



**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: Pollard Elementary School

LEA Name: Timberlane Regional 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) (Section 1115(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 Pollard School's Targeted Assistance Program is designed to provide supplemental, intensive academic support to eligible students who demonstrate significant needs in reading and/or mathematics. Through the Timberlane Regional School District's Multi-Tiered System of Supports (MTSS) process, all students participate in universal screening to identify those who may require additional intervention. Diagnostic assessments are then used to determine specific skill deficits and instructional needs.

Grade-level teams, administrators, instructional coaches, and intervention staff collaboratively review student data to identify eligible students, determine appropriate intervention groups, and develop targeted instructional plans. Students with the greatest academic needs who are not identified for special education services in the area of intervention may receive support from the Title I teacher.

Title I services provide students with evidence-based, small-group instruction focused on addressing identified skill gaps and accelerating progress toward grade-level expectations. Interventions are tailored to individual student needs and delivered in addition to core classroom instruction. Student progress is monitored regularly throughout the intervention cycle, with data collected at least every five instructional sessions. Intervention teams review progress-monitoring data on an ongoing basis to adjust instructional strategies, modify intervention plans, determine the need for continued support, or exit students from services when intervention goals have been met. This continuous cycle of assessment, intervention, and progress monitoring is intended to improve academic achievement and increase student success in the general education setting.

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

Early literacy development has been identified as a priority need based on student performance data indicating gaps in foundational reading skills. To identify and address these needs, the school uses multiple sources of data, including i-Ready Reading benchmark and domain-level reports, to develop a comprehensive understanding of student strengths and areas for growth. Additional diagnostic assessments, including phonics inventories and Oral Reading Fluency (ORF) measures, are used to identify specific skill deficits and guide targeted intervention planning for individual students.

When staffing, scheduling, and intervention resources permit, mathematics support is also provided to students demonstrating academic need. i-Ready Mathematics data is used to identify students requiring additional support, while a Number Sense Screener provides diagnostic information to pinpoint specific areas of need and inform instructional next steps. Together, these data sources enable the school to provide targeted, evidence-based

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

The intended outcomes of the Targeted Assistance Program are to provide eligible students with supplemental, targeted instruction designed to address identified academic skill gaps and accelerate learning. Through evidence-based interventions delivered in addition to core classroom instruction, the program aims to increase student achievement, promote measurable academic growth, and support students in meeting grade-level expectations. Ultimately, the program seeks to strengthen foundational skills, improve student confidence and engagement, and reduce the need for ongoing intervention by helping students achieve proficiency in targeted areas of need.

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 effectiveness of the Targeted Assistance Program will be evaluated through a review of student growth data, intervention progress-monitoring data, and the number of students who successfully exit Title I services after meeting established intervention goals. School and district teams will analyze individual student performance throughout each intervention cycle to determine the extent to which students are closing identified skill gaps and making progress toward grade-level expectations.

Effectiveness will be measured using multiple indicators, including the percentage of students meeting their intervention goals within a 12-week cycle, rates of student growth on screening and progress-monitoring assessments, and the number of students who demonstrate sufficient proficiency to transition to the next targeted skill area or exit intervention services. While the district's goal is for at least 75% of participating students to meet their intervention goals, success will also be measured by evidence of accelerated learning and continuous progress toward

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 Mary Sullivan 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 Sandra Allaire Signature _____