside applicable schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Answer:

Rivendell Academy applies a Targeted Title I program under section 1115 for all students identified in the selection process. Staff are paid with Title I funds, and appropriate Time and Effort documentation is maintained to support their payment. Title I Staff are employed to strengthen the academic program of the school, extend learning time, and apply early intervention services. Services are provided from grade 6-12 at the Academy level. Children identified as Homeless, Migrant, ELL, Foster or neglected/delinquent will be identified and eligible for Title I services.

All children deemed eligible for services are given the opportunity to access additional instruction, intervention, and supports at the Academy. Currently, we do not provide supports, intervention, or instruction outside of the school building. After children are identified as eligible for services, further assessment is administered to determine each child's specific needs. A plan is then created for each child to identify the type of instruction, intervention, or support that is warranted and frequency at which it will be provided. Student progress is monitored every trimester through screening measures. Additional progress monitoring is administered for children receiving Title I services on a 6 – 8-week basis. These measures include curriculum-based assessments, informal reading assessments, as well as teacher created benchmark assessments. Based on these measures, individual student plans are adjusted accordingly.

6. Describe the services that will be provided to homeless children and youths, including services provided with funds reserved under [Section 1113\(c\)\(3\)\(A\)](#), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).

Answer:

HOMELESS CHILDREN:

Rivendell Interstate School District sets aside funding for the purposes of transportation and education in the event that a homeless situation occurs in our district. The district follows the federal law and the McKinney-Vento Homeless Assistance Act requiring our school to provide educational stability for homeless children and works with the State Homeless Liaison if the need arises.

Qualifications

- If Your Family Lives In Any Of The Following Situations:
- In a shelter
- In a motel or campground due to the lack of an alternative adequate accommodation
- In a car, park, abandoned building, or bus or train station
- Doubled up with other people due to loss of housing or economic hardship

Your school-age children may qualify for certain rights and protections under the federal McKinney-Vento Act.

Eligible Children's Rights -Your eligible children have the right to:

- Receive a free, appropriate public education
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local school; or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is your preference.
- If the school district believes that the school you select is not in the best interest of our children, then the district must provide you with a written explanation of its position and inform you of your right to appeal its decision.
- Receive transportation to and from school of origin, if you request this.
- Receive educational services comparable to those provided to other students, according to your children's needs.

Rivendell Homeless Policy – C-13 available at RivendellSchool.org

Each year as part of our Continuous Improvement Process the Homeless liaison meets with school leadership to review data of current homeless student trends at the Academy. ~~For FY25 the Homeless Liaison, Grant Manager and Business Manager expect that Transportation needs will continue to be the highest need for our identified homeless students. Due to this expectation, we are increasing our allocation for homeless transportation by 30%. Our anticipated transportation needs for FY26 were unrealized. For FY27, we will reduce our allocation for homeless transportation as we did not expend any funds for homeless transportation during FY26.~~ No other priority needs have been identified.

Commented [CD2]: The School Policy for Homeless students is a good addition here, but please also address how these students will be afforded Title IA and what the homeless set aside will be used for to remove barriers for students.

7. Describe the strategies that will be used to implement effective parent and family engagement under [Section 1116](#) – Parent and Family Engagement.

Answer:

Parent Involvement:

Parent involvement is a critical part of the Rivendell Academy Title I program. Parents of Title I students are involved in the Annual Title I Parent Involvement Meeting. At this Parent Involvement Meeting, parents review the Title I Parent Involvement Guidelines, discuss, and plan with the Principal and Title I staff and discuss parent involvement activities they would like offered for the school year. Parents are encouraged to share their opinions on the best dates and times that these activities should occur. Attendance is taken and input is encouraged.

Handbooks and Compacts are shared with Parents and surveys are conducted throughout the year.

Additionally, when students are identified to receive support, parents are notified. As instructional objectives are developed and monitored, parents receive reports of progress. Informal communication is encouraged, and parents have the opportunity to contact the Title I Teacher when concerns arise. Clang@rivendellschool.org and dscanlan@rivendellschool.org

8. Describe how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs, if applicable.

Answer:

There are no Early Education programs at Rivendell Academy. The school serves grades 6-12.

9. Describe if operating an applicable school, how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under [Section 1115](#), will identify the eligible children most in need of services under this part.

Answer:

Students identified as Homeless, Migrant, ELL, Foster or Neglected/Delinquent are identified and referred for selection for Title I Services. Students selected for Title I services are determined based on a two-step process of identifying students at each grade level that are deemed educationally disadvantaged and then selecting the neediest students. Foster, ELL, Migratory and Homeless students are included in the selection process.

