New Hampshire | LIVE FREE AND LEARN
Department of Education

New Hampshire Department of Education
Title I, Part A
School Site Plan Summary - Targeted Assistance Program

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

Purpose

Title I, Part A of the Elementary and Secondary Education Act (ESEA), provides supplemental funds to schools with the highest percentages of children from low-income families to help ensure that all children meet challenging academic standards. As described in Section 1115, Targeted Assistance Schools (TAS) utilize Title I, Part A funds to serve eligible students identified as having the greatest need for assistance because they are not meeting or are at risk of not meeting state academic standards. Targeted Assistance Schools provide services only to the identified students and their families.

This document serves as the school's annual summary and certification of the Targeted Assistance Program and confirms that all required Title I, Part A elements are in place. The local educational agency (LEA) must annually include this document to the LEA's ESEA Consolidated Application in the Grants Management System (GMS) to be considered eligible for Title I, Part A funding.

This document does not replace the full Title I, Part A Plan, which shall be made available to the New Hampshire Department of Education (NHED) upon request.

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 LEA Title I, Part A Plan, approved by the SEA. 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 certify that the LEA has reviewed and, as necessary, revised its 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: Rivendell Academy (E)

LEA Name: Rivendell Interstate 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 1 TAP students receive both push-in services during class and pull-out services in small groups using evidence-based instructional approaches to reading, such as deep reading of content, incorporating background knowledge and visual aids to support comprehension, and explicit reading comprehension strategies that encourage student autonomy. Students are encouraged to use highlighters, book tags, etc. to enhance their own comprehension, and are asked to reflect on not just what they read, but how they read it. Writing skills are implicitly supported through conversations about how to describe the content of a text, and explicitly through activities like brainstorming, planning the organization of ideas, discussing the identities and needs of the audience, and editing and revising according to teacher feedback.

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

The underlying needs are low reading comprehension skills relative to grade level standards and a demonstrated difficulty in communicating ideas through writing. Assessments are used throughout the school year to identify which students would benefit from targeted intervention. STAR tests are given three times throughout the school year to monitor student progress. Summative assessment is provided via the VTCAP in the spring of each year. State testing results are released over the summer and reviewed by faculty at the beginning of the subsequent school year. Results are discussed with the EST in terms of how test scores compare to student performance in class and whether a need for intervention is indicated, with teacher observation of student needs outweighing test results in the ultimate decision to intervene. Student needs and progress are discussed weekly and intervention content or approach is adjusted accordingly.

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

Our overarching goal is for all of our students to access their education along as similar a timeline to each other as possible, for both the educational and emotional benefits of being able to engage with their peers in the course of their education. To this end, the intended outcome of our program is two-fold: to help students stay caught up in classes that challenge them, and to identify students whose learning differences might require more specialized Tier 3 support. Our hope is that, by consistently monitoring students progress and providing evidence-based support when the need is identified, students can pass classes by meeting state standards within the given academic school year.

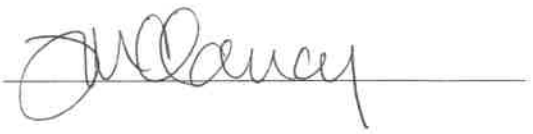
4. Describe the plan to evaluate the Targeted Assistance Program. Include the data to be collected and how the effectiveness of the plan will be determined.

This year, the Tier 2 SST will meet bi-weekly and follow guidance provided by the Center on PBIS on how to assess the TAP. The interventionist intends to use the Tiered Fidelity Inventory developed by PBIS to conduct regular self-assessments. At the end of the school year, the TAP will be evaluated by the Tier 2 SST by evaluating grades achieved by students, testing results, and feedback from teachers, students, and parents in the form of a survey. The team will also review the progress reports given to each student at the end of each trimester to assess whether goals laid out it said reports were accomplished and to what extent.

School Leader Certification

The signatory affirms that they are the school leader responsible for the development, implementation, and annual evaluation of the Targeted Assistance Program that is summarized in this document, and they can produce upon request documentation to support the information included in this summary.

I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violations of U.S. Code Title 18, Sections 2, 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812.

School Leader Name Joy Clancy Signature 

LEA Leader Certification

The signatory affirms the school leader completed and signed this Targeted Assistance Program Summary, and this Targeted Assistance Program Summary accurately reflects the plan that is supported by the LEA.

I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violations of U.S. Code Title 18, Sections 2, 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812.

LEA Leader Name Randall Gawel Signature