The selection protocol for determining student eligibility for Title I at Rivendell Academy includes school wide assessment screening measures and teacher recommendations. Students are further identified through a ranking process in accordance with grade level performance.

10. Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Answer:

~~Rivendell Academy serves students 6-12 through middle school and into high school with the same program. Title I Service Staff refer identified students for counselling and additional support as the need is identified and vice versa. All students receive access to these services as needs are identified.~~

Title IA funds are not used at Rivendell Academy for transition into higher education.

Commented [C03]: How does Rivendell use Title IA funds in any transitions into higher education? If funds are not used here, this would be not applicable

November 15, 2023

11. Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in [Section 1111\(c\)\(2\)](#).

Answer:

Students are provided with early intervention services through Title I, counselling, behavioral coaching, and outreach programs (Liaisons – Foster, Homeless, Resource) in an effort to reduce disciplinary action and identify needs as quickly as possible. Education support recommendations, parent concerns, student screening information, local assessments, attendance data and other student data are used in the referral process.

12. If the LEA determines this to be appropriate, describe how the LEA will support programs that coordinate and integrate—

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Answer:

Title I funds are not used for this purpose, but the school does operate a program for this purpose.

13. Describe any other information on how the funds will be used to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:
- (A) assist schools in identifying and serving gifted and talented students; and
 - (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Answer:

No Title I funds are used for this purpose, but the school operates a program for this purpose.

ESEA Section 1114(b) Schoolwide Program Components (if applicable)



If a component refers to another section of the ESEA, there is a link in the question itself to the referenced section of the law for informational purposes.

14. Describe the strategies that the school will be implementing to address school needs, including a description of how such strategies will-
- (a) provide opportunities for all children, including each of the subgroups of students (as defined in section [1111\(c\)\(2\)](#)) to meet the challenging State academic standards;
 - (b) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
 - (c) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-
 - i. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs; and

Answer:

Rivendell Academy operates a targeted Title I program and does not operate a School Wide Program.

15. If programs are consolidated, describe the specific SEA and LEA programs and other Federal programs that will be consolidated in the schoolwide program.

Answer:

Rivendell Academy does not operate a consolidated program.

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ESEA References for Components of a LEA Title I, Part Plan



Component #2 **SECTION 1111 (g) OTHER PLAN PROVISIONS**

[GO BACK TO COMPONENT #2](#)

- 1) Descriptions – Each State plan shall describe—
(B) how low-income and minority children enrolled in schools assisted under this part are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the State educational agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description (except that nothing in this subparagraph shall be construed as requiring a State to develop or implement a teacher, principal, or other school leader evaluation system);

Component #3 **SECTION 1111(d) SCHOOL SUPPORT AND IMPROVEMENT ACTIVITIES.— (A & C are SEA responsibilities)**

[GO BACK TO COMPONENT #3](#)

(3) COMPREHENSIVE SUPPORT AND IMPROVEMENT.—

- (C) LOCAL EDUCATIONAL AGENCY ACTION.—Upon receiving such information from the State, the local educational agency shall, for each school identified by the State and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that—
- (i) is informed by all indicators described in sub- section (c)(4)(B), including student performance against State-determined long-term goals;
 - (ii) includes evidence-based interventions;
 - (iii) is based on a school-level needs assessment;
 - (iv) identifies resource inequities, which may include a review of local educational agency and school- level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;
 - (v) is approved by the school, local educational agency, and State educational agency; and
 - (vi) upon approval and implementation, is monitored periodically reviewed by the State educational agency.
- (E) PUBLIC SCHOOL CHOICE.—
- (i) IN GENERAL.—A local educational agency may provide all students enrolled in a school identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) with the option to transfer to another public school served by the local educational agency, unless such an option is prohibited by State law.
 - (ii) PRIORITY.—In providing students the option to transfer to another public school, the local educational agency shall give priority to the lowest-achieving children from low-income families, as determined by the local educational agency for the purposes of allocating funds to schools under section 1113(a)(3).
 - (iii) TREATMENT.—A student who uses the option to transfer to another public school shall be enrolled in classes and other activities in the public school to which the student transfers in the same manner as all other students at the public school.

SPECIAL RULE.—A local educational agency shall permit a student who transfers to another public school under this paragraph to remain in that school until the student has completed the highest grade in that school.

(4) TARGETED SUPPORT AND IMPROVEMENT.—

(C) TARGETED SUPPORT AND IMPROVEMENT PLAN.— Each school receiving a notification described in this paragraph, in partnership with stakeholders (including principals and other school leaders, teachers and parents), shall develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system established under subsection (c)(4), for each subgroup of students that was the subject of notification that—

- (i) is informed by all indicators described in sub- section (c)(4)(B), including student performance against long-term goals;
- (ii) includes evidence-based interventions;
- (iii) is approved by the local educational agency prior to implementation of such plan;
- (iv) is monitored, upon submission and implementation, by the local educational agency;
- and
- (v) results in additional action following unsuccessful implementation of such plan after a number of years as determined by the local educational agency.

Component #4 SEC. 1113. 20 U.S.C. 6313 ELIGIBLE SCHOOL ATTENDANCE AREAS.

[GO BACK TO COMPONENT #4](#)

(a) DETERMINATION.—

(1) IN GENERAL.—A local educational agency shall use funds received under this part only in eligible school attendance areas.

(5) MEASURES.—

(A) IN GENERAL.—Except as provided in subparagraph (B), a local educational agency shall use the same measure of poverty, which measure shall be the number of children aged 5 through 17 in poverty counted in the most recent census data approved by the Secretary, the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.), the number of children in families receiving assistance under the State program funded under part A of title IV of the Social Security Act, or the number of children eligible to receive medical assistance under the Medicaid Program, or a composite of such indicators, with respect to all school attendance areas in the local educational agency—

- (i) to identify eligible school attendance areas;
- (ii) to determine the ranking of each area; and
- (iii) to determine allocations under subsection (c).

Component #6 (c) ALLOCATIONS.—

[GO BACK TO COMPONENT #6](#)

(5) RESERVATION OF FUNDS.—

(A) IN GENERAL.—A local educational agency shall re- serve such funds as are necessary under this part, deter- mined in accordance with subparagraphs (B) and (C), to provide services comparable to those provided to children in schools funded under this part to serve—

- (i) homeless children and youths, including pro- viding educationally related support services to children in shelters and other locations where children may live;
- ii) children in local institutions for neglected children; and
- (iii) if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day programs.

Component #7 SECTION 1116 – PARENT AND FAMILY ENGAGEMENT

[GO BACK TO COMPONENT #7](#)

(a) LOCAL EDUCATIONAL AGENCY POLICY

(1) IN GENERAL.—A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY.—Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement

(b) SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY.—

(1) IN GENERAL.—Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Component #9 **SECTION 1115**

[GO BACK TO COMPONENT #9](#)

(c) ELIGIBLE CHILDREN.—

(1) ELIGIBLE POPULATION.—

(A) IN GENERAL.—The eligible population for services under this section is—

- (i) children not older than age 21 who are entitled to a free public education through grade 12; and
- (ii) children who are not yet at a grade level at which the local educational agency provides a free public education.

(B) ELIGIBLE CHILDREN FROM ELIGIBLE POPULATION.— From the population described in subparagraph (A), eligible children are children identified by the school as failing, or most at risk of failing, to meet the challenging State academic standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the local educational agency and supplemented by the school.

(2) CHILDREN INCLUDED.—

(A) IN GENERAL.—Children who are economically disadvantaged, children with disabilities, migrant children or English learners, are eligible for services under this part on the same basis as other children selected to receive services under this part.

(B) HEAD START AND PRESCHOOL CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start program, the literacy program under subpart 2 of part B of title II, or in preschool services under this title, is eligible for services under this part.

(C) MIGRANT CHILDREN.—A child who, at any time in the 2 years preceding the year for which the determination is made, received services under part C is eligible for services under this part.

(D) NEGLECTED OR DELINQUENT CHILDREN.—A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children is eligible for services under this part.

(E) HOMELESS CHILDREN.—A child who is homeless and attending any school served by the local educational agency is eligible for services under this part.

Component #11 **SECTION 1111 (c) (2) STATEWIDE ACCOUNTABILITY SYSTEM.—**

[GO BACK TO COMPONENT #11](#)

- (1) IN GENERAL.—Each State plan shall describe a statewide accountability system that complies with the requirements of this subsection and subsection (d).
- (2) SUBGROUP OF STUDENTS.—In this subsection and subsection (d), the term “subgroup of students” means—
- (A) economically disadvantaged students;
 - (B) students from major racial and ethnic groups;
 - (C) children with disabilities; and
 - (D) English learners.

Component #14 **SECTION 1111 (c) (2) STATEWIDE ACCOUNTABILITY SYSTEM**

[GO BACK TO COMPONENT #14](#)

- (1) IN GENERAL.—Each State plan shall describe a statewide accountability system that complies with the requirements of this subsection and subsection (d).
- (2) SUBGROUP OF STUDENTS.—In this subsection and subsection (d), the term “subgroup of students” means—
- (A) economically disadvantaged students;
 - (B) students from major racial and ethnic groups;
 - (C) children with disabilities; and
 - (D) English learners